



**College of Liberal Arts and Social Sciences**  
**Office of the Dean**

4800 Calhoun Road • 402 Agnes Arnold Hall • Houston, TX 77204-3000  
713-743-4002 • Facsimile 713-743-2990

---

# 2013

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

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

**February 17, 2013**



**CLASS**

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

## Table of Contents

Introduction.....	3
Highlights of Findings.....	3
Notes on Methods.....	4
Summary of Ratings.....	5
Satisfaction with Majors and Courses	
Major courses.....	6
Courses in CLASS.....	7
Preparation for work in major.....	8
Right choice in major.....	9
Advisors	
Access to Advisors.....	10
Effective guidance with academic requirements.....	11
Knowledge of graduation requirements.....	12
Writing Center, Language Acquisition Center	
Use of Writing Center.....	13
Use of Language Acquisition Center.....	13
Users' satisfaction with the Writing Center.....	14
Users' satisfaction with the Language Acquisition Center.....	15
Future Plans of Graduating Baccalaureates	
Future Plans.....	16-19
Plans for graduate/professional school.....	20-30
Teaching in major field.....	31-34
Teaching in non-major fields.....	35-37
Demographics	
Full time/Part time Enrollment.....	38
Hours Worked per Week.....	38-39
Age.....	40
Verbatim Comments	
Two most positive aspects.....	41-62
Areas that need improvement.....	63-93
Assistance achieving goals.....	94-112

# College of Liberal Arts and Social Sciences

## Undergraduate Exit Survey, 2013

---

### Introduction

This report details the responses from College of Liberal Arts and Social Sciences (CLASS) exit surveys that were completed by 1100 graduating baccalaureates in Fall 2012 and Spring and Summer 2013. Students answered questions related to their educational experience in CLASS, as well as plans after graduation. A total of 22 closed and open-ended questions were asked. This report presents the findings, including comments in the students' own words.

### Changes to This Survey

A number of changes were made to the exit survey in 2011, so please keep these changes in mind when comparing past data with what appears in this report.

In previous years, students had completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. In 2011, the process was moved completely on-line in order to allow the college to survey graduating students each semester instead of only each May.

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

With the change to an on-line format, the college is also able to add on department-specific items to the survey. This year, 58 students who identified themselves as English majors and 27 who identified themselves as Liberal Studies majors were asked an additional 4 questions. The results of the department-specific items will not be reported here.

### Response Rates

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. While the response rate continues to be below the high response rate of the paper format, the number of students reached by this survey continues to climb and has reached nearly twice as many students this year.

Year of Survey Report	Method of Survey	Response Rate	Number of Students Surveyed
2010	paper; Spring only	~70%	624
2011	on-line; Spring and Summer only	42.3%	599
2012	on-line; all 3 semesters	37.7%	981
2013	on-line; all 3 semesters	41.2%	1100

### Highlights of the Findings

**Student Satisfaction with choice of Courses:** The items with the highest ratings remain about satisfaction with courses: 88% of students strongly agreed or agreed they were satisfied with the courses they took in their major (question 4, see page 6). 85% responded positively about courses throughout CLASS (question 5, page 7, which is also tied with Question 2, see below). When asked to name the two most positive aspects of their learning experience in CLASS, students mentioned courses 145 times (see pages 41-62).

#### Advising:

A number of questions focus on how students feel about their advisors. The item with the second highest percentage of respondents who agreed or strongly agreed was about advising: 85% of baccalaureate students responded positively with, "The advisor(s) in my major were effective in guiding me through my academic requirements," (question 2, see page 12, tied with question 5). Furthermore, 52.4% of students strongly agreed that their advisor had clearly explained graduation requirements, the highest percent of students who strongly agreed with any item. Additionally, students frequently and positively mentioned advising and advisors, often by name, throughout the comments to the open-ended questions (beginning page 41).

#### Comments:

The responses to the open-ended questions continue to be both more numerous and lengthier. Students were very thoughtful in providing responses. The verbatim comments have been included in this report (beginning page 41). While they are disaggregated by department, students were likely to make comments that reflected on other departments as well as the university as a whole.

## 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, and certain demographic information.

The scale items asked graduating baccalaureates to choose a level of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, 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.

Again, this is the second year that students were able to select a neutral answer (neither agree nor disagree). Students who marked “NA” or “Did not use” for the scale items are not included in the tabulations or percentages for that item.

Students were then asked a series of questions about future plans. These questions have been changed slightly from years past and included items that were both closed and open-ended.

10. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? There were a number of available responses: Employment, full-time paid; Employment, part-time paid; Graduate or professional school, full-time; Graduate or professional school, part-time; Additional undergraduate coursework; Military service; Voluntary activity (e.g., Peace Corps); Starting or raising a family.
11. If planning to attend graduate / professional school, in which school will you enroll? (open-ended)
12. If you plan to attend graduate or professional school, when do you plan to attend? There were a number of responses to choose from: I do not plan to attend; I do not plan to go this Fall, but do plan to attend in the future; I have applied for Fall admission but have yet to be admitted; I have been admitted and plan to attend in the Fall.

Students were further asked a series of questions about their post-baccalaureate plans for teaching in his/her field (questions 13 and 14), or teaching in other fields (questions 15 and 16).

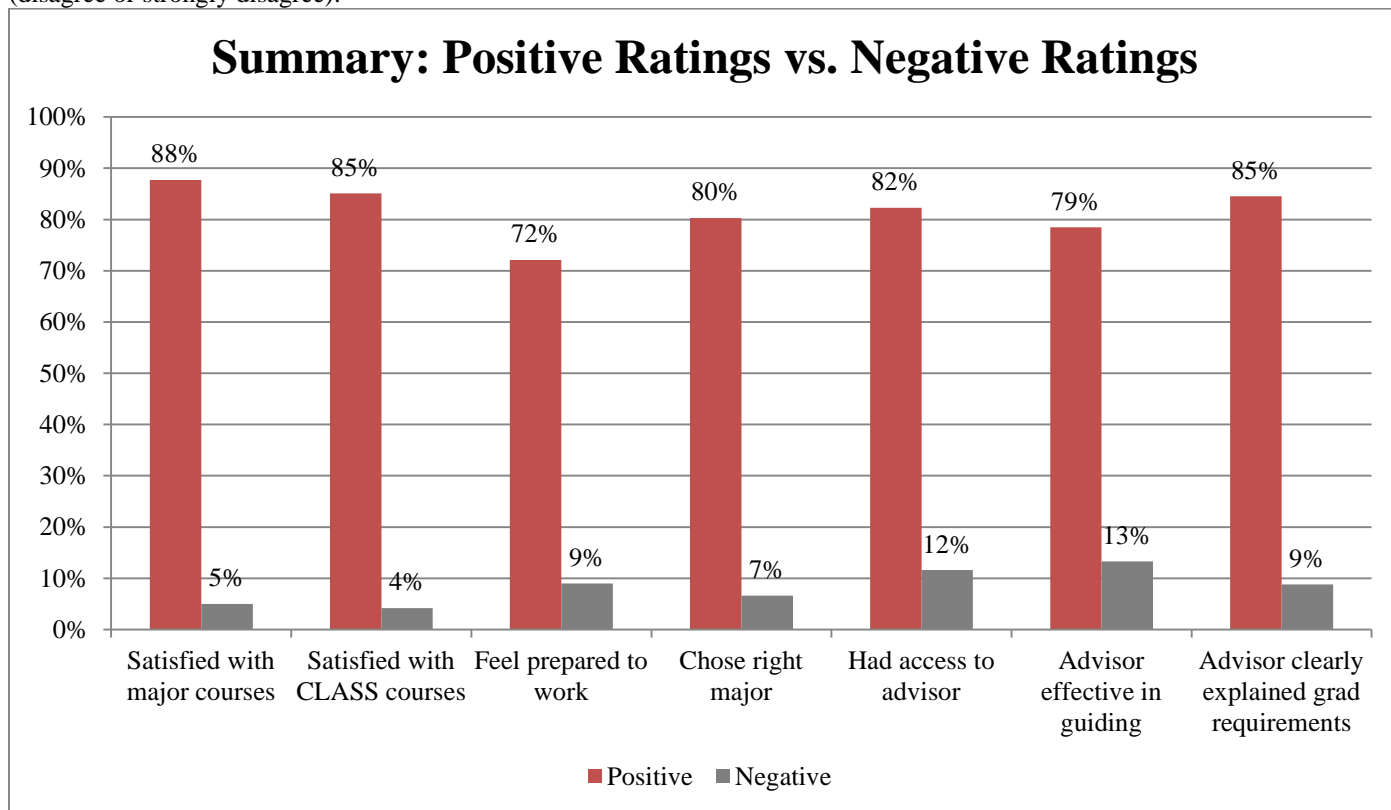
Students were also asked a few demographic questions to establish a student profile: mostly full-time or mostly part-time enrollment (question 17), how many hours students worked while enrolled (question 18), and age (question 19).

The survey concluded with open-ended questions as follow:

20. Name the two most positive aspects of your learning experience in CLASS.
21. 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.))
22. What specific programs, services or people assisted you in achieving your academic goals?

## Summary of Ratings

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



- Students were very positive about their experience in CLASS. Please note that students were given a neutral option, “neither agree nor disagree,” and therefore the positive and negative ratings do not add up to 100%.

Summary Table 1. For questions 1-7, ratings for aspects of student experience in CLASS.

	Satisfied with major courses	Satisfied with CLASS courses	Feel prepared to work	Chose right major	Had access to advisor	Advisor effective in guiding	Advisor clearly explained grad requirements
Strongly Agree	40.1%	35.2%	30%	46.2%	42.7%	46.8%	52.4%
Agree	47.6%	49.9%	42.1%	34.1%	39.6%	31.7%	32.1%
Neither Agree nor Disagree	7.3%	10.8%	19%	13%	6%	8.1%	6.6%
Disagree	3.8%	3.4%	6.1%	4.3%	7.5%	8.9%	6.4%
Strongly Disagree	1.2%	.8%	2.9%	2.3%	4.1%	4.4%	2.4%
Number responding	1064	1049	1034	1067	1062	1062	1064

- Students felt strongest that advisors had clearly explained graduation requirements: 52.4% of students strongly agreed. 46% also strongly agreed that they had chosen the right major and that their advisor(s) were effective in guiding them through their academic requirements.
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-7 individually and disaggregate the results by department.

## Satisfaction with Majors and Courses

### Major Courses

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

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

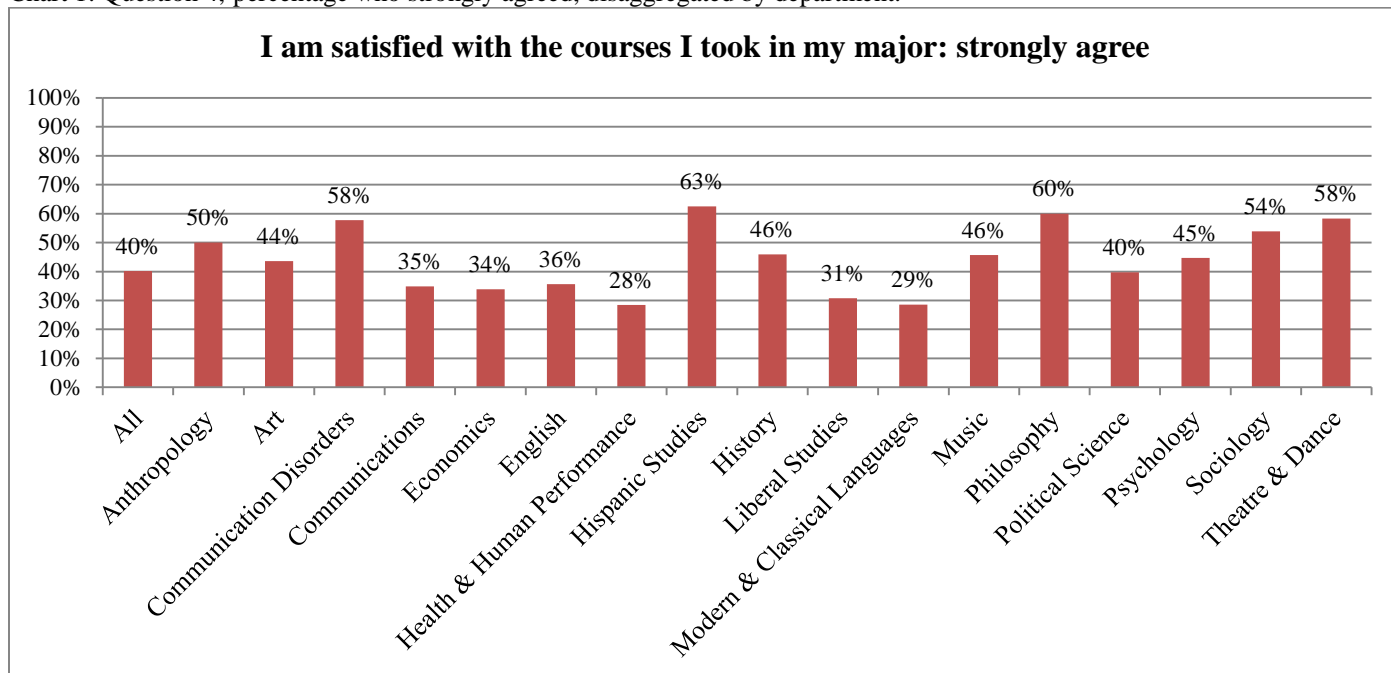


Table 1: Details: All responses for question 4, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	40.1%	47.6%	7.3%	3.8%	1.2%	1064
Anthropology	50%	45.5%	4.5%			22
Art	43.6%	38.2%	7.3%	7.3%	3.6%	55
Communication Science & Disorders	57.7%	34.6%	7.7%			26
Communications	34.9%	52.1%	8.3%	3.6%	1%	192
Economics	33.9%	54.8%	8.1%	3.2%		62
English	35.6%	52.5%	5.1%	5.1%	1.7%	59
Health & Human Performance	28.5%	50.3%	10.6%	6.6%	4%	151
Hispanic Studies	62.5%	31.3%	6.3%			16
History	45.9%	47.5%	1.6%	4.9%		61
Liberal Studies	30.8%	53.8%	11.5%	3.8%		26
Modern & Classical Languages	28.6%	28.6%	42.9%			7
Music	45.7%	45.7%		8.6%		35
Philosophy	60%	33.3%	6.7%			15
Political Science	39.7%	47.4%	10.3%	1.3%	1.3%	78
Psychology	44.7%	47.1%	5.3%	2.4%	.5%	208
Sociology	53.8%	35.9%	7.7%	2.6%		39
Theatre & Dance	58.3%	41.7%				12

- This item had the highest number of students who agreed or strongly agreed: 88%. This question had the highest positive rating last year, 88%, last year as well.
- 2 departments had 60% or more of their students who strongly agreed: Hispanic Studies and Philosophy. 100% of Theatre & Dance students strongly agreed or agreed.
- Students also praised the courses in their major in the open-ended questions. See their verbatim comments starting page 41.

## 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.

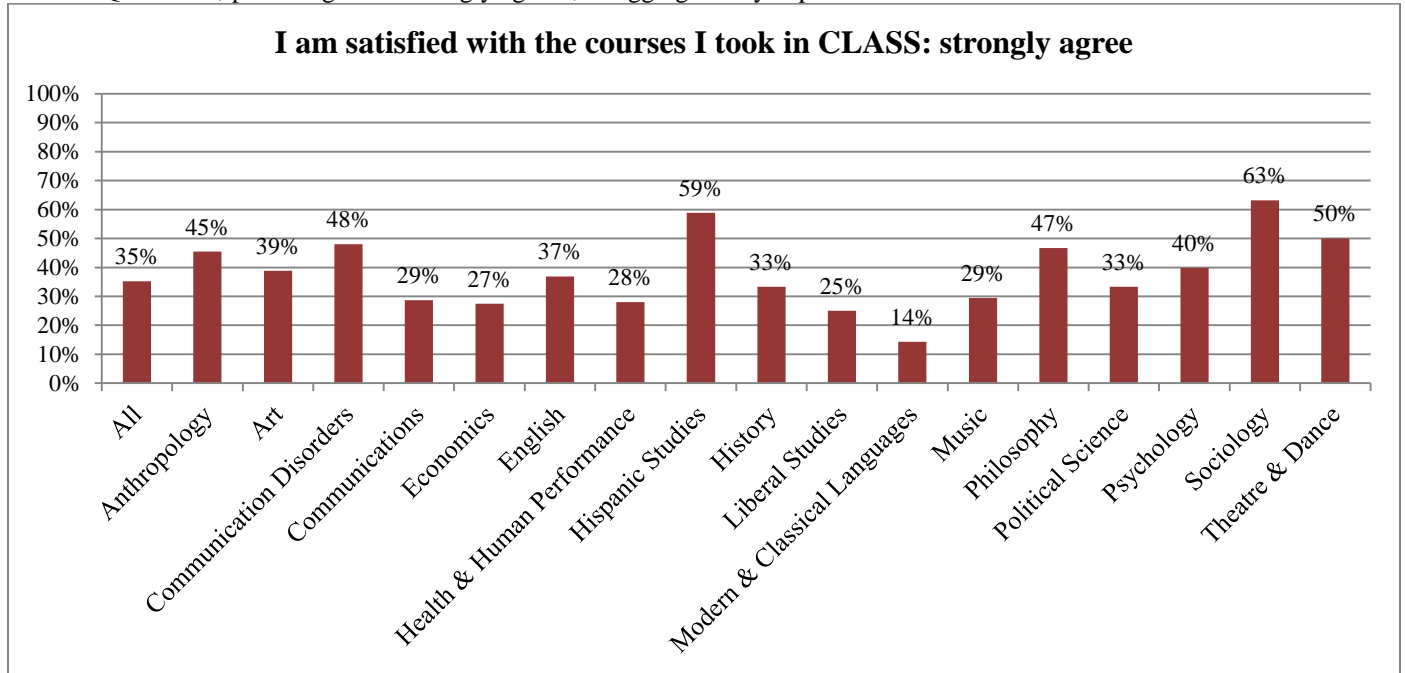


Table 2: Details: All responses for question 5, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	35.2%	49.9%	10.8%	3.4%	0.8%	1049
Anthropology	45.5%	50%	4.5%			22
Art	38.9%	38.9%	11.1%	11.1%		54
Communication Science & Disorders	48%	40%	12%			25
Communications	28.7%	56.9%	9%	3.2%	2.1%	188
Economics	27.4%	56.5%	12.9%	3.2%		62
English	36.8%	50.9%	3.5%	8.8%		57
Health & Human Performance	28%	50.7%	16.7%	2.7%	2%	150
Hispanic Studies	58.8%	29.4%	11.8%			17
History	33.3%	53.3%	10%	3.3%		60
Liberal Studies	25%	62.5%	12.5%			24
Modern & Classical Languages	14.3%	57.1%	28.6%			7
Music	29.4%	35.3%	29.4%	5.9%		34
Philosophy	46.7%	46.7%	6.7%			15
Political Science	33.3%	55.1%	9%	2.6%		78
Psychology	39.8%	48.5%	8.3%	2.9%	0.5%	206
Sociology	63.2%	28.9%	5.3%	2.6%		38
Theatre & Dance	50%	41.7%	8.3%			12

- This item was tied for the second highest percent of all students who answered positively: 85% agreed or strongly agreed.
- Students in 7 departments had no negative responses: Anthropology, Communication Science & Disorders, Hispanic Studies, Liberal Studies, Modern & Classical Languages, Philosophy, and Theatre & Dance.
- Again, many students praised courses and professors across the college in the open-ended questions. See their verbatim comments starting page 41.

### 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.

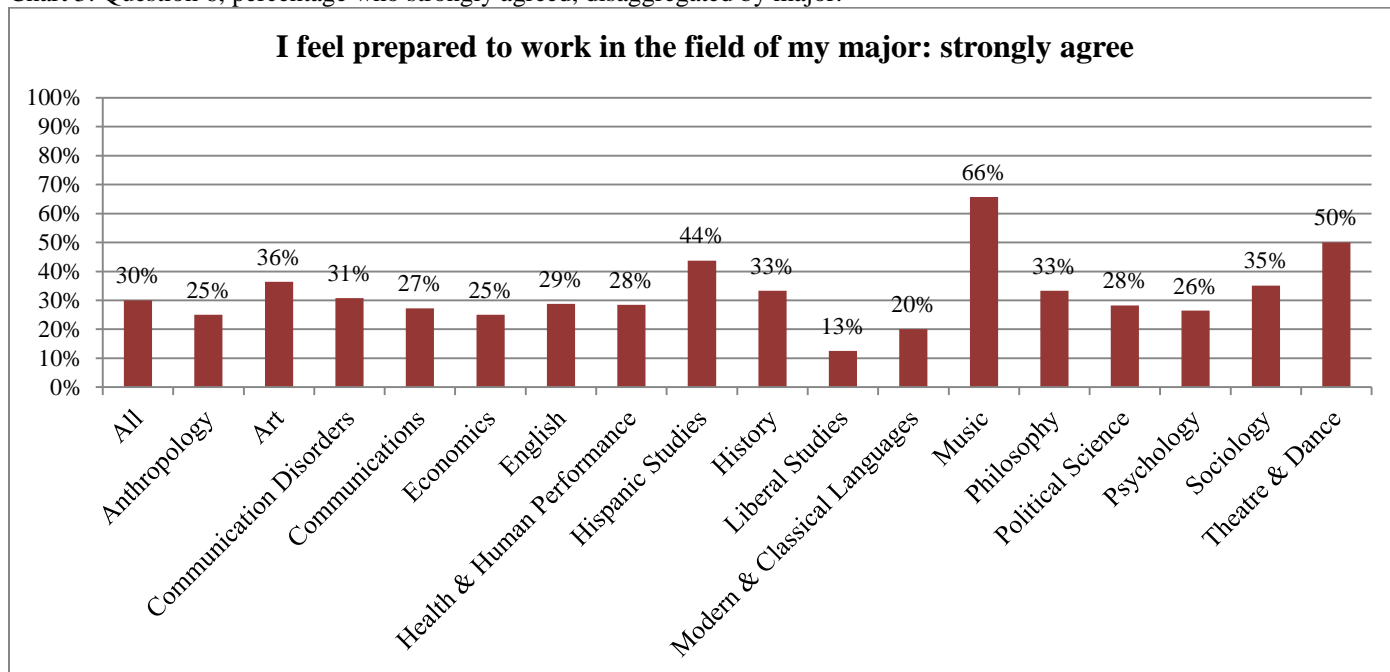


Table 3: Details: All responses for question 6, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	30%	42.1%	19%	6.1%	2.9%	1034
Anthropology	25%	35%	30%	10%		20
Art	36.4%	29.1%	25.5%	7.35	1.8%	55
Communication Science & Disorders	30.8%	57.7%	7.7%	3.8%		26
Communications	27.2%	47.1%	15.2%	7.3%	3.1%	191
Economics	25%	46.7%	16.7%	5%	6.7%	60
English	28.8%	42.4%	16.9%	10.2%	1.7%	59
Health & Human Performance	28.5%	42.4%	16.6%	9.3%	3.3%	151
Hispanic Studies	43.8%	43.8%	6.3%	6.3%		16
History	33.3%	40.4%	26.3%			57
Liberal Studies	12.5%	37.5%	41.7%	4.2%	4.2%	24
Modern & Classical Languages	20%	20%	40%	20%		5
Music	65.7%	20%	5.7%	8.6%		35
Philosophy	33.3%	26.7%	26.7%	6.7%	6.7%	15
Political Science	28.2%	38.5%	23.1%	9%	1.3%	78
Psychology	26.4%	43.5%	22.8%	2.6%	4.7%	193
Sociology	35.1%	51.4%	10.8%		2.7%	37
Theatre & Dance	50%	50%				12

- This question had the lowest percent who strongly agreed of any of the scaled items. Furthermore, many students, nearly 20%, neither agreed nor disagreed. Despite the generally lower percent of positive ratings, 66% of Music majors strongly agreed and 100% of Theatre and Dance students agreed or strongly agreed they were prepared to work in the field of their major.
- The percentage of students giving positive responses to this question has grown slowly over the past years, from 79% in 2011 to 72% this year.
- Related to this question, see the section on Future Plans, starting on page 16.



## 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.

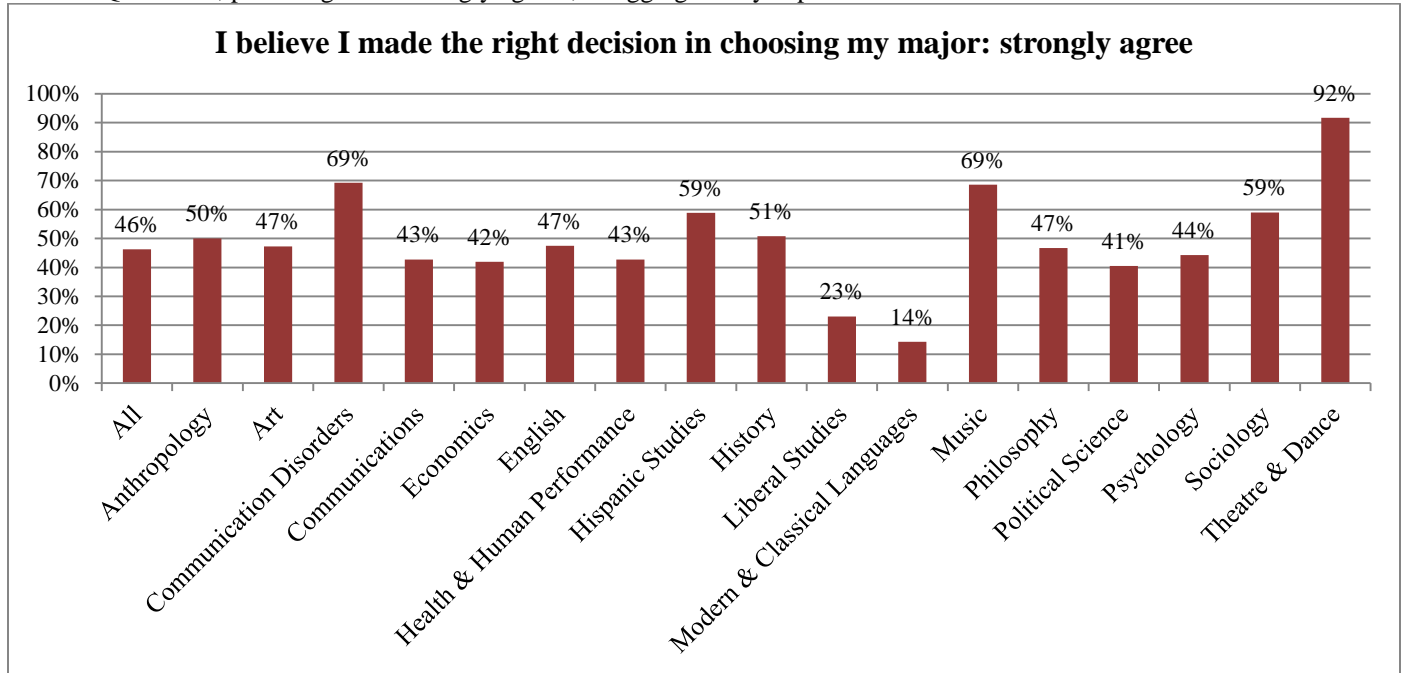


Table 4: Details: All responses for question 7, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	46.2%	34.1%	13%	4.3%	2.3%	1067
Anthropology	50%	22.7%	18.2%	9.15		22
Art	47.3%	27.3%	18.2%	5.5%	1.8%	55
Communication Science & Disorders	69.2%	23.1%	7.7%			26
Communications	42.7%	38.5%	11.5%	2.6%	4.7%	192
Economics	41.9%	41.9%	14.5%	1.6%		62
English	47.5%	27.1%	20.3%	3.4%	1.7%	59
Health & Human Performance	42.8%	31.6%	17.1%	4.6%	3.9%	152
Hispanic Studies	58.8%	41.2%				17
History	50.8%	31.1%	11.5%	6.6%		61
Liberal Studies	23.1%	57.7%	15.4%		3.8%	26
Modern & Classical Languages	14.3%	42.9%	42.9%			7
Music	68.6%	20%	8.6%	2.9%		35
Philosophy	46.7%	33.3%	13.3%	6.7%		15
Political Science	40.5%	40.5%	11.4%	7.6%		79
Psychology	44.2%	36.5%	9.6%	6.3%	3.4%	208
Sociology	59%	25.6%	12.8%	2.6%		39
Theatre & Dance	91.7%		8.3%			12

- Over 46% of all students strongly agreed with this statement.
- 50% or more of the students from 7 departments strongly agreed that they had made the right decision in choosing their major: Anthropology, Communication Science & Disorders, Hispanic Studies, History, Music, Sociology and Theatre & Dance. Only one student in Theatre & Dance did not strongly agree.
- While only 14% of Modern & Classical students strongly agreed, none of their students gave a negative response.

## Advising

### Access to Advisor

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

Chart 5: Question 1, percentage who strongly agreed, disaggregated by department.

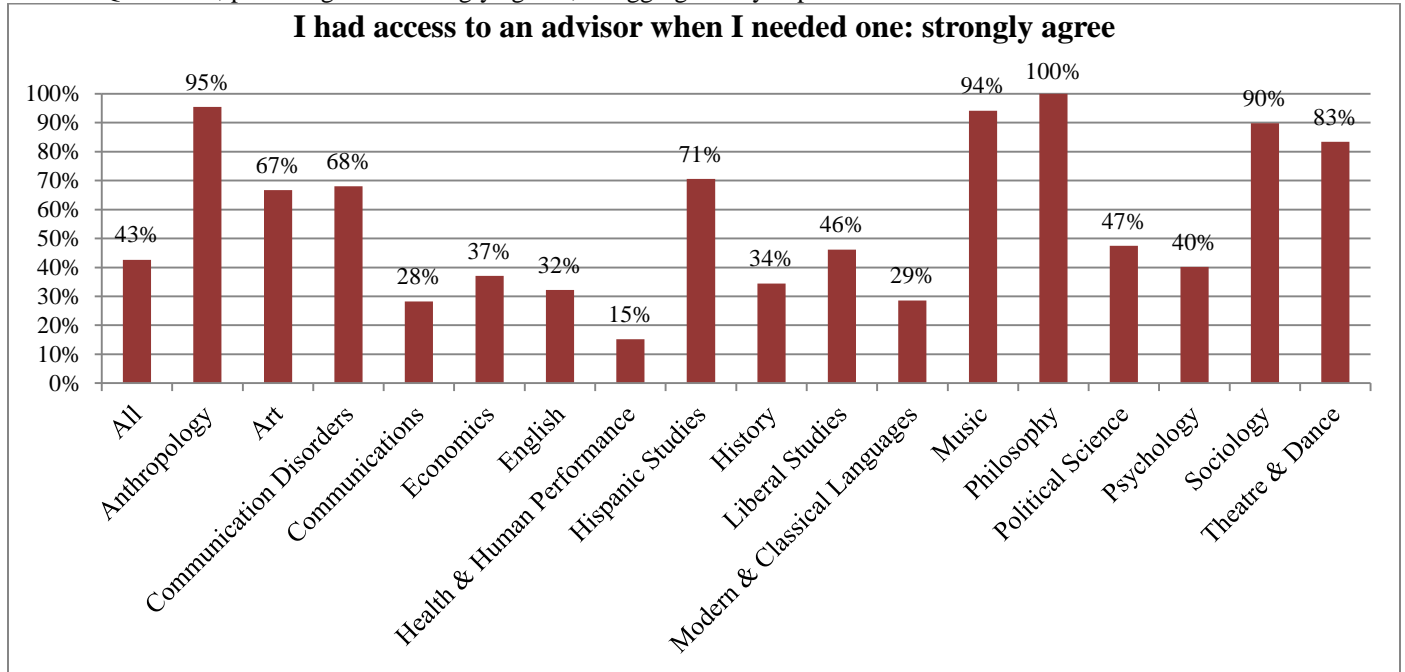


Table 5: Details: All responses for question 1, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
<b>All</b>	<b>42.7%</b>	<b>39.6%</b>	<b>6%</b>	<b>7.5%</b>	<b>4.1%</b>	<b>1062</b>
Anthropology	95.5%	4.5%				22
Art	66.7%	29.6%	3.7%			54
Communication Science & Disorders	68%	32%				25
Communications	28.3%	45%	10.5%	8.9%	7.3%	191
Economics	37.1%	50%	4.8%	8.1%		62
English	32.2%	42.4%	10.2%	15.3%		59
Health & Human Performance	15.2%	43.7%	11.3%	14.6%	15.2%	151
Hispanic Studies	70.6%	29.4%				17
History	34.4%	49.2%	4.9%	11.5%		61
Liberal Studies	46.2%	42.3%	3.8%	7.7%		26
Modern & Classical Languages	28.6%	57.1%		14.3%		7
Music	94.1%	2.9%	2.9%			34
Philosophy	100%					15
Political Science	47.4%	51.3%	1.3%			78
Psychology	40.2%	43.5%	4.8%	8.1%	3.3%	209
Sociology	89.7%	10.3%				39
Theatre & Dance	83.3%	16.7%				12

- Overall, 874 students agreed or strongly agreed with this statement.
- Five departments had over 80% of their students who strongly agreed: Anthropology, Music, Philosophy, Sociology and Theatre & Dance; 100% of Philosophy students strongly agreed.
- Advisors, both as a group and individually, appear most frequently in the open-ended questions. See students' verbatim comments on advisors and advising starting page 41.

### 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 6. Question 2, percentage who strongly agreed, disaggregated by major.

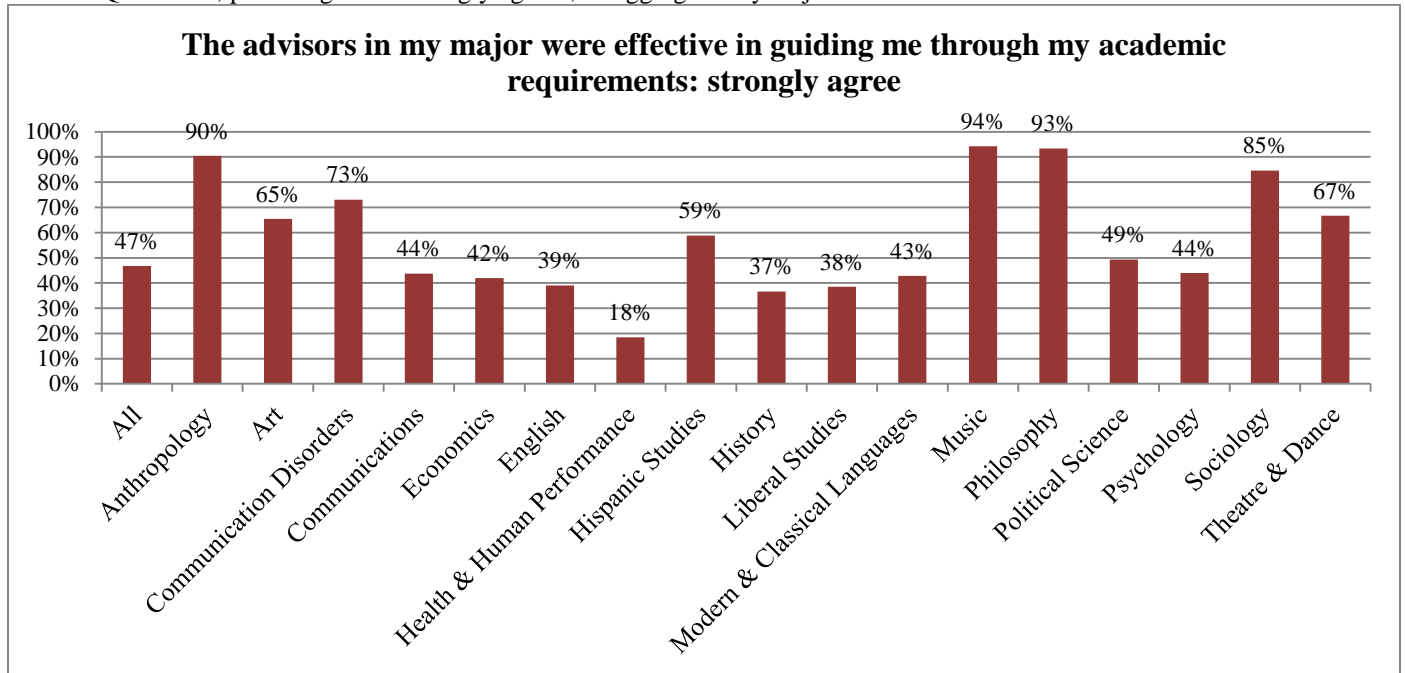


Table 6: Details: All responses for question 2, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	46.8%	31.7%	8.1%	8.9%	4.4%	1062
Anthropology	90.5%	9.5%				21
Art	65.5%	25.5%	3.6%	5.5%		55
Communication Science & Disorders	73.1%	11.5%	7.7%	7.7%		26
Communications	43.8%	37.5%	8.3%	7.8%	2.6%	192
Economics	41.9%	30.6%	9.7%	11.3%	6.5%	62
English	39%	40.7%	8.5%	8.5%	3.4%	59
Health & Human Performance	18.4%	36.2%	13.2%	20.4%	11.8%	152
Hispanic Studies	58.8%	29.4%	11.8%			17
History	36.7%	38.3%	11.7%	8.3%	5.0%	60
Liberal Studies	38.5%	50%		7.7%	3.8%	26
Modern & Classical Languages	42.9%	42.9%		14.3%		7
Music	94.3%	2.9%	2.9%			35
Philosophy	93.3%	6.7%				15
Political Science	49.4%	40.3%	6.5%	3.9%		77
Psychology	44%	30%	9.7%	9.7%	6.8%	207
Sociology	84.6%	15.4%				39
Theatre & Dance	66.7%	25%		8.3%		12

- Students were overwhelmingly positive for all of the questions on advisors: 79% agreed or strongly agreed with this statement.
- 100% of students in 3 departments agreed or strongly agreed: Anthropology, Philosophy, and Sociology. Additionally, more than 90% of students in Anthropology, Music, and Philosophy strongly agreed.

### Clearly explained graduation requirements

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

Chart 7. Question 3, percentage who strongly agreed, disaggregated by major.

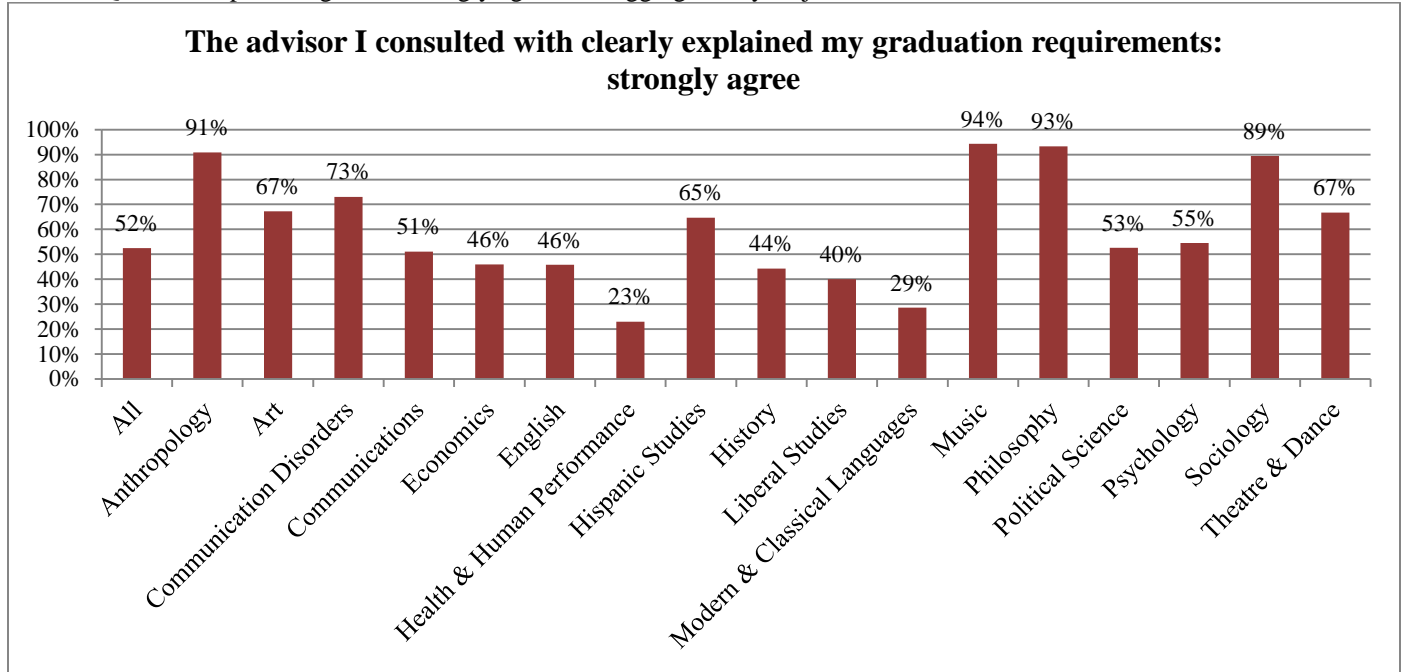


Table 7: Details: All responses for question 3, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
<b>All</b>	<b>52.4%</b>	<b>32.1%</b>	<b>6.6%</b>	<b>6.4%</b>	<b>2.4%</b>	<b>1064</b>
Anthropology	90.9%	9.1%				22
Art	67.3%	25.5%	1.8%	1.8%	3.6%	55
Communication Science & Disorders	73.1%	19.2%	3.8%	3.8%		26
Communications	51%	33.9%	4.7%	8.3%	2.1%	192
Economics	45.9%	26.2%	11.5%	11.5%	4.9%	61
English	45.8%	37.3%	6.8%	10.2%		59
Health & Human Performance	23%	45.4%	13.8%	11.8%	5.9%	152
Hispanic Studies	64.7%	29.4%	5.9%			17
History	44.3%	42.6%	6.6%	4.9%	1.6%	61
Liberal Studies	40%	52%	4%	4%		25
Modern & Classical Languages	28.6%	57.1%	14.3%			7
Music	94.3%	2.9%	2.9%			35
Philosophy	93.3%	6.7%				15
Political Science	52.6%	39.7%	5.1%	2.6%		78
Psychology	54.5%	29.2%	6.7%	6.2%	3.3%	209
Sociology	89.5%	10.5%				38
Theatre & Dance	66.7%	25%	8.3%			12

- This item had the highest percentage giving the highest rating: over 52% strongly agreed that the advisor clearly explained his or her graduation requirements. It was also the second highest percentage of students giving a positive response: 85%.
- Three departments had 100% of their students who agreed or strongly agreed: Anthropology, Philosophy, and Sociology.
- 26 different advisors were mentioned by name, many repeatedly, as being amongst the specific programs, services, or people who assisted students in achieving their academic goals. See student's verbatim comments starting page 41.

## Writing Center and Language Acquisition Center

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

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

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

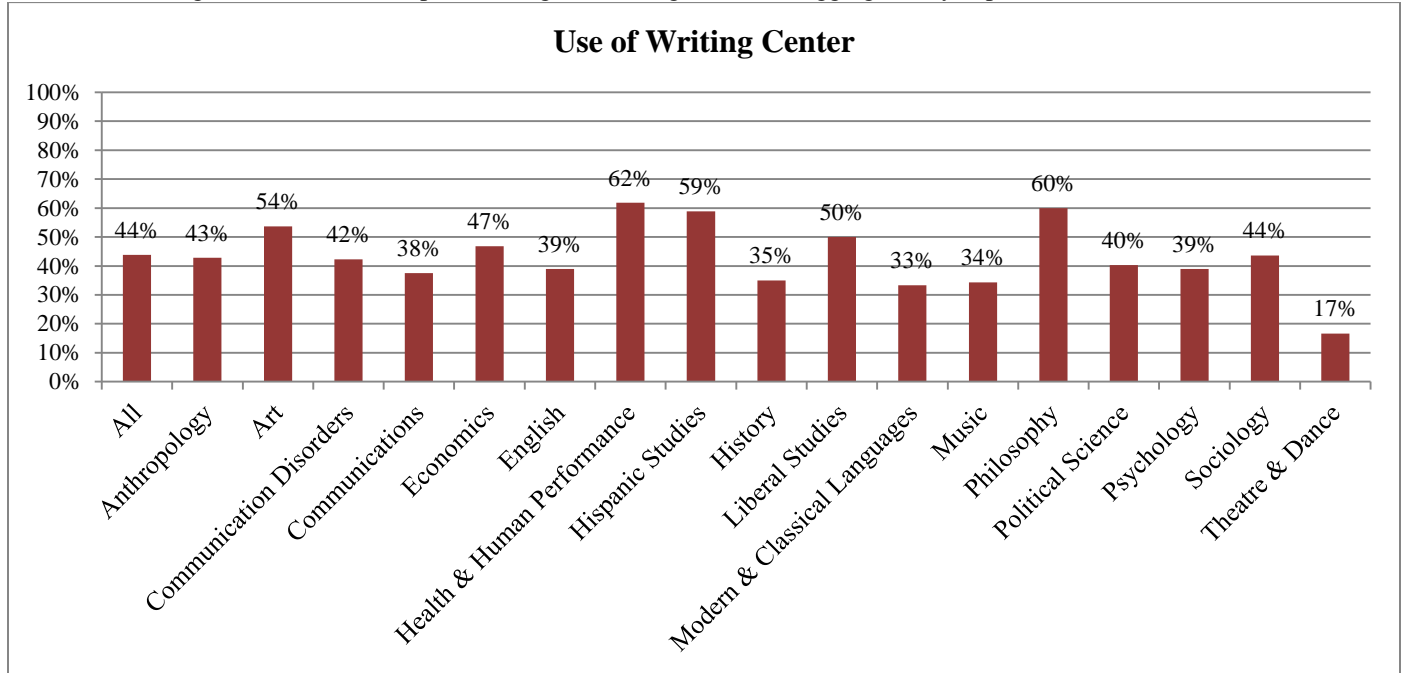
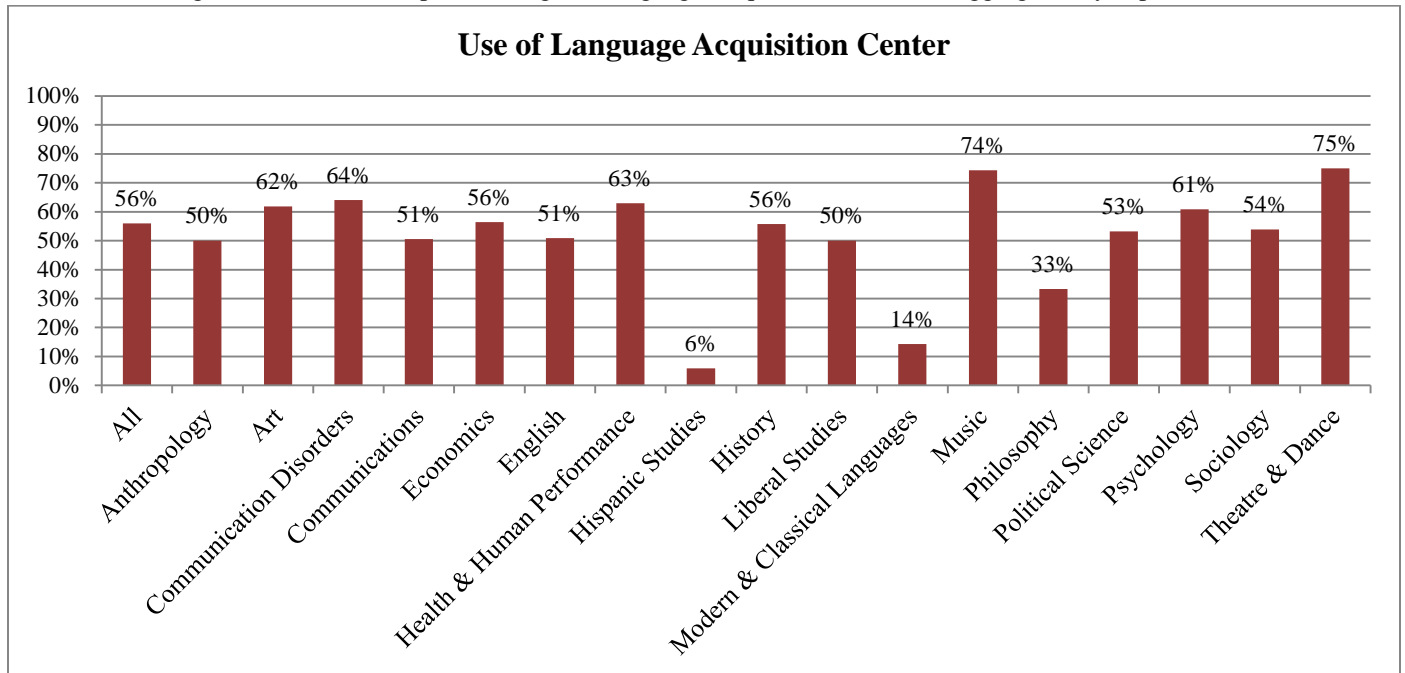


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



- Use of the Writing Center by CLASS students continues to grow from 31% in 2008 to 38% last year and 43.8% this year. Five departments had 50% or more of their student using the Writing Center. 12 students named the Writing Center among the specific programs, services, or people who assisted students in achieving their academic goals.
- Use of the Language Acquisition Center has increased from 34% in 2009 to 42% last year and 56% this year. The most likely users were in Art, Communication Science & Disorders, Health & Human Performance, Psychology and Theatre & Dance, all of whom had more than 60% of their students using the center. 9 students named the LAC among the specific programs, services, or people who assisted students in achieving their academic goals.

**Users' Satisfaction with the Writing Center.**

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

Chart 10. Question 8, percentage who strongly agreed, disaggregated by major.

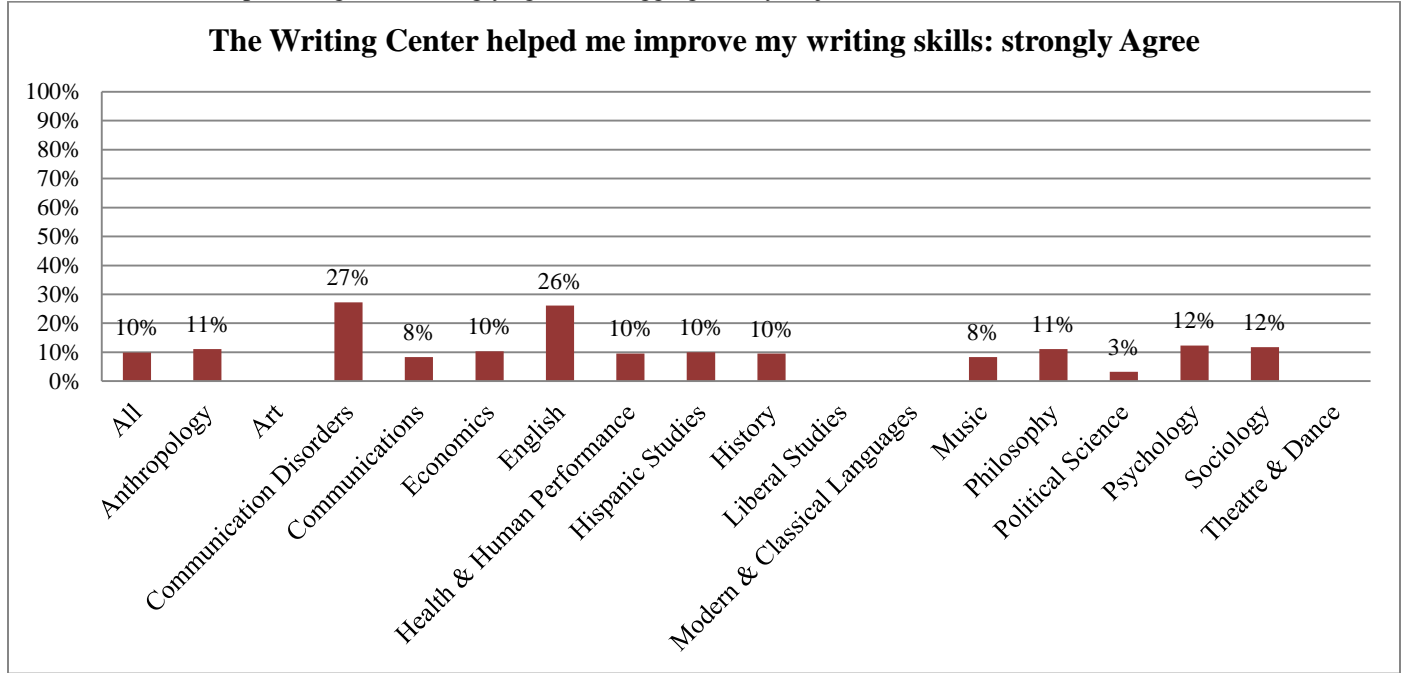


Table 8: Details: All responses for question 8, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total who used (N)
All	9.9%	26.7%	50.5%	8.6%	4.3%	465
Anthropology	11.1%	44.4%	44.4%			9
Art		34.5%	44.8%	17.2%	3.4%	29
Communication Science & Disorders	27.3%	18.2%	54.5%			11
Communications	8.3%	23.6%	51.4%	12.5%	4.2%	72
Economics	10.3%	20.7%	51.7%	10.3%	6.9%	29
English	26.1%	26.1%	34.8%	4.3%	8.7%	23
Health & Human Performance	9.6%	27.7%	51.1%	7.4%	4.3%	94
Hispanic Studies	10%	10%	60%	20%		10
History	9.5%	14.3%	52.4%	23.8%		21
Liberal Studies		46.2%	46.2%		7.7%	13
Modern & Classical Languages			100%			2
Music	8.3%	25%	50%	16.7%		12
Philosophy	11.1%	11.1%	55.6%	11.1%	11.1%	9
Political Science	3.2%	32.3%	61.3%		3.2%	31
Psychology	12.3%	27.2%	48.1%	6.2%	6.2%	81
Sociology	11.8%	35.3%	52.9%			17
Theatre & Dance		50%	50%			2

- The majority of the responders to this question chose the neutral response, and this trend holds for all of the departments as well as the total.
- Four departments had no students who strongly agreed with this statement: Art, Liberal Studies, Modern & Classical Languages, and Theatre & Dance. Despite this, none of the Modern & Classical Language or Theatre & Dance students responded negatively.

### Users' Satisfaction with the Language Acquisition Center

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

Chart 11. Question 9, percentage who strongly agreed, disaggregated by major.

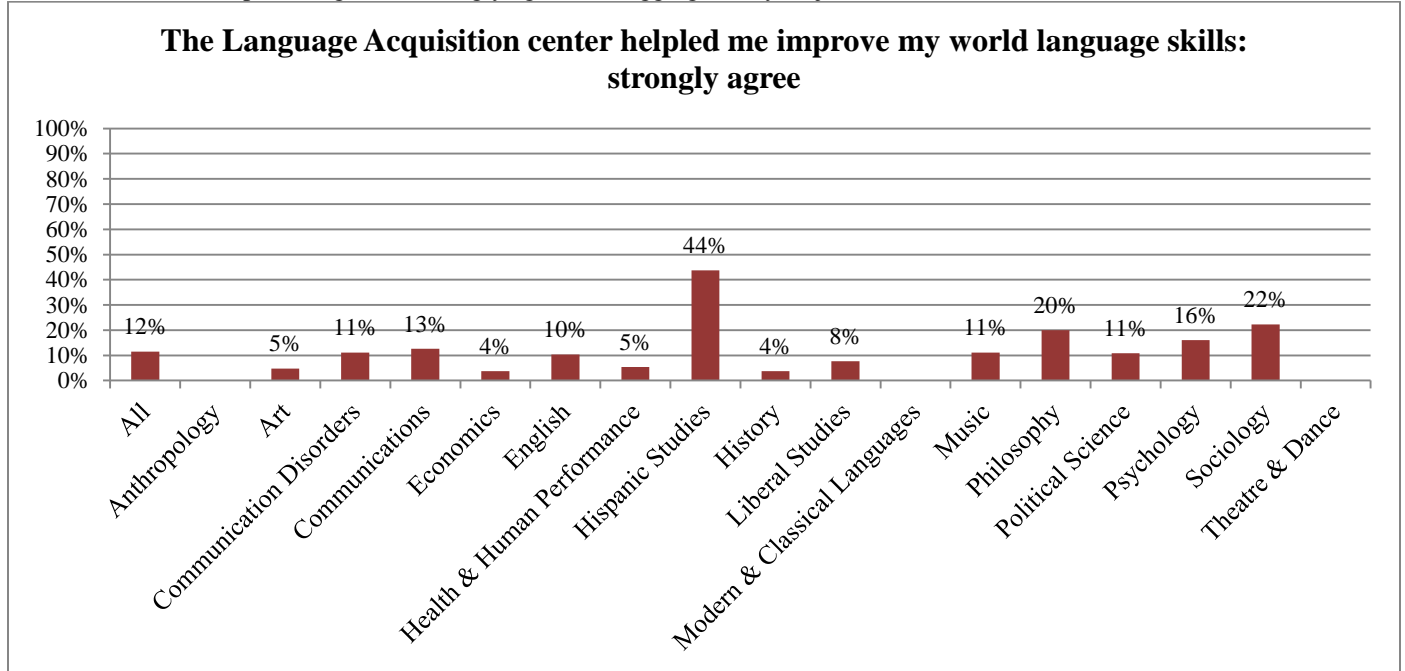


Table 9: Details: All responses for question 9, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total who used (N)
All	11.5%	30.6%	47.9%	7.1%	3%	468
Anthropology	0%	54.5%	36.4%	9.1%	0%	11
Art	4.8%	42.9%	52.4%	0%	0%	21
Communication Science & Disorders	11.1%	22.2%	66.7%	0%	0%	9
Communications	12.6%	36.8%	38.9%	8.4%	3.2%	95
Economics	3.7%	18.5%	63%	11.1%	3.7%	27
English	10.3%	41.4%	34.5%	10.3%	3.4%	29
Health & Human Performance	5.4%	17.9%	67.9%	3.6%	5.4%	56
Hispanic Studies	43.8%	37.5%	12.5%	0%	6.3%	16
History	3.7%	44.4%	33.3%	14.8%	3.7%	27
Liberal Studies	7.7%	46.2%	30.8%	7.7%	7.7%	13
Modern & Classical Languages	0%	50%	33.3%	16.7%	0%	6
Music	11.1%	22.2%	66.7%	0%	0%	9
Philosophy	20%	20%	40%	20%	0%	10
Political Science	10.8%	29.7%	51.4%	8.1%	0%	37
Psychology	16%	17.3%	58%	4.9%	3.7%	81
Sociology	22.2%	38.9%	33.3%	5.6%	0%	18
Theatre & Dance	0%	33.3%	66.7%	0%	0%	3

- Again, many of the responders chose the neutral option.
- Three departments had no students who strongly agreed with this statement: Anthropology, Modern & Classical Languages, and Theatre & Dance. Again, despite this, no one in Theatre & Dance had a negative response either.

## Future Plans of Graduating Baccalaureates

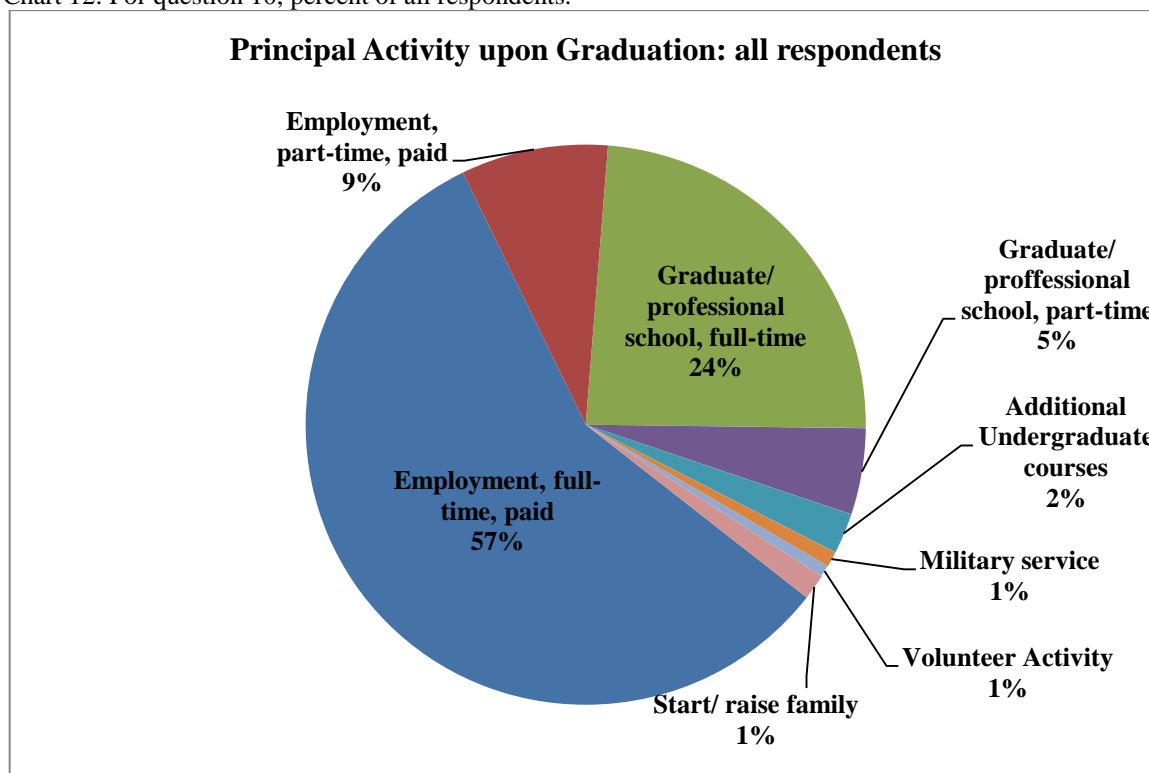
### Principal Activity upon Graduation

Question 10 asks graduating students what is MOST LIKELY to be your PRINCIPAL activity upon graduation; students could choose:

Employment, full-time, paid;  
Employment, part-time, paid;  
Graduate or professional school, full-time;  
Graduate or professional school, part-time;  
Additional undergraduate work;  
Military service;  
Volunteer activity (e.g., Peace Corps)  
Starting or raising a family.

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

Chart 12: For question 10, percent of all respondents.



- Please note that question 10 was changed significantly in 2011. This was done in order to get more specific information. Also, this question is being asked nationally, and in the future the college will be able to compare the answers of our students with those around the university and the nation. There is not yet data for comparison.
- From the comments it is clear that students wanted to choose more than one option. Many respondents who answered employment or graduate/professional school also made comments about their desire to work while preparing for or attending graduate/professional school. No student chose “other,” however. Quite a few of those who wrote in responses did not choose an answer. See the verbatim comments on the next page.
- The percentages of students who choose the employment and graduate/professional school options fluctuate minutely each year. For example, those who chose Part-time employment, paid were 8% in 2011, 10% in 2012 and 9% this year. Students choose the other options at consistent rates over the three years we have been using this question in the survey.



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

Department	Employment, full-time, paid	Employment, part-time, paid	Grad/prof school, full-time	Grad/prof school, part-time	Additional UG courses	Military service	Volunteer Activity	Start/raise family	Total
<b>All</b>	<b>57.2%</b>	<b>8.5%</b>	<b>23.9%</b>	<b>5%</b>	<b>2.3%</b>	<b>0.9%</b>	<b>0.7%</b>	<b>1.5%</b>	<b>1024</b>
Anthropology	40%	10%	30%		10%		5%	5%	20
Art	76%	14%	2%	2%		2%	2%	2%	50
Communication Science & Disorders	32%	12%	48%	8%					25
Communications	75.1%	8.6%	8.1%	4.3%	1.1%	0.5%	0.5%	1.6%	185
Economics	80.3%	3.3%	13.1%	1.6%	1.6%				61
English	60.3%	12.1%	24.1%	3.4%					58
Health & Human Performance	46.5%	8.3%	34%	4.9%	4.2%	1.4%		0.7%	144
Hispanic Studies	76.5%		17.6%	5.9%					17
History	65%	8.3%	15%	1.7%	1.7%	5%	1.7%	1.7%	60
Liberal Studies	62.5%	16.7%	12.5%	4.2%			4.2%		24
Modern & Classical Languages	16.7%	16.7%	50%	16.7%					6
Music	54.5%	12.1%	33.3%						33
Philosophy	33.3%		60%				6.7%		15
Political Science	47.4%	6.6%	30.3%	11.8%		2.6%		1.3%	76
Psychology	43.2%	6%	36.2%	6.5%	4.5%		0.5%	3%	199
Sociology	64.1%	2.6%	17.9%	5.1%	7.7%			2.6%	39
Theatre & Dance	33.3%	50%		16.7%					12

77 students wrote in comments, including students who left the standardized answers blank. Many of the respondents clearly wanted to choose multiple answers. The verbatim comments have been given along with the respondent's chosen answer (it is blank if they gave no answer) and department:

#### Anthropology

- *Travelling the world and hanging out with God.*
- *IDK.*

#### Art

- *Entrepreneur.*
- *Portfolio polishing, website design to break into games industry as a 3D modeler, work on more 3D models for indie game projects. Pray for a job interview.*
- *Travel (answered Employment, full-time paid).*
- *Also starting my own business on etsy (answered Employment, full-time paid).*
- *Residency (answered Employment, full-time).*
- *Amonst taking on employment full time I will also aim to help promote my personal business, as well as applying to galleries and residencies in hopes to promote my art work (answered Employment, full-time paid).*
- *Post graduate independent study in preparation for graduate school (answered Employment, full-time paid).*

#### Communication

- *Summer internship (answered Graduate or professional school, part-time).*
- *Not sure.*
- *Intern unpaid.*
- *Internship and employment.*
- *Traveling.*
- *Interning and working a part-time job to make ends meet (answered Employment, full-time paid).*

- *Starting a Business* (answered Employment, part-time paid).
- *Relocation to California for freelance production work.*
- *Self Employed* (answered Employment, part-time paid).
- *Entrepreneur* (answered Employment, full-time paid).

### **Communication Science & Disorders**

- *N/A* (answered Graduate or professional school, full-time).

### **Economics**

- *Graduate (full time)* (answered Employment, full-time paid).
- *Professional school part time, CFP possible CFA while working full time* (answered Employment, full-time paid).

### **English**

- *Employment part-time and unpaid internships.*
- *Look for full-time job* (answered Graduate or professional school, full-time).
- *Already employed full-time* (answered Employment, full-time paid).

### **Health & Human Performance**

- *Building experience so that I can apply for the UHDI preselects. Volunteering and shadowing* (answered Employment, part-time paid).
- *I plan on getting a full time nutrition related job until I get into a dietetic internship to become an RD. The dietetic may or may not include graduate school.*
- *Internship application* (answered Employment, full-time paid).
- *Apply for an internship.*
- *Unpaid Internship.*
- *I will be completing an Internship.*
- *Clinical Internship.*
- *University of Houston Dietetic Internship* (answered Graduate or professional school, full-time).
- *Full time employment and full time graduate school.*

### **Hispanic Studies**

- *Both employment (full time paid) and additional undergraduate coursework (simultaneous)* (answered Employment, full-time paid).

### **History**

- *I will be working part time next semester, and then attending graduate school in the fall* (answered Graduate or professional school, full-time).
- *Graduate school, part-time, also* (answered Employment, full-time paid).
- *Start a business* (answered Employment, full-time paid).
- *Unemployed.*

### **Liberal Studies**

- *Graduate school soon to follow* (answered Employment, full-time paid).
- *Unfair question, no comment.*
- *Sports.*
- *I'm planning to go to graduate school in the fall* (answered Employment, part-time paid).

### **Modern & Classical Languages**

- *Teacher certification.*

### **Music**

- *Internship* (answered Employment, part-time paid).
- *N/A* (answered Employment, full-time paid).
- *Composing.*
- *Paid Internship from January to May, then Employment, full-time paid.*
- *Working and auditioning for graduate programs for the next year!* (answered Employment, part-time paid).

### **Philosophy**

- *Sex worker* (answered Graduate or professional school, full-time).

### **Political Science**

- *Searching for a job and continuing working for Chilis* (answered Employment, full-time paid).
- *Obtain alternative teaching certification* (answered Employment, full-time paid).
- *I will continue with full time employment. I have worked full time as well as gone to school since i began at UH.*
- *Employment and preparation for LSAT and GMAT for JD and MBA.*

### **Psychology**

- *Trying to apply again, at least* (answered Graduate or professional school, full-time).
- *As well employment, paid, full-time* (answered Graduate or professional school, part-time).
- *Take a gap year before going to graduate school.*
- *I cannot get a job with this degree* (answered Additional undergraduate coursework).
- *Employment, then Graduate school* (answered Employment, part-time paid).
- *I plan to stay self-employed as my major does provide opportunity to receive a living wage.*
- *Still looking for schools* (answered Graduate or professional school, full-time).
- *Post bach* (answered Additional undergraduate coursework).
- *A mix between a second bachelors, employment, and military service* (answered Employment, full-time paid).
- *I chose employment only because I've been raising my son throughout college so that's already "started"* (answered Employment, full-time paid).
- *I plan to work full time and apply to grad school or law school* (answered Employment, full-time paid).
- *Taking the GRE to apply for graduate schools* (answered Employment, part-time paid).
- *I also plan to enroll in a graduate program, full time, if possible* (answered Employment, full-time paid).
- *Pursuing second degree with a major in Computer Science* (answered Additional undergraduate coursework).
- *Start business* (answered Starting or raising a family).
- *I will apply in the Spring and start in the following Spring after that.*
- *I have been a full-time worker since I began school.*
- *Promotion within the company I currently work for.*
- *And graduate school* (answered Employment, full-time paid).

### **Sociology**

- *Until I can enter a graduate program* (answered Additional undergraduate coursework).
- *Traveling overseas to play basketball* (answered Employment, part-time paid).

### **Theatre & Dance**

- *None of these really apply to my major. If there was an option that said "Actively use my recourses to eventually secure a full-time job" then I would click that* (answered Employment, part-time paid).
- *Internships - min. payment* (answered Employment, part-time paid).

### **Graduate/ Professional School**

Question 11 asks students if they are planning to attend graduate or professional school, in which school they might enroll giving them space to write in their answers. 462 responded and comments have been given verbatim below. Those with stars have been admitted and plan to attend that school in the Fall.

#### **Anthropology**

- *University of Houston.\**
- *N/a.*
- *University of Washington, Seattle.\**
- *University of Texas @ Medical Center.*
- *Not sure.*
- *Durham University.*
- *University of Texas Medical Branch School of Medicine.*

#### **Art**

- *No.*
- *Business*
- *Hunter.*
- *If I was, I would be looking at SMU guildhall game design or Gnomon School VFX.*
- *No sure.*
- *Rabbinical school.*
- *N/A.*
- *Arts leadership CLASS.*
- *N/a.*
- *A better one than UH.*
- *Many schools in the us and in Scotland.*
- *MICA, RISD, or MassART.*
- *N/a.*
- *University of East Anglia.*

#### **Communication**

- *Birmingham City University.\**
- *Rice University.*
- *Business School.*
- *Unknown.*
- *UH.*
- *N/a.*
- *Liberty University.*
- *University of Washington.\**
- *N/A.*
- *Business School.*
- *None.*
- *University of Houston.*
- *Not sure.*
- *NA.*
- *Business.*
- *NA.*
- *University of Texas.*
- *NA.*
- *Social work.*
- *N/A.*
- *University of Houston – Hilton.*
- *N/a.*
- *Business School.*
- *NA.*
- *MBA.*
- *Oklahoma state.\**
- *2014.*

- N/A.
- UH.
- University of Houston.
- N/A.
- University of Houston.
- MBA.
- University of Houston.
- UH.
- University of Texas.
- Preferably UH.
- N/A.
- I will be attending South Texas College of Law in the fall.\*
- No.
- Texas A&M University - Corpus Christi.
- N/a.
- UCLA or Florida.
- I might look into UHCL.
- University of Texas School of Law.\*
- Bauer.
- University of Houston - Main Campus.\*
- Business.
- Law School.
- UH.\*
- Public Administration.
- University of Houston-Victoria.
- Communication.
- Currently undecided.
- Don't know yet.
- UCLA.

### **Communication Science & Disorders**

- University of Houston.\*
- Texas Women's University.
- Texas Tech.
- University of Houston.\*
- UH- main.\*
- Uh.\*
- Texas State University.
- University of Houston.\*
- Undecided.
- University of Houston.\*
- Stephen F Austin State University.
- Not sure.
- University of Houston.\*
- University of Houston.\*
- Texas Woman's University.\*
- UH or Texas Womens.

### **Economics**

- UT Austin.\*
- UofH, UT, or A&M.
- UT.
- University of Houston.
- C.T. Bauer College of Business and the College of Liberal Arts and Social Science.
- UH, Rice or UT.
- Law School.
- Not Yet Sure.
- University of Houston Bauer MBA program.

- *Any one which has a good program/reputable.*
- *Bauer at University of Houston.*
- *Texas A&M.\**
- *Bauer College of Business.*
- *University of Houston.*
- *UH Bauer.*
- *Saint Thomas.*
- *Business.*
- *HCC to complete my requirement to be a CPA.\**
- *Dont know yet.*
- *Uh or Rice.*
- *Law school.*
- *RICE.*
- *University of Houston.\**
- *Liberal Arts.*
- *Bauer.*
- *UH or UT.*
- *N/a.*

### **English**

- *Applied Linguistics.*
- *Do not know yet.*
- *The Creative Writing Program of UH.*
- *JFK, Naropa, CIIS, Sofia.*
- *National Taiwan University, or, Sophia University.*
- *MBA.*
- *Undecided.*
- *DePaul University.\**
- *UH or UTEP.*
- *NA.*
- *To be decided.*
- *University of Houston.*
- *University of Houston Clear Lake.*
- *No.*
- *University of Houston.*
- *Hopefully at a university in the UK.*
- *U of h, tsu.*
- *N/a.*
- *University of Houston Graduate College of Social Work.\**
- *Texas Woman's University.*
- *University of Houston.*
- *Psychology.*
- *Law school, in the north east area of the USA.*
- *Business or Law School.*
- *world culture studies.\**
- *University of Houston.*
- *University of Michigan.*
- *UH Law or UH MBA.*
- *University of Houston.\**
- *Not sure yet.*
- *UT.*
- *I'm not sure yet, I am joining my husband in Tennessee and he is in the military so I might not even attend right away sadly (we will be moving around a lot).*

### **Health & Human Performance**

- *Loma Linda university, Texas women's university, American university of Beirut.*
- *BCM.*
- *University of Houston.*

- N/A.
- *Texas Woman's University.\**
- *TWU or University of Texas Public School of Health.*
- 2013.
- *Undecided.*
- *University of North Texas.\**
- *University of Houston.*
- *UT Houston Medical School.\**
- *MD Anderson.*
- *Other.\**
- *University of Texas school of nursing.*
- *UH.\**
- *University of the Incarnate Word.*
- *university of texas medical branch.\**
- *University of Houston.*
- *TWU.*
- *University of Houston.\**
- *University of Houston College of Optometry.\**
- *Texas state university.\**
- *Uh.*
- *Not sure yet.*
- *UTHSCSA.\**
- *Not sure.*
- *Physical therapy school.*
- *TWU.\**
- *Utmb Galveston.*
- *UTMB, TWU, etc for physical therapy.*
- *TWU, UTMB.*
- *N/a.*
- *Dental School.*
- *N/A.*
- *UTMB.*
- *N/A.*
- *Anglo-European College of Chiropractic.\**
- *College of Law.*
- *Texas Women's University.*
- *Occupational therapy at UTMB.\**
- *Physical Therapy Doctorate programs.*
- *University of Houston.\**
- *Physical therapy.*
- *Not sure yet.*
- *Physical therapy.*
- *Texas woman's University.*
- *Physical therapy school.*
- *Medical School.*
- *Baylor.*
- *N/a.*
- *UH College of Technology.\**
- *Texas A&M.\**
- *Texas Tech School of Nursing.*
- *University of St. Augustine.\**
- *Physical Therapy.*
- *TBD.*
- *TWU, UTMB.*
- *Have not applied yet.*
- *Parker Chiropractic.\**
- *Sam Houston.*

- *UofHouston, Sam Houston.*
- *University of Houston-Sugarland.*
- *Southwestern Baptist Theological Seminary.\**
- *University of Texas or Texas State university.*
- *Don't know yet.*
- *Utm b texas women.*

### **Hispanic Studies (Spanish)**

- *Unauewq.\**
- *Optometry School. I am in the process of applying.*
- *Business.*
- *Sam Houston State University.*
- *U of H.*

### **History**

- *UH College of Education.\**
- *University of Exeter, or Oxford.*
- *Law.\**
- *Texas Woman's University.\**
- *Sam Houston State University.*
- *South Texas College of Law.*
- *U of h.*
- *Liberal Arts.*
- *University of Houston.*
- *University of Wisconsin Madison.*
- *University of Houston.*
- *University of New Mexico.*
- *University of Houston.*
- *UHLC.\**
- *University of North Texas.*
- *N/A.*
- *University of Houston Law Center.\**
- *Education.*
- *N/A.*
- *U of H.*
- *Unsure.*
- *University of Texas Health Science Center.*
- *Utm b pa.*
- *UH.*
- *Education.*
- *American University.*

### **Liberal Studies**

- *Unknown.*
- *The one most suited for the globe.*
- *College of business.*
- *University of Houston or Rice.*
- *Kingston University or Oxford Brookes University.*
- *N/A.*
- *Na at this time.*
- *I'm thinking of attending U of H.*
- *Uh nursing program.*



### **Modern & Classical Languages**

- *University of Houston.*
- *Pending.*
- *C.T. Bauer.*
- *UH.*
- *Leeds Metropolitan University.*

### **Music**

- *Eastman School of Music, University of Rochester.\**
- *University of Texas in Austin.\**
- *N/A.*
- *Eastman School of Music at the University of Rochester.\**
- *San Francisco conservatory.*
- *Rice University.\**
- *N/A.\**
- *Unsure at the moment.*
- *university of Massachusetts.*
- *TBD.*
- *Yale, Rice, Mercer, Notre Dame Universities.*
- *Not sure yet.*

### **Philosophy**

- *South Texas College of Law.\**
- *University of Texas Medical Branch.\**
- *Harvard.\**
- *University of Houston MPA.\**
- *Medical School- UT-Southwestern.*
- *University of Houston.*
- *Not sure yet.*

### **Political Science**

- *Undecided which one, but plan to attend.*
- *London School of Economics.\**
- *UH Law School.\**
- *university of houston law school.\**
- *Texas Southern.*
- *N/a.*
- *Bauer and Bates Law.*
- *South Texas College of Law or University of Houston Law Center.\**
- *South Texas College of Law.\**
- *Texas A&M University or University of Houston.*
- *University of Houston.*
- *Howard University School of Law.\**
- *Baylor Law School.*
- *Georgetown Law.\**
- *University of Houston.*
- *Whoever accepts me (Still haven't heard back from all).*
- *University of Houston.*
- *Law School.\**
- *UH.*
- *Texas southern University law center.*
- *UH Law School (upon admission).*
- *Undetermined.*
- *University of Houston.*
- *MBA.*
- *Law school.*
- *University of Houston Law Center.*
- *University of Texas at Arlington's College of Nursing.\**

- *University of Houston – CLASS.\**
- *University of Houston Law Center.\**
- *South Texas college of law.\**
- *Law school.*
- *South Texas college of law.*
- *Maybe UH Clear Lake.*
- *UH.*
- *South Texas College of Law or University of Houston Law Center.\**
- *Law and business school.*
- *Law school.*
- *University of Florida.*
- *U of H.*
- *Still undecided.*
- *Law School.*
- *Uh, college of business.\**
- *University of Houston Law School.*

### **Psychology**

- *UH or Baylor.*
- *University of houston clear lake.\**
- *Law School.\**
- *University of Houston.*
- *Capella University.*
- *ICO.*
- *Unsure.*
- *University of Houston College of Education.*
- *N/A.*
- *University of Houston Victoria.\**
- *2014.*
- *N/a.*
- *Unsure because I was REJECTED.*
- *University of Houston - Clear Lake.\**
- *UST.*
- *University of Houston.*
- *University of Texas.*
- *University of Houston, Clear Lake.*
- *UHCL.*
- *University of Houston.*
- *Uhcl.*
- *UH or UT.*
- *UCLA.*
- *Schools in New York, Illinois, or California, Internationall.*
- *University of Houston – Victoria.*
- *I'd like to go to UH.*
- *University of Houston.*
- *U of H-Victoria.*
- *University of Houston Law Center.*
- *Can't afford grad school right now.*
- *Texas State University.*
- *UH College of Social Work.*
- *UNT Graduate School of Biomedical Science.\**
- *Na.*
- *University of Houston.*
- *MBA; undecided.*
- *Texas Women's University Houston Campus.\**
- *The Wright Institute, Berkeley, CA.\**
- *Medical school.*
- *Don't know yet.*

- 2013.
- *UH Graduate College of Social Work.\**
- *University of Houston.*
- *Not yet decided.*
- *University of Texas at Dallas.\**
- *UTMB Galveston.*
- *UTMB. USC. TWU.*
- *University of Houston.\**
- *University of Houston- Clear Lake.\**
- *Not sure yet.*
- *Hopefully UH Psych, if I can get in.*
- *Not going to.*
- *University of Houston.*
- *University of Phoenix.*
- *Undecided.*
- *University of Houston.*
- *UT Austin, UC Davis, not sure yet.*
- *University of Houston or Sam Houston.*
- *Na.*
- *UHCL.\**
- *Unknown.*
- *University of California at Riverside.\**
- *Hbu.*
- *UH-Clear Lake.*
- *NA.*
- *Texas Southern.*
- *N/a.*
- *Univesity of Houston, Houston Baptist University.*
- *UHCL.*
- *Business school.*
- *UH Main.*
- *Not sure.*
- *UHCL.*
- *University of Houston College of Optometry.*
- *Educational Psychology Program.*
- *University of Houston.*
- *N/a.*
- *UH Clinical Psychology.\**
- *UH.*
- *University Of Houston Clear Lake Campus.*
- *NSM.*
- *Nursing School.*
- *Texas Southern University.*
- *UH or UT.*
- *University of Houston.\**
- *Any school that offers the program.*
- *College of education at uh.\**
- *Uh clinical psychology.*
- *USC.*
- *Midwestern University.*
- *University of Houston.*
- *St. Vladimir's Orthodox Theological Seminary.*
- *Law School.*
- *Technology-HRD.\**
- *Medical School.*
- *U of h.*
- *Education.*

- *Physician Assistant Masters Program.*
- *I've applied to three..waiting on graduation.*
- *N/a.*
- *School of law.*
- *UH Clear Lake has the MA in I/O Psychology.*
- *UTHSC.*
- *University of Washington.*
- *University of Houston Clear Lake.*
- *Not sure.*
- *University of Houston.*
- *Uhcl.*
- *Social work.*
- *University of Houston.*
- *Not sure.*
- *University of Louisville, Brandeis School of Law.*
- *UH.*
- *University of Houston.*
- *N/a.*
- *Dental School.*
- *UHCL or uhsv.*

### **Sociology**

- *Not sure.*
- *University of Houston- Clear Lake.*
- *Law School.*
- *University of Houston; College of Education.*
- *University of Houston - Graduate College of Social Work.*
- *TTU Law School.\**
- *University of Houston.*
- *Not sure yet.*
- *Sam Houston State University.*
- *University of Houston Graduate School of Social Work.\**
- *University of Houston Law Center.\**
- *University of Houston.*
- *Bauer Buisness.*
- *N/A.*
- *Univesity of Houston.*
- *University of Houston Law Center.*

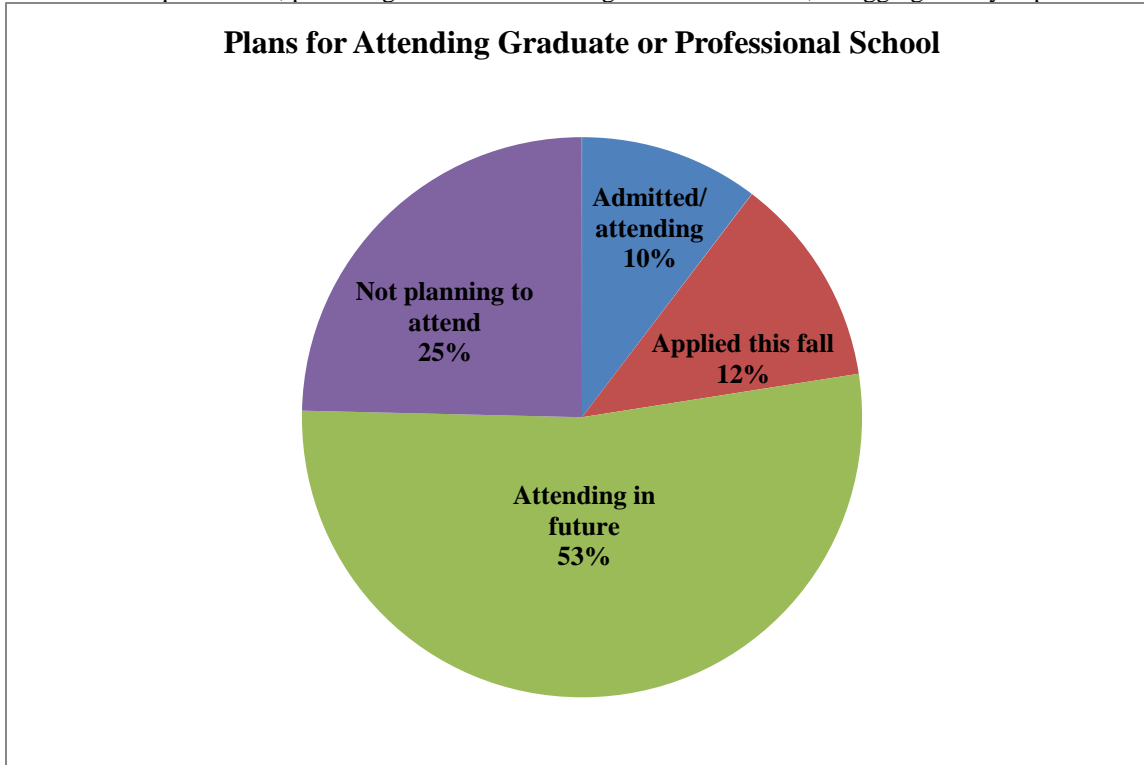
### **Theatre & Dance**

- *The Old Globe or Johnny Carson School of Acting.*
- *Texas Women's University.\**
- *CLASS.*

Question 12 asks students if and when they are planning to attend graduate or professional school; students could choose:

- I have been admitted and plan to attend in the Fall,
- I have applied for Fall admission but have yet to be admitted,
- I do not plan to go this Fall, but do plan to attend in the future,
- Or I do not plan to attend.

Chart 13: For question 12, percentage of those answering in the affirmative, disaggregated by department.



- 10% of students had already been admitted to graduate schools at the time they were surveyed. This is up slightly from last year’s 9%. They reported being admitted to 28 different schools as well as graduate programs at the University of Houston. Another 12% had applied for admission in the Fall but had yet to hear back. This is up from 10% last year as well.
- In addition, a number of students identified 10 different broad categories of programs they were interested in such as “law school” or “business school.” 131 students named the University of Houston.
- The number of students who are not planning on attending graduate or professional school rose slightly from 22% last year to 25% this year. The number who were attending in the future dropped from 59% to 53%.

Table 11: For Question 12, all responses, disaggregated by department.

<b>Department</b>	<b>Admitted/ Attending this Fall</b>	<b>Applied this Fall</b>	<b>Attending in future</b>	<b>Not planning to attend</b>	<b>Total</b>
<b>All</b>	<b>10.4%</b>	<b>12.2%</b>	<b>52.9%</b>	<b>24.6%</b>	<b>995</b>
Anthropology	9.5%	14.3%	61.9%	14.3%	21
Art		1.9%	59.6%	38.5%	52
Communication Science & Disorders	37.5%	12.5%	45.8%	4.2%	24
Communications	6.1%	5%	44.8%	44.2%	181
Economics	6.9%	10.3%	51.7%	31%	58
English	9.3%	18.5%	59.3%	13%	54
Health & Human Performance	14.2%	12.1%	51.8%	22%	141
Hispanic Studies	6.3%	18.8%	50%	25%	16
History	8.9%	8.9%	55.4%	26.8%	56
Liberal Studies		9.1%	63.6%	27.3%	22
Modern & Classical Languages		42.9%	28.6%	28.6%	7
Music	16.1%	9.7%	48.4%	25.8%	31
Philosophy	28.6%	21.4%	50%		14
Political Science	20.5%	13.7%	58.9%	6.8%	73
Psychology	9.1%	18.8%	56.3%	15.7%	197
Sociology	7.9%	13.2%	55.3%	23.7%	38
Theatre & Dance	10%	10%	30%	50%	10

- 103 students were already admitted and planning to attend graduate school in the Fall. This included 38% of students in Communication Science & Disorders (who also had an additional 13% waiting to hear about admissions). Five other departments had 10% or more of their students already admitted: Anthropology, Health & Human Performance, Music, Philosophy, Political Science, and Theatre & Dance.
- Most departments had large numbers who wanted to attend in the future. On the whole, it is clear that graduate or professional school is on the minds of many of our students.

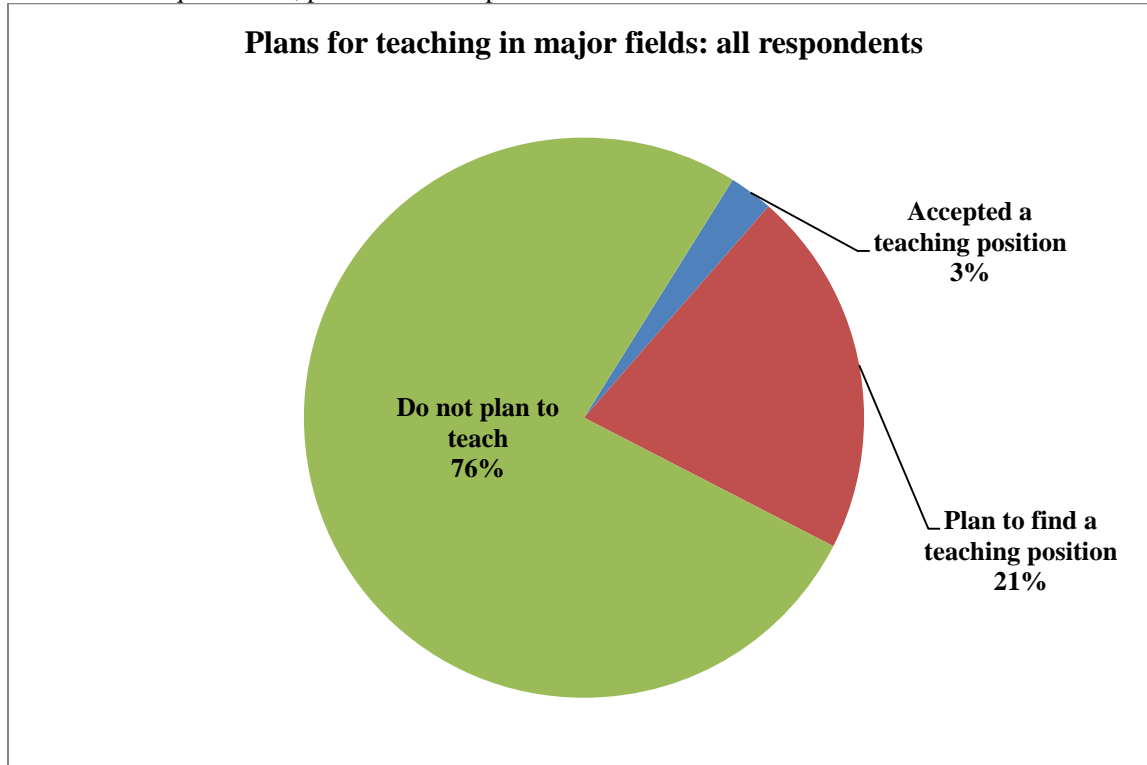
## Teaching in Major Field

Question 13 asks students about their plans regarding teaching in their field; students could chose:

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

Respondents were also given space to write in comments.

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



- The number of graduating baccalaureates who have accepted teaching positions in their field had been gradually dropping: 7% in 2008; 5% in 2009; 3% in 2010; and 1% for both 2011 and 2012. The percentage rose slightly to 3% this year. Along with this, there was a large rise in the number of respondents who did not plan to teach, up from 71% in 2011.
- Many comments reflected that students remained open to teaching in their field although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

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

Department	I have accepted a teaching position	I plan to find a teaching position	I do not plan to teach	Total (N)
<b>All</b>	<b>2.5%</b>	<b>21.1%</b>	<b>76.3%</b>	<b>984</b>
Anthropology		19%	81%	21
Art	2.1%	41.7%	56.3%	48
Communication Science & Disorders		8%	92%	25
Communications	0.6%	10.5%	89%	181
Economics		5.3%	94.7%	57
English	7.4%	44.4%	48.1%	54
Health & Human Performance	1.4%	12.3%	86.2%	138
Hispanic Studies		56.3%	43.8%	16
History	10.7%	39.3%	50%	56
Liberal Studies		13%	87%	23
Modern & Classical Languages		71.4%	28.6%	7
Music	12.5%	65.6%	21.9%	32
Philosophy		46.2%	53.8%	13
Political Science		12.9%	87.1%	70
Psychology	1%	19.6%	79.4%	194
Sociology		7.9%	92.1%	38
Theatre & Dance	45.5%	27.3%	27.3%	11

Question 13 also had a space for comments, and 54 students wrote about their plans to teach in their field; 38 of those 54 did not choose an answer but only wrote in their comments. All of the comments for question 13 are given verbatim below. If they answered the question, those answers are indicated next to their comment as well.

### Anthropology

- *I would like to do research in my field.* (answered I do not plan to teach).
- *Do not know.*

### Art

- *Distracting from career* (answered I do not plan to teach).
- *Teacher in a friend's company for after school and weekend lessons, not in an ISD* (answered I have accepted a teaching position in my field).
- *I might teach after school program in the future.*
- *I am open to teaching in my field eventually, but not right now.*
- *I am not sure if I want to teach.*
- *I have interns.*

### Communication

- *Although I am open to the idea of teaching college* (answered I do not plan to teach).
- *Later on, I'd like a professorship in Communications* (answered plan to find a teaching position).
- *I would consider teaching in my field.*
- *Tutorial/Workshop.*

### Communication Science & Disorders

- *N/A.* (answered I do not plan to teach)

### English

- *I might teach, but probably abroad.*



- *I have taught in this field in the past.*
- *I would like I to teach English to college students. It's useless in public school because of TAKS testing.*
- *I want to start off working and going to grad school.*
- *I might teach, but probably abroad.*
- *I have taught in this field in the past.*

### **Health & Human Performance**

- *Depends on circumstances.*
- *I may teach some nutrition courses in the future, but I do not plan on it being a major part of my career.*
- *I plan to teach in this field when an opportunity is available.*
- *I will become a physical therapist so I will apply anything that I have learned at UH at PT school.*

### **Hispanic Studies (Spanish)**

- *School Administrator (answered I do not plan to teach).*
- *Substitute (answered I plan to find a teaching position).*
- *Maybe in the future I plan to teach.*

### **History**

- *It's a possibility.*
- *I'm open to the idea.*
- *I plan to teach after my military career.*
- *I have found a teaching position in the Social Studies content area teaching economics, not history.*
- *Maybe in the future.*

### **Liberal Studies**

- *I'm not looking for a teaching position right now (answered I plan to find a teaching position).*
- *Really?*

### **Music**

- *Already teach privately.*
- *I am using my degree (teaching private lessons) and am going to be in a partnership and correspondence with my boss/head band director.*
- *I currently teach part-time at a music studio teaching piano and voice to kids!*

### **Philosophy**

- *N/a.*

### **Political Science**

- *I want to, but unsure if I am able to at this point (answered I do not plan to teach).*
- *I plan to obtain my teaching certification in the future (answered I do not plan to teach).*
- *I may teach in the future (answered plan to find a teaching position).*
- *Not Sure.*
- *I am getting my teaching certification at Houston Community College.*
- *Political Science Majors are unable to gain a teaching certificate while enrolled at UH, and is only offered after completing an undergraduate degree.*

### **Psychology**

- *After certification (answered plan to find a teaching position).*
- *I tutor in my minor (Mathematics) (answered plan to find a teaching position).*
- *Possibly something i can consider in the future.*

- *Thought about it.*
- *N/a.*
- *Maybe after Masters.*
- *Considering.*
- *I am not qualified to teach in my field without further education.*
- *None?*
- *Undecided.*

**Sociology**

- *Because most elementary schools do not have sociology courses (answered I do not plan to teach).*

**Theatre & Dance**

- *One day. (answered plan to find a teaching position)*
- *I have not considered it.*

Question 14 asks students if they had been certified to teach in their field. 54 students reported being certified in the following majors:

Art (2),  
 Communication Science & Disorders (1)  
 English (6),  
 Health & Human Performance (5)  
 Hispanic Studies (1),  
 History (14),  
 Music (20),  
 Political Science (1)  
 Psychology (3), and  
 Theatre & Dance (1)

27.5% of these students had already accepted a teaching position in their field. 17.6% of those who were certified to teach in their field did not plan to teach in their field. The other 54.9% were still searching for a teaching job.

There is a continuation of the trend that many students who plan to teach are not being certified to teach: 5 students had accepted teaching positions despite not being certified to teach. 178 students who were planning to find a teaching position in their field were not certified to teach.

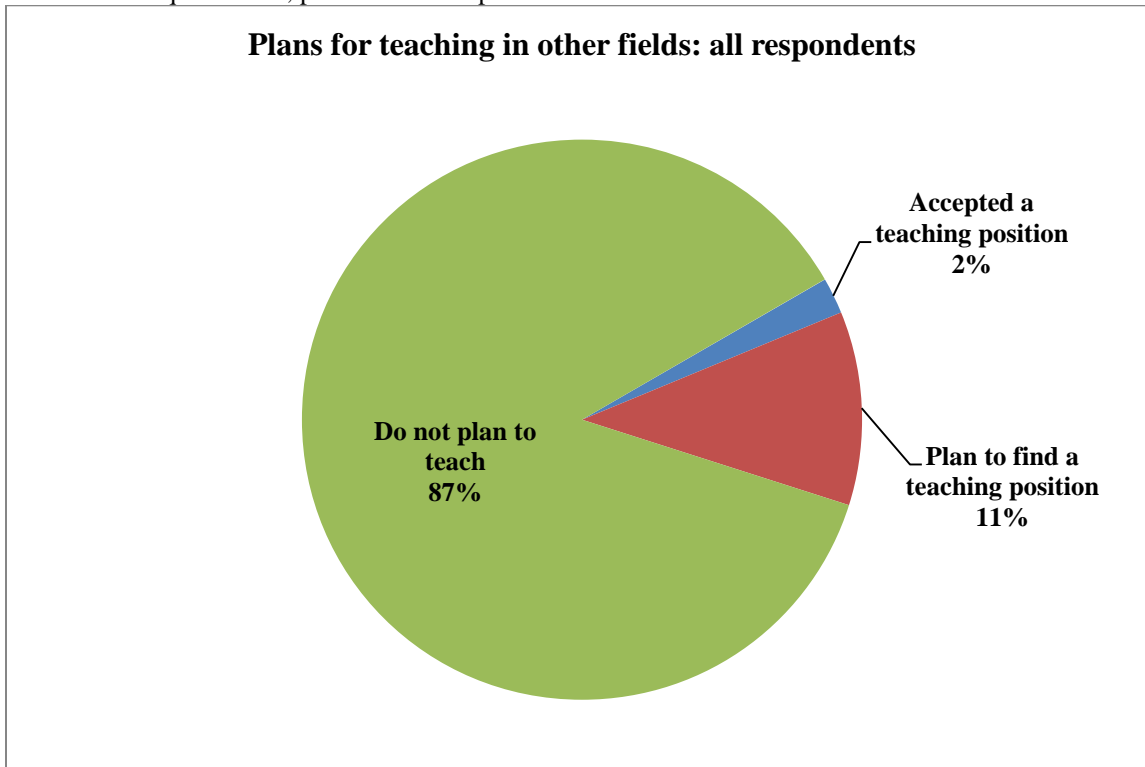
### Teaching in non-major fields

Question 15 asks students about their plans regarding teaching in other fields; students could choose:

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

Respondents were given space to write in comments.

Chart 15: For question 15, percent of all respondents.



- An overwhelming majority do not plan to teach in fields outside of their major: 87%.
- 21 students had accepted a teaching position in a field outside their major even though relatively few were certified to teach in other fields.
- 42.9% of students in Modern & Classical Languages were planning to find a teaching position outside of their major. All of the responses have been disaggregated by department on the following page.
- Many comments reflected that students remained open to teaching in other fields although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

Table 13: Details: All responses for question 15, disaggregated by department.

Department	I accepted a teaching position in other fields	I plan to find one in other fields	I do not plan to teach in other fields	Total (N)
All	2.1%	11.2%	86.7%	1002
Anthropology	4.5%	18.2%	77.3%	22
Art		15.4%	84.6%	52
Communication Science & Disorders		12%	88%	25
Communications		9.7%	90.3%	185
Economics		1.8%	98.2%	56
English		18.5%	81.5%	54
Health & Human Performance	1.4%	9.1%	89.5%	143
Hispanic Studies	13.3%	13.3%	73.3%	15
History	12.1%	15.5%	72.4%	58
Liberal Studies		4.5%	95.5%	22
Modern & Classical Languages		42.9%	57.1%	7
Music	3%	6.1%	90.9%	33
Philosophy		14.3%	85.7%	14
Political Science	2.9%	7.1%	90%	70
Psychology	1.5%	14.1%	84.3%	198
Sociology	8.1%	5.4%	86.5%	37
Theatre & Dance		9.1%	90.9%	11

For question 15, students were again given space to write in comments, although fewer (26) did. Many of the students who made comments had left their answer blank (17 of the 26). Their comments are given verbatim below as well as their answer if they gave one.

#### **Art**

- *I have interns.*

#### **Communication**

- *Language* (answered I plan to find a teaching position).
- *Childhood obesity* (answered I plan to find a teaching position).
- *Later on, I'd like a professorship in History or Humanities* (answered I plan to find a teaching position).

#### **Communication Science & Disorders**

- *N/A* (answered I do not plan to teach).

#### **Economics**

- *I'm looking for English teaching positions in Japan* (answered plan to find a teaching position).

#### **English**

- *I have taught in other fields.*
- *I may seek to teach in other fields in the future* (answered plan to find a teaching position).

#### **Health & Human Performance**

- *Depends on circumstances.*

#### **Hispanic Studies**

- *Substitute French and Spanish* (answered plan to find a teaching position).
- *I plan to teach in the architecture field.*

#### **History**

- *Architecture as well* (answered plan to find a teaching position).

- *I may eventually teach in another field.*
- *Maybe in the future.*
- *I teach paramedicine (answered I have accepted a teaching position).*

### **Liberal Studies**

- *I plan to teach in one of my three minors.*
- *Who doesn't teach something pass the age of 40.*

### **Political Science**

- *Sometime later on in life.*
- *I may teach in my fields.*
- *Not Sure.*
- *I hope to enroll in Lonestar teaching certificate program so that I can teach government or a social science at the high school level.*

### **Psychology**

- *Substitute teaching to expand experience.*
- *N/a.*
- *I do not plan to teach currently, I may consider it in the future. (answered I do not plan to teach)*
- *Undecided.*
- *?*

### **Sociology**

- *I am currently a teaching assistant at BISD and plan to be certified this summer.*

Question 16 asks students if they had been certified to teach in other fields and what area they had been certified in. 15 students reported being certified in the following majors, although not all identified in which field they were certified:

Communication (1 who did not identify certification area),  
 English (1 who identified as CRLA certified),  
 Health & Human Performance (2 identified as certified but only 1 answered: Spanish),  
 Hispanic Studies (2 identified as certified but only 1 answered: "Special Education and Principal"),  
 History (4 identified as certified but only 3 answered: "Geography, sociology, psychology, geography, government, economics," EC-6 Generalist, and Paramedic),  
 Political Science (1 identified as certified in Paralegal Studies),  
 Psychology (2 identified as certified; 1 in Cosmetology and 1 in EC-6 Generalist and EC-12 Special Education),  
 Sociology (1 identified as certified in Math and History), and  
 Theatre & Dance (Fitness).

7 of those who were certified had accepted a position teaching in other fields. 12 students who were not certified had accepted positions in other fields. Much like with the previous set of questions about teaching in their fields, many students, a total of 109, were planning on finding a teaching position in other fields even though they were not certified to teach in other fields.

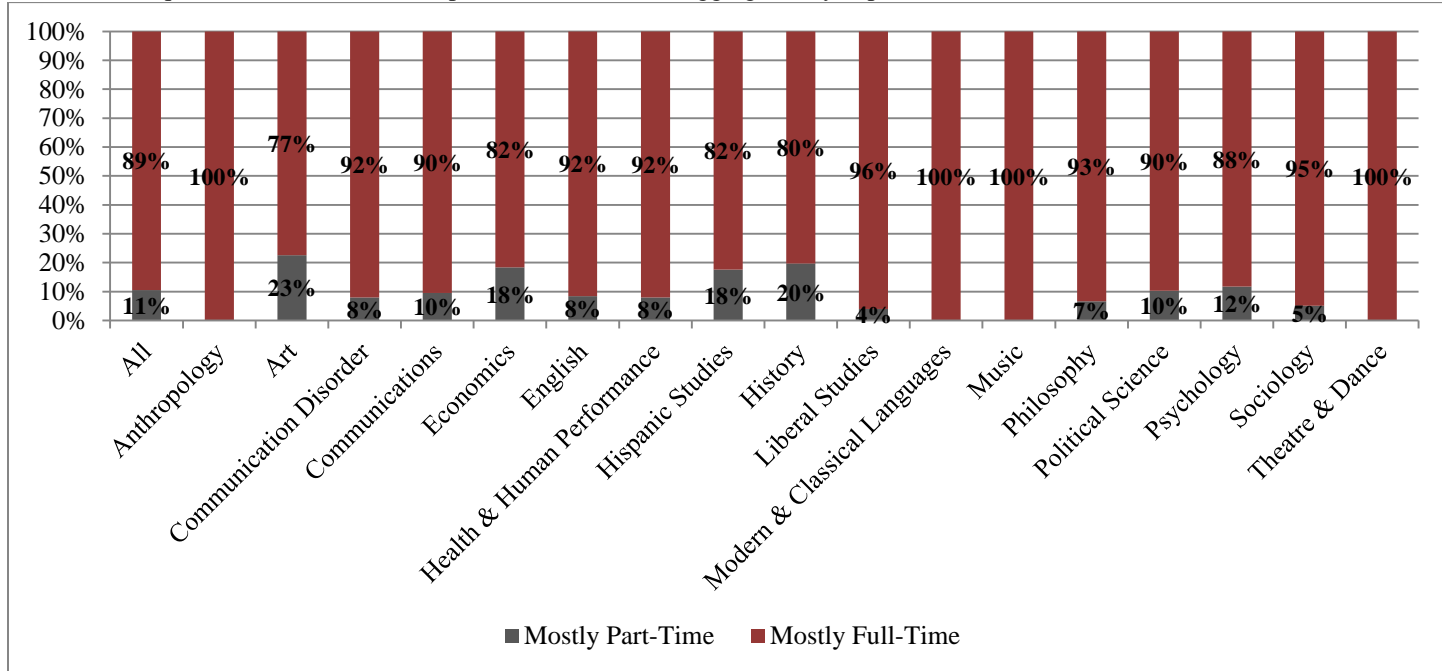
## Demographics

### Students and Work

Question 17 asks respondents if, on average, they enrolled as:

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

Chart 16: For question 17, full-time over part-time students, disaggregated by department.



Question 18, a new question in 2010, asks respondents, while enrolled, how many hours a week did they work?:

1-5; 6-10; 11-15; 16-20; 21-30; or 31-40 hours.

Chart 17: For question 18, percent of all respondents.

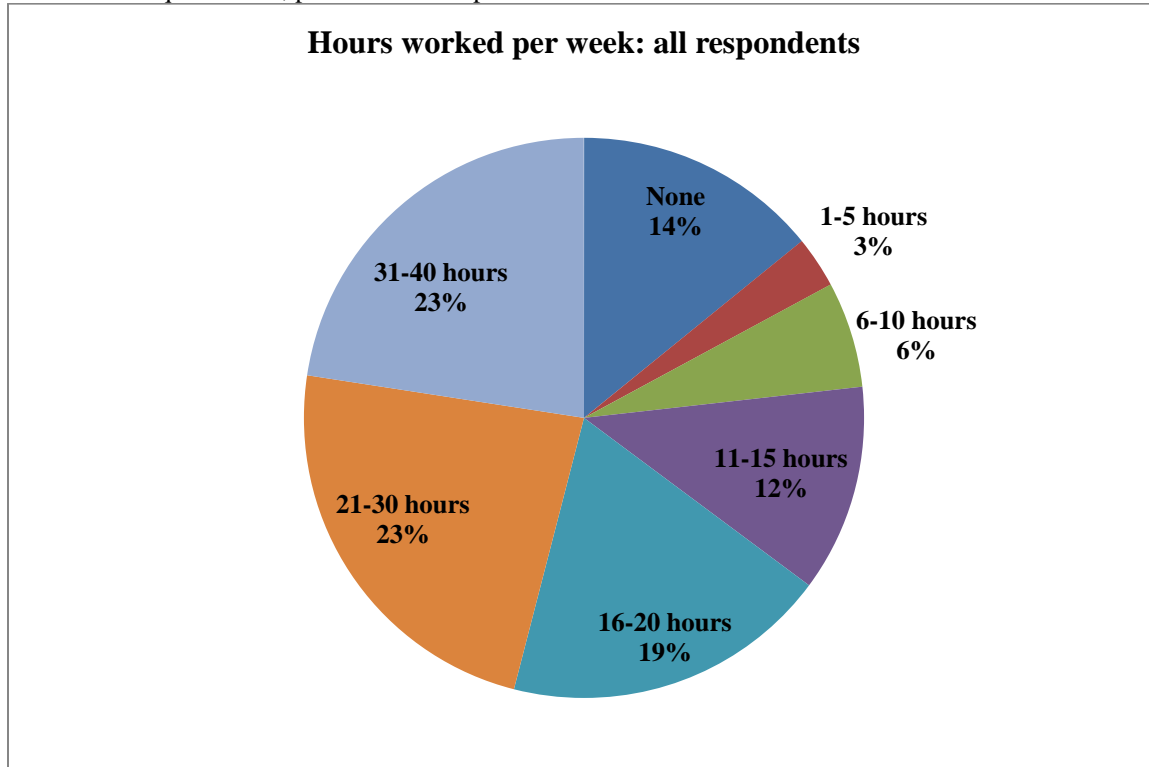


Table 14: Details: All responses for question 18, disaggregated by department.

Department	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total
<b>All</b>	<b>14.1%</b>	<b>3%</b>	<b>6.1%</b>	<b>12%</b>	<b>18.8%</b>	<b>23.4%</b>	<b>22.6%</b>	<b>1046</b>
Anthropology	36.4%	13.6%	4.5%	4.5%	13.6%	9.1%	18.2%	22
Art	22.2%	1.9%	1.9%	7.4%	22.2%	25.9%	18.5%	54
Communication Science & Disorders	28%	4%	4%	16%	8%	28%	12%	25
Communications	9%	1.1%	4.3%	10.6%	22.9%	27.7%	24.5%	188
Economics	10.2%	1.7%	6.8%	5.1%	18.6%	27.1%	30.5%	59
English	8.5%	3.4%	11.9%	15.3%	18.6%	16.9%	25.4%	59
Health & Human Performance	12%	2%	6%	12%	26.7%	29.3%	12%	150
Hispanic Studies	18.8%		6.3%	6.3%	18.8%	12.5%	37.5%	16
History	9.8%	3.3%	8.2%	14.8%	11.5%	21.3%	31.1%	61
Liberal Studies	24%		4%	12%	32%	12%	16%	25
Modern & Classical Languages	28.6%	14.3%		14.3%	14.3%	28.6%		7
Music	5.7%	11.4%	20%	31.4%	8.6%	14.3%	8.6%	35
Philosophy	7.1%			14.3%	21.4%	35.7%	21.4%	14
Political Science	18.2%	2.6%	1.3%	9.1%	15.6%	20.8%	32.5%	77
Psychology	15.7%	2%	8.3%	11.8%	13.7%	21.6%	27%	204
Sociology	17.9%	7.7%	2.6%	15.4%	20.5%	17.9%	17.9%	39
Theatre & Dance	18.2%	18.2%		18.2%	18.2%	27.3%		11

- There was some variation from department to department, but many of our students work and work frequently. More than half of the students in 6 departments reported working 21-40 hours a week: Communications (52.1%), Economics (57.6%), Hispanic Studies (50%), History (52.5%), Philosophy (57.1%), and Political Science (53.2%).

	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total (N)
<b>Part-time enrollment</b>	4.5%	2.7%	2.7%	1.8%	9%	22.5%	56.8%	111
<b>Full-time enrollment</b>	15.3%	3%	6.5%	13.2%	20%	23.6%	18.4%	934

- It is quite clear that the majority of our full-time enrolled students work. 42% are going to school full-time while simultaneously working 20 hours a week or more. Only 15.3% of our full-time students do not work.

**Age**

Question 19 asks students for their age:

22 or younger; 23-26; 27-30; 31-39; or 40 or older.

Chart 18: For question 19, percent of all respondents.

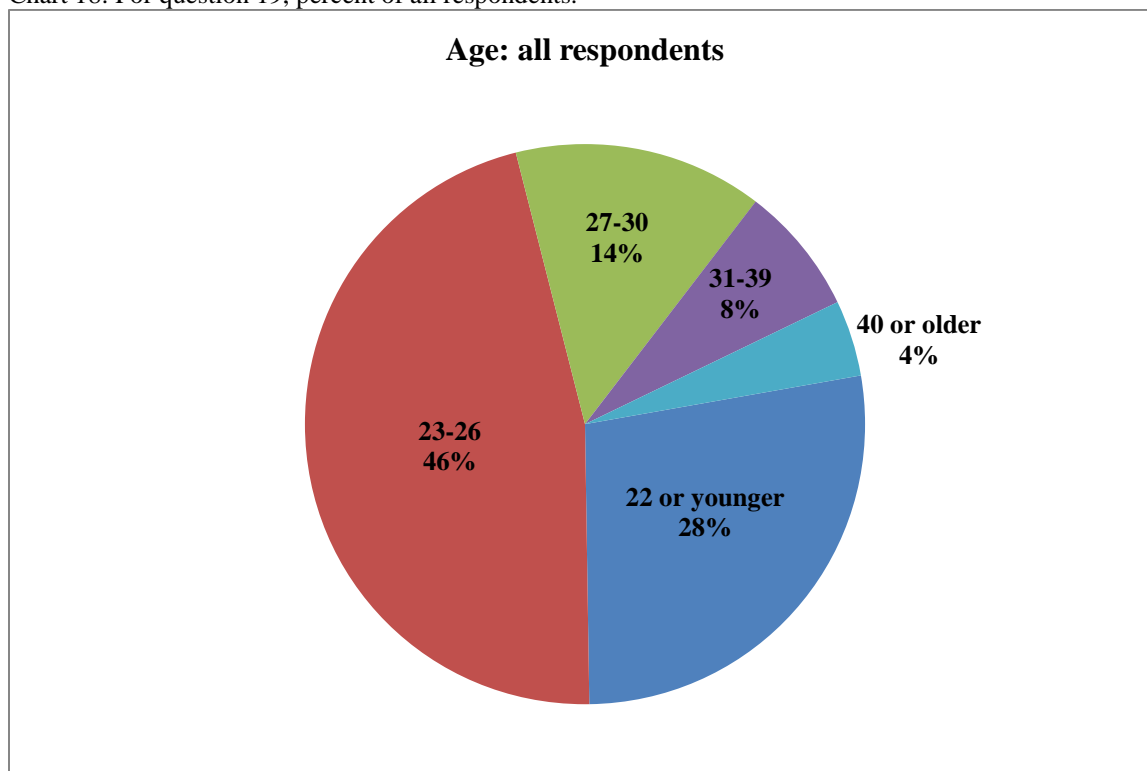


Table 15: Details: All responses for question 19, disaggregated by department.

Department	22 or younger	23-26	27-30	31-39	40 or older	Total
<b>All</b>	<b>27.5%</b>	<b>46.3%</b>	<b>14.4%</b>	<b>7.4%</b>	<b>4.4%</b>	<b>1050</b>
Anthropology	27.3%	50%	4.5%	13.6%	4.5%	22
Art	11.1%	44.4%	38.9%	1.9%	3.7%	54
Communication Science & Disorders	32%	64%			4%	25
Communications	23.3%	55%	15.9%	3.7%	2.1%	189
Economics	26.7%	40%	13.3%	11.7%	8.3%	60
English	40.7%	42.4%	8.5%	8.5%		59
Health & Human Performance	37.2%	39.9%	14.2%	5.4%	3.4%	148
Hispanic Studies	11.8%	29.4%	17.6%	17.6%	23.5%	17
History	11.5%	45.9%	21.3%	16.4%	4.9%	61
Liberal Studies	19.2%	34.6%	23.1%	11.5%	11.5%	26
Modern & Classical Languages		85.7%	14.3%			7
Music	31.4%	57.1%	8.6%	2.9%		35
Philosophy	33.3%	46.7%	13.3%	6.7%		15
Political Science	31.2%	39%	14.3%	13%	2.6%	77
Psychology	30.7%	46.3%	8.8%	6.3%	7.8%	205
Sociology	23.1%	41%	20.5%	15.4%		39
Theatre & Dance	36.4%	63.6%				11



## Learning Experiences in CLASS: Verbatim Comments

The open-ended questions at the end of the survey were not changed as the college moved to the on-line format. Students were more likely to respond and give much longer answers to these questions now that they are on-line, however. As in the past, the comments are given verbatim and have been listed by the students' major although many comments refer to a variety of aspects within CLASS and even across the university and do not always correspond specifically to that department.

### Two Most Positive Aspects

Question 20 asks students to name the two most positive aspects of their learning experiences in CLASS. 719 of the 1,100 students surveyed responded to this question, over 65%. The most popular response usually revolved around the quality of our professors: 360 of the 719 responses mentioned professors, 76 specifically by name.

#### Anthropology

- *The professors are knowledgeable and always available for discussion, regardless of topic. Also, I enjoyed the reading materials in each class.*
- *Holistic coverage of my major field Internship opportunities.*
- *Learned many new things in subjects never even mentioned in high school. Got to work with and learn from intelligent people with similar interests to me.*
- *Professors are great, and the classes were amazing.*
- *My adviser was great and the professors were very passionate.*
- *Graduating (ie: getting the f out) and Landis Odoms. Its always a pleasure to see that guy.*
- *1. Nurturing professors 2. Rich course selection.*
- *Depth of the content in the material. I enjoyed the diverse background of faculty.*
- *I have learned two foreign languages that will aid me in the future and my professors, in my field, have taught me well.*
- *The two most positive aspects of my learning experience in CLASS included my study abroad which was supported by the former chair of the department of Anthropology, Dr. Lang, and the practical experience I gained by doing fieldwork and a research practicum with Dr. Brown and Dr. Widmer respectively.*
- *Professors were very open minded and cultured individuals.*
- *The T.A. for my ANTH 430I class, Matt Avery, was incredible. He was available and quick to answer any questions, comments, or concerns I had regarding the material and assignments. He provided helpful feedback and comments on essay assignments and was incredibly complimentary regarding my papers. Though one should not predicate their potential or competence on grades, it certainly helps to be encouraged through such feedback. Additionally, my advisor Landis Odoms saved my hide throughout my tenure at UH. Unfortunately, many of my avenues of support are lackluster at best and were incredibly frustrating to deal with. I often had to repeat the same processes over and over due to the inability of staff to complete a given resolution to an issue. For example, there was a financial aid issue this year and, being proactive, I saw counselors about it on at least two separate occasions (September / October and January). I recently received a phone call regarding the issue which was resolved in January and which I was required to repeat once more though I was assured it had been taken care of. This is a staple of the manner in which UH handles its students and affairs and I am much less than impressed. Without Landis being as incredible and caring as he is, I don't know what I would have done besides pulling my hair out. I have heard horror stories about other advisors and departments and I can only say perhaps there is a god who cares for me, as it is so blatantly obvious that Landis takes a deep and personal interest in his students on a formal but simultaneously intimate level. There are no words that can express how indebted I am to him for his efforts. YOU'RE THE BEST, LANDIS!!! Another positive aspect of CLASS was my interactions with professors of the French department, specifically Monsieur Lanskin and Madame Tucci. They are clearly very passionate about their subject and desire to disseminate their knowledge to their students. They revived my interest in the French language and have been instrumental in my effort to further my education through graduate school following my graduation.*
- *I learned how to look at the world from a unique perspective, giving me a greater understanding of world events and why things are the way they are.*
- *My advisor, landis odoms was awesome working in the historical archaeology lab was a great experience.*
- *1) Landis Odoms 2) I'm thinking...*
- *Diversity of student and faculty population and interesting course offerings.*

- 1. ease of classwork 2. ease of course scheduling.
- The strong interdisciplinary reinforcement between science and culture. Class professors not only acknowledged science, but often drew from it to underscore the credibility of their subject matter. I felt, in sum that my education was a "classically liberal" education in that it involved gaining an understanding of the natural world around me coupled with a realistic view of contemporary culture and behavior.

## Art

- Jack Hanna, the coolest teacher. And smoking pot in between classes.
- All the classes that I had to choose from we're classes I am interested in. It made my decisions on my classes a lot easier.
- I liked having classes that included masters students; they offered a different perspective on class discussions. I also thought that the small classes allowed for more class discussion which made it easier stay engaged during lectures.
- One is that I learned in which category of art I was good at and which one I wasn't and two I made a lot of decisions and was able to ask for some advice on them.
- Professors that had interesting careers in contemporary art. freedom in studio practice.
- The professors and resources in the libraries.
- Rachel Hecker was a fantastic professor. Loved working with her.
- The School of Art faculty & field trips.
- The teachers I had in my major and being apart of the Spirit of Houston Marching band.
- 1. diversity of courses 2. studying abroad.
- Good classes great faculty.
- Course lectures from incredibly passionate teachers Resources like Merriann Bidgood from the Visual Resource Library.
- School of art classes were mostly wonderful and small. access to many interesting classes in many fields.
- The courses provided and the information provided by instructors.
- The professors and the environment.
- Interesting classes and subject matter and (for the most part) engaging lecturers.
- I think having teachers that are caring and helpful is one experience I would say was a plus. Another positive aspect is having classes that I felt we're challenging and pushed me to succeed.
- New manners in tackling projects, and useful criticism to learn from.
- Lots of experiences, Opened my mind.
- Well I learned things I wanted to learn, they were fun, I now know a lot about different art mediums.
- CREATIVITY AND EXPERIENCE.
- Most art proffs were very involved. Art history proffs were often available to answer questions.
- Having a chance to study under Stephan Hillerbrand and Kelly Sears has been the highlight of the program. the Program has also provided many opportunities that strengthened my experience as an artist.
- Fun environment. excellent teachers.
- 1. Meeting peers with similar goals and interests. 2. Artistic freedom to explore my own style, and introduction to building a professional name/portfolio as an artist.
- My adviser and access to the research library and the library of art and architecture.
- Rachel Hecker.
- 1-being who I am 2-not being judged based on nonsense but what I produce.
- The day that my department head finally, after a year, bought enough chairs for every student in the classroom to sit down, in a real chair, at the same time. The last time I had to set foot in our decrepit building (School of Art).
- Networking with several instructors. Can't really think of a second as I didn't learn anything useful in my major.
- Interacting with other students to learn. Really helpful professors.
- Low student to teacher ratio. The professors are genuinely interested in and passionate about my success.
- The teaching staff was awesome they all were there for anyone who needed any guidance or advice. They all wanted each student to do their best and learn skills for the world after college. The classes challenged you to become a better person and artist. I will always remember and take all the skills I have learned with me and possibly have success in future opportunities.
- Socialcontacts and studio classes.
- David Hickman who'm is now dead, was the greatest teacher I ever had. The guy had taught at U of H for 42 years, was a professional artist and teacher who really seemed to give students the right ideas for how to go about their art for the professional world. Ceramic sculpture was just awesome, most of us (students) went from 0 knowledge of sculpting to making some really fantastic works.

- *The professors at the School of Art, Graphic Communications Program were excellent, and my classmates were always there, as we succeeded together.*
- *On hands learning.*
- *Connections I made things I learned about myself.*
- *1. Learning to the professor's talk about life lessons. 2. Add in stories about what related to the subject we were learning.*
- *Every professor was very helpful whenever I needed assistance with any class materials. Classmates were also helpful when missing a class and sharing notes.*

### **Communication**

- *Teachers & equipment.*
- *The professors have been very professional in their teaching as well as respectable to the students. I do appreciate access to the computer lab at CLASS since it provides all if not most of the software needed to work on assignments and projects from classes at CLASS.*
- *Discussions and videos*
- *Hands-on experience with studio work and outside projects.*
- *I was able to work at The Daily Cougar, and my journalism professors were really good.*
- Interesting things to learn.*
  - *The professors are some of the best in the school. Very worldly and knowledgeable about their subjects and provided very useful insight.*
  - *- Professionalism. - Caring.*
  - *Professors National Student Advertising Competition.*
  - *I liked knowing my professors were experienced in their fields instead of only teachers. Also I liked having access to all the equipment, help, computers that I needed.*
  - *1. It was fun and exciting. 2. Great professors.*
  - *Working with real clients on campaigns they will use in the real world.*
  - *The communication lab The casa tutoring center And the library.*
  - *Networking and the importance of building relationships with your fellow peers and professors.*
  - *Great instructor feedback and small class enrollment for many opportunities to get to know my fellow classmates.*
  - *Wide variety of classes, lots of choice.*
  - *The class sizes for in-major classes was great and so was access to professors after class.*
  - *Diverse student population and fantastic interpersonal discussions in several courses.*
  - *My professors and the class content.*
  - *Most professors were engaging and willing to help when asked. I learned you don't need academic advising and can plan it all at home.*
  - *Course load was appropriate, and allowed me to work outside of school. The instructors were for the most part fair, and taught well.*
  - *Most positive would be coursework and professors.*
  - *Great professors and great advisors.*
  - *1. The class sizes were perfect for learning. 2. Each class contributed to an additional factor of my success post college.*
  - *Diversity Great professors.*
  - *Experience while in the classroom wide range of equipment available and the quality of the equipment is what is actually used in the field.*
  - *First off you learn new information everyday! Second is the experience at UH is an experience you can get no where else.*
  - *Most of the teachers were great, and classes were fun and educational.*
  - *Equipment availability and great professors.*
  - *Enthusiastic professors and the friendships formed with peers.*
  - *1.) My professors. They were the people that kept me grounded and kept me going in my education. I 100% had the most wonderful professors. I couldn't have asked for more. 2.) The additional staff around the campus. From the cleaning personal to the outside workers, they were wonderfully nice and pleasant.*
  - *- prepared me for my career - professors were great.*
  - *1. Professor Fix 2. Class material.*
  - *I enjoyed being able to take graphic design classes without having to suffer through the VERY competitive block classes in the art school's graphic design course. I am now familiar with basic Adobe programs necessary to any novice graphic designer. I*

also enjoyed my professors. Especially within the communications classes, they seemed to want me to do well, and encouraged me. Also, the purpose of many of these classes were to give me skills that would actually be applicable to real-life situations in the world of advertising.

- Classes that were directly applied to the working world and professors that had active communications experience.
- I had caring professors who helped me succeed. Orlando my adviser helped me the whole way.
- 1. Professor Keith Houk 2. Having to take foreign language classes.
- Our advisors were really helpful, straight-forward, there were no changes to the degree plan. The requirements that I was introduced to whenever I declared my major were the same ones to my very last semester, and I really appreciated that. Another would be one outstanding professor, professor Crixell, the skills I learned as a communicator and in editing ones work was beyond any class expectation, it really helped in my daily life and as a professional in general.
- Being able to meet new people who are interested in the same fields as I am and discovering new passages in which to take my future in.
- The awesome peers who became friends and the memories made in AAF.
- The fact that I was exposed to a wider range of things to learn and the fact that I took classes in areas that I did not know about.
- Learned how the field works in the real world. Learned how to use studio equipment.
- Learning programs that in the work field are used.
- Flexibility and teaching.
- The support and communication from the CLASS department was excellent. My professors were all wonderful and extremely helpful during my entire time here.
- I thoroughly enjoyed all the networking opportunities given through Jack. J Valenti. That is a very important part of being in Communications and I feel that we always had some of the best speakers and organizations come in. I also enjoyed the getting real-life work experience parts. Things such as internships and or project based work helped me get a jump start on things I want and plan to do after graduation.
- The diversity and hands on nature of all my classes.
- Learning a second language.
- Having passionate teachers in my major being able to have real world experience.
- Most professors who had experience in the field were amazing to learn from. The opportunities for internships and other work experience in the field were outstanding.
- The professors are knowledgeable and the environment was beneficial.
- Hands on experience and hearing from speakers/teachers in my field.
- -There are some really stellar professors in the Public Relations department. -I love the Comm Lab.
- The comm lab was great and available late.
- My the professors in my major have been extremely dedicated. They go above and beyond for their students. The relationships that I have made with the students and faculty.
- Understanding the industries work environment. The ability to network with what you have and improve on skills through experiences.
- The advisors my professors.
- The professors were always very caring and helpful towards their students. The environment of the labs and the closeness amongst students helped achieve success.
- I loved the lab and creative advertising classes. I liked the internship I got to experience through Edventure Partners. It was a great experience and I learned how to work in a real advertising agency.
- I LOVED the Professors in the Media Production department. Craig Crowe, Keith Houk, Randy Polk, Joseph Leydon and Paul Schneider tremendously helped out with whatever knowledge they acquired from working in news stations to managing film productions. They all deserve a raise!!! Incredible men and I will forever cherish their work ethic and more specifically; making me feel more confident that I chose the right profession for my future. I also liked that we had availability to equipment (especially since a lot of us don't have the funds to purchase our own.)
- Growth and stability.
- I really enjoyed all of the professors. They were helpful, wanted you to succeed and easily approachable. I have kept in contact with most of them.
- The students and faculty/professors I met were amazing.
- I learned alot and met nice people.
- I loved the Comm Lab and I really enjoyed my HTML course. I also loved studying in the MD Anderson library.

- 1. Certain faculty members are very knowledgeable. 2. Connection with other CLASS students.
- Professors that were really engaging, like Professor Thorpe or Professor Kelley. Hire more professors like that, instead of really dull ones that don't seem to care about their students.
- I had the most fun working around my peers in the CTC lab. We were able to socialize with other people in our major. It became a networking experience, because some students strong points differed from others. I also had a great time meeting and learning lessons from teachers who have first hand experiences in the field that I want to go into. We had an actual Print Advertising Designer, Graphic Designer, Houston Chronicle writer and previous Fox26 Anchor. Having real-life journalism heroes at my disposal was a great addition to my UH experience.
- Professors who are professionals in their fields Array of class styles i.e. hybrid, online, face to face.
- Great professors, great opportunities.
- The professors that taught made my learning experience more enjoyable and I felt like I left with useful knowledge of my profession. The professors made themselves readily available and left room for a more personal connection.
- Professor Larry Kelley was the most influential man in my school career. Learning problem solving on a much more grand scale. I learned how to change my thinking and grow.
- Great advisors and great on campus facilities/resources for the students to use to study and lounge.
- I enjoyed the courses I took for my major a lot. I am confident that what I learned will help me in any job.
- -The communications lab was helpful in all the classes I took, From having photoshop and illustrator to giving prints and available computers to use. -all my professors were very knowledgeable and helpful in their teaching.
- Profssors.
- I learned things I still use today. And I have gained friendships that will more than likely help me in the future.
- Humanities Courses.
- Community education.
- All of the interesting information you learn and getting to meet all of the students with the same interests as you.
- Professor Kelley and AAF
- People and classes.
- I believe that access to the professors was a huge plus for me getting to graduation. Also my Advisor Salima was very good at keeping me on track to graduate.
- I did not like this a school. It doesn't seem like part of UofH and nothing compared to the Bauer College of Business.
- The hands experience I recieved and the connections I made with my peers.
- Most professor shared interesting rwal world experiences. The classes were made a fun environment to learn in.
- Networking Under promise and over deliver.
- Great teachers Self motivation.
- Professors being available & advisors.
- Computer lab available Online classes convenience.
- Professor Buck and the Comm lab.
- You learned to have better time management when juggling work and school.
- Advertising professors The assignments we did in advertising courses that I can use in my portfolio.
- The field I want to work in Gives you hands on experience on what is expected in that field.
- I am happy I was finally able to take a face to face version on Comm 1302, so i could graduate.
- Networking, many online classes.
- 1. My advisor Orlando Zamora 2. Flexibility of classes.
- I enjoyed being in class. Even after a 10 hour day at work, I still enjoyed coming to class at night or staying up late to study and review material. I also enjoyed how many of my classes were offered online as opposed to in a classroom. It made it much easier to be able to work fulltime.
- On hand learning, and real life scenarios.
- Good teachers and easy material.
- Good professors.
- Great professors Variety of classes.
- CLASS taught me how to deal with the real world by engaging in activities like Cougar Concepts, where we worked on a campaign for Chevrolet. It also taught me that nothing good comes easy.
- Michael Strickland was a great mentor to me. The comm lab was also a huge help for me when trying to create ads.
- The hands on experience approach and the use of studios.
- Group projects/presentations & computer literacy skills.

- *The internships really help. It put what we learned in class into action. My classes were always a good size (never too big) and that really helped me academically.*
- *N/A.*
- *Learn at my own pace and convenient.*
- *The instructors experience The students.*
- *The professors and the students.*
- *Knowledgeable teachers and some nice equipment to rent.*
- *1.the computer lab 2. The teaching staff.*
- *The benefits of learning PR and understanding theory of communication.*
- *Able to learn more in person. Able to receive more help in person.*
- *Meeting people in other majors. Diverse learning*
- *- Doing an internship and getting school credit - easily accessible professors who work(ed) in the field*
- *First, I learned not to be afraid to reach out to professors if I'm having trouble; Secondly, the area of communications is full of theories that can be applied in a multitude of life situations.*
- *I felt that both the diversity of courses and the extracurricular activities available to me as a UH student vastly improved my opportunities to work in my field.*
- *Is this a real question? This is almost as worthless as, "Name two reasons why the United States is the best country in the world."*
- *\*The hands on application classes \*The great professors.*
- *It had the opportunity to concentrate in my major while being advised by great teachers. Gain education and experience in my field of interest.*
- *1) Majority of the instructors were great! 2) Coursework was informative and applicable.*
- *I gained a true understanding in my field of study with the help of my professors. I really enjoyed my learning experience and I am happy with the decision I made to pursue my passion.*
- *Great teachers Real world examples.*
- *The teachers were friendly and available to help. The students were interested in the same things.*
- *Professors were always willing to lend a helping hand. Professors and Advisors were always there when I needed them.*
- *Staff was extremely accommodating and supportive of my disabilities.*
- *The two most positive aspects of my learning experience in CLASS have been: 1) Having been fortunate enough to have truly inspirational professors in each and every class I took- even the ones that were more challenging for me, and 2) Knowing that the courses I selected were sculpting me for the career of my choice and allowing me to sharpen the skills learned every step of the way. I feel fully prepared for any future career I might have.*
- *My story is a little complex. While thinking that I had graduated from UH in 2004, I was up for a promotional opportunity at work and long story short, discovered there was a problem with my degree verification. After meeting with Orlando Zamora and going through a year-long investigation, Orlando was able to guide me in the right direction in fixing my problem. I was asked to fill out several petitions and take a CLEP test. I'm not sure where the problem began or how I never discovered this problem for over 9 years, but with the help of Orlando and COMM school, we were able to finally move me toward a happy ending. This road has been long and enduring, but Orlando has stayed on top of my case and continued to keep me updated, as well as given me specific instructions on what was needed to move forward. He was not only helpful, but quick to respond to my many questions in the past year. I'd like to give immense "kudos" to Orlando Zamora for his support in getting me to my goals.*
- *I practiced comprehensive writing skills in the majority of classes with various essays that revealed an innate talent at writing at various levels. Writing essays and research papers was a rewarding experience as it allowed me to demonstrate comprehension of theories and various styles. University of Houston helped me develop a writing style and get better at research. The second most positive experience was having the core classes online. This allowed me to build a flexible full time schedule while working full time. It also helped that core classes related fluidly to one another and allowed me to correlate a "bigger picture" of my major and better understand the world around me.*
- *The teachers were mainly interesting. The subjects were enlightening.*
- *(1) Excellent Teachers (2) National Student Advertising Competition - AAF-UH.*
- *The faculty and the study abroad experience.*

### **Communication Science & Disorders**

- *Classes were interesting.*
- *Having great professors that structured their classes/assignments in a way that required the learning of the material.*

- All of the COMD professors- it really is an amazing field to study!
- -having an academic advisor that was very detailed and helpful with Advising -having professors and TAs that made themselves available for help after class.
- Good advising good, interesting classes with mostly competent instructors.
- I got to express myself freely as well as be myself.
- Most of my professors were very concerned with the success of their students. I feel that the program is competitive and I graduated with a degree that I can be proud of.
- The quality of the professors and access to the writing center.
- 1.) Advising 2.) clubs in my major.
- Failing and realize how much my degree met to me once I was about to be dropped from my program.
- Great resources and support.
- 1. COMD made it challenging. You definitely earned your grade. 2. Mrs. Moreno-Jordan was a great advisor.
- I really enjoyed the professors in both of my majors. Their passion for the subject, helped me learn.
- The quality of the Communication Sciences and Disorders department and the quality of the faculty within that department.
- Loved being around others in my field and the professors and everything I learned!

### **Economics**

- I learned about many different subjects in CLASS when I enrolled in electives and I feel like I can easily discuss and have a legitimate conversation about many different subjects. Before completing classes in CLASS I am sure that I could not discuss or know anything about classes I took.
- Thoroughly enjoyed my Economics courses, all of my professors were wonderful. I also enjoyed my history classes, history was one of my minors.
- Mrs. Foley was an amazing advisor. Econ department has some good professors.
- My 4000 level economics classes were a really positive experience. I felt like they pushed me and that I really learned information that was relevant to my major. The professors were always very well prepared for class and held the students to a higher level of accountability than what I was used to in lower level classes. I also liked that many of my professors used a variety of sources beyond a traditional textbook. Many classes required that we read journal articles, government reports, and periodicals in order to have a better understanding of how what we were learning connected to the world outside of the classroom. All professors should try and utilize more outside sources in their classes.
- The two most positive aspects of my learning experience with CLASS came from Honors College classes and interactions with Honors College professors. There is a steep drop-off in quality of instruction from honors to non-honors classes.
- Economics professor Dr. Ross Vanwassenhove Guest Lecturer Dr. Terry Hallmark
- The students enrolled and the culture. The faculty were very interesting had diverse field backgrounds. The teachers would generally try to go beyond the course materials to apply in the real world.
- Variety of things to learn not just in Economics. Gained a lot of knowledge.
- The availability of computers and the knowledge of each professor.
- CLASS courses are just the right size. There are some really great professors in both ECON & POLS.
- 1) Economics in the real world taught by Adam Perdue << every senior needs to take this course before they graduate. 2) Roy Ruffin.
- Knowledgeable faculty members, Great student teacher ratio.
- Great environment And some of professors are great.
- I think, I improved my Critical skills.
- Help me to think in a broad point of view.
- World class professors.
- Amazing advisors Great students willing to learn as much as I was.
- How knowledgeable the professors are, it is inspiring.
- I always had help when needed and my professors were amazing.
- The flexibility of the professors with my work schedule and other off campus requirements; alongside the sufficient amount of work given and time allotted to complete it.
- Mrs. Foley and class subjects.
- It guided me to understand and value more the facts surrounding me. It opened my mind more to analyze and evaluate things better.
- Great professors Great courses.

- *Got the tools i need to be successful in my next chapter of life.*
- *Networking and applied economics.*
- *My teachers were very thorough and able teacher the tougher material well. Some of the students were very driven and intelligent and made for good study groups.*
- *Being able to talk to my professors about anything. They were always professional.*
- *The teachers and the advisement staff.*
- *Professors were easily accessible. Classes were not oversized.*
- *The insight that some of the instructors brought into the classroom. The selection of classes within the economic field of studies.*
- *Good access to information to help guide course selection and degree plan. Excellent overall instruction and caliber of professors.*
- *Diversity of students and faculty.*
- *Great professors and extremely helpful advisory, Marion Foley.*
- *Dr Ruffin and Dr Prodan.*

### **English**

- *The professors were very knowledgeable and willing to help students succeed...*
- *The group projects was very positive; ideas flowed more freely this way. The teachers individual assistance to students.*
- *Great professors. Convenient schedules.*
- *The two most positive aspects of my learning experience in CLASS were the professors who paid attention to my concerns and the students who were thoughtful, optimistic, and insightful.*
- *I truly grew as an individual through my course work in CLASS. My english classes presented many ethical and philosophical dilemmas of which I was forced to think through. It was a major that taught my brain as well as my soul. The other most positive aspect is the faculty. I did greatly enjoyed many of my classes because the teachers were very passionate about the subject. This helped me become passionate about the subject as well.*
- *The professors had high expectations and put a strong emphasis on writing.*
- *-My teachers. All of my CLASS teachers were wonderful and encouraged me to think and engage in class. -Having school-affiliated organizations available to me that help expanded my knowledge in my studies. I worked at Gulf Coast for three years as an editorial assistant and gained valuable knowledge about publishing (both print and online), submitting, grants, and advertising. Also, the studies I participated in for extra credit with the Psychology department gave me an idea of what I could do with that degree and a greater knowledge of psychological studies in general, from both the clinician and the participant standpoints.*
- *The classes I took with Dr. Sally Connolly and Kevin Prufer.*
- *Most of the professors are wonderful and really take the time to devote to helping you learn and grow as writers and academics overall. Also, I loved all of the new literature I was exposed to.*
- *Being able to work with notable faculty and the diversity of classes.*
- *Works hoping my stories.*
- *The professors and the creative writing courses.*
- *Dr. Rothman and Dr. McNamara = best professors at UH. They inspired me beyond belief.*
- *I cannot name anything. It is not that the experience lacked anything positive, rather that I do not know how to differentiate between what I would consider positive, neutral, or negative.*
- *My advisors and great professors.*
- *The small class sizes promoted student participation. I enjoyed the variety of literature.*
- *I was able to establish and maintain very good relationships with my CLASS instructors, and I was able to switch into CLASS from NSM very easily.*
- *--my professors --my peers.*
- *Dr. Houston's Sci Fi class was very interesting and relevant. All of my creative classes taught me a great deal, though it was quite frustrating being faced with the self-denial of many students and sometimes teachers. I had a teacher in my sophomore year, a grad student, who's name I don't recall but he was the most honest and useful of all my professors in terms of what my creative writing degree could be used for. He spoke of experience in writing quests for MMORPGS and such things, and my most favorite quote from him was "Nobody's gonna read your blog." He wore these little circle sunglasses everywhere, real skinny, into comic books and stuff, taught at least from 2009 to 2010. Looked like Vash the Stampede, honestly.*



- *1. The mentorship I received from two of my professors, Drs. Irving Rothman and Paul Guajardo. 2. I enjoyed the meeting of the majors.*
- *The professors.*
- *Great faculty for the courses I took, integration with Honors College*
- *Great professors and good academic advising.*
- *Professors were extremely amiable and chose excellent reading lists.*
- *The professors in my field were beyond helpful. Talks with them shaped my writing. And the advisors were very helpful.*
- *First, the teachers. They always went out of their way to offer help and make the students who showed effort feel successful. Second, the difficulty of the classes pushed me to become self-motivated and own my learning experience. Never make classes too easy. There is nothing more gratifying than an A in a class that took your sweat and blood all semester.*
- *The professors I had were just amazing! I learned so much and enjoyed actually attending class (unlike my classes for basics). I also loved the class sizes, the professors have manageable amounts of students and they know you personally and they continue to know you even after the class has ended. The College of English felt like a family.*
- *(Some) professors who truly cared about their students. Small class sizes (at least in the case of Literature courses) which allowed for one-on-one discussions with the teachers and other classmates about the material.*
- *1. learning new material about literature 2. improved writing and speaking skills.*
- *Professors like Kevin Prufer and Aaron Reynolds Creative Writing classes.*
- *The professors were all highly knowledgeable and interesting. They also picked a variety of literature.*
- *Senior classes are more compact. Upper class professors are more helpful and accessible.*
- *Research and critical analysis.*
- *Dr. Pipkin and Dr. Christensen.*
- *Wonderful professors and learning to write better papers.*
- *Disciplined writing technique and introduction of literature.*
- *Sally Connolly and Ann Christensen.*
- *1. Having the opportunity to take a course with Dr. Yongue 2. All the insight and advice professors had to offer.*
- *Certain professors made the learning experience positive. Learning how to do close reading and writing papers were mostly a good learning experience.*
- *The teachers were up to date with their craft and the material was well rounded. Not too old, but not too mainstream.*
- *The Forms and Projects for Fiction in the creative writing path and the teachers.*
- *I enjoyed the feedback I received from my English Professors on my writing. I have had a wonderful experience with the the English Department. They have the best writing instructors and literary professors that I could have hoped for.*
- *Some of the positive aspects of CLASS were the experiences I have had in the classroom setting the professors made the lectures interesting and engaging. The fact that professors are so passionate about their craft made the classes exciting, as well as interesting.*
- *Acquiring knowledge, learning about the evolution of literature.*
- *The small classes, the flexibility of online classes and turning in assignment late or retaking exam if missed for childcare or sick child reasons.*
- *Dr. Hogue and Kimberly Williams-they taught me so much.*
- *Prof Zamora's Magical Realism class. Poetry workshop with my peers.*
- *Just being in a class, helps put me in a learning frame of mind. I can ask for assistance from teachers and other students.*

### **Health & Human Performance**

- *1) Alma Gonzalez really knows her stuff. She is very helpful. However, she is very busy and it is hard to get ahold of her. 2) I loved taking short answer tests. It allowed critical thinking. Palowski taught some of my biomechanics class and did amazing demonstrations that allowed us to visualize the concepts.*
- *Very good professors who taught interesting classes The newsletter e-mails were very informative.*
- *KIN 4370 Kinesiology lab.*
- *I learned a lot from the professors who worked in the field and actually taught us.*
- *Great faculty and great on campus opportunities.*
- *Professors James Schafer and Professor Claudia Scott.*
- *Realistic classes for my major and really good professors.*
- *Classes were enjoyable Lots of people.*
- *People I met and the classes that were taught.*

- *Wonderful Professors in my major, Advising was very good when Erin Major was my advisor. I liked seeing the same advisor every time.*
- *Educational, Discovery.*
- *Gaining life valuable knowledge for my future. Building great relationships with people.*
- *The professors I had were very interactive and made sure the class understood the material and I really enjoyed the classes I had to take.*
- *Caryn Honig Ms. Roper*
- *Variety of classes with great teachers. Great students*
- *I was not engaged in CLASS activities. I only took my classes for my major.*
- *1. Working with professors who had real work experience in the field of study. 2. Openness of instructors for us students to be heard.*
- *Classes were relevant Field experience.*
- *1. The professors! 2. The friends I've made!*
- *Dr. Lowder's classes - he has clearly defined expectations and he doesn't sway from them. His class was how I imagined college would be. And I actually learned in his classes. Also, Sports Nutrition.*
- *Great teachers.*
- *Time management and how to work under stress.*
- *Dr. Lowder and his ability to make material fun.*
- *The professors were inspirational and very helpful. Another positive aspect was the other students that were also graduating from CLASS.*
- *Meeting great friends and great teachers.*
- *The teachers and how small the classes were in upper level courses.*
- *Professors were always willing to help. CLASS offered many events and internships.*
- *Learning the vital nutrition information in my field.*
- *1. Professors 2. Meeting people.*
- *n/a.*
- *Meeting other students and getting to know my professors.*
- *The courses and the faculty.*
- *I learned nothing.*
- *Education Knowledge.*
- *Dr. Lowder is an incredible professor, Christina was an awesome advisor, and I definitely met my friends for life during my experience at UH.*
- *I met excellent professors that were very knowledgeable in the class that I was taking and I met new people that I became good friends with.*
- *Hard work and being responsible*
- *I did not have any positive aspects in CLASS*
- *There truly were not any. The experience is only good in theory.*
- *Emails keep me up to date with new things. Friendly staff.*
- *Overall, great professors and coursework was challenging.*
- *Don't have [comment ends abruptly].*
- *I enjoyed the open dialogue between student and teaching.*
- *Professors who actually taught class instead of reading off lectures. Professors being on time to class.*
- *The professors are extremely knowledgeable and encourage the students. It was a challenging experience.*
- *I EXPERIENCED NEW THINGS FROM SECOND LIFE I LEARNED A LOT FROM MY MAJOR COURSES' PROFESSORS.*
- *I feel that my Kinesiology degree will be a strong foundation to start chiropractic training, and my psychology degree will be useful in dealing with clients.*
- *All the science professors I took at UH and especially in the HHPD were outstanding. They really showed passion for the subject and this helped me to achieve higher in the class. I respect that the professors treated me with the most respect and never rushed my questions. I really enjoyed my professors.*
- *I learned how to better organize and prioritize my schedule. I feel like I learned a lot.*
- *Experiencing the work inside of the classes. Having to take a full-time internship this semester.*
- *I loved the hands on experience and interactions made in the classes as well as experiences shared by the professors.*

- *1. Tremendous help from advisors and professors. 2. Classes were helpful and insightful.*
- *The real life examples.*
- *More guidance, Claudia Scott was the most helpful and best nutrition professor in the department.*
- *Dr. Bode and Dr. Scott had the most informative classes related to nutrition.*
- *Dr. Lowders Class he was an awesome prof. and I was a tutor for his class, I learned very good studying skills and the class was awesome. The study abroad trip was awesome.*
- *I loved working in my department. HHP has a wonderful staff and faculty!*
- *Subject matter and knowledgeable professors.*
- *Great professors and group of students.*
- *-Staff -classes.*
- *It was fun The teachers are very knowledgeable and informative.*
- *N/a.*
- *Great professors.*
- *Meeting new people.*
- *Dr. Trevino, and the Sports Law Class taught by one of the universities lawyers.*
- *One positive aspect was attending events in which I had to volunteer in order to complete the assignment (and dealt with my major). Now I try to volunteer as much as I can, not only do you network and meet new people, but also feel good when people appreciate you from taking the time to help others. Another positive aspect were the professors within my department. They were always there to help students and were always nice!*
- *Small student to teacher ratio & coursework assignments.*
- *Most of the teachers were great and I learned a lot from them. I feel really prepared for my field now.*
- *Na.*
- *Material were presented clearly and many in-class activities have bolstered learning.*
- *Resources & time.*
- *My professors were very enthusiastic and knowledgeable about the career, and I feel very prepared to go on to the University of Houston Dietetic Internship. I also liked the scheduling as I work in an office setting full-time and was able to complete my degree while maintaining my job.*
- *My classes correlated with my science classes so it helped in reiterating the information. I loved some of my professors. They were always available and ready to help or advise.*
- *Great professors and a computer lab that prints.*
- *Teachers were usually very nice and understanding.*
- *Good Teachers and Good Teaching.*
- *My learning experience in CLASS allowed me to have the best networking opportunities. I also learned a great deal of time management.*
- *The interaction between the teacher and classmates Questions are answered right then in class.*
- *The professor are great. Having access to the computer in our department.*
- *I loved learning about clinical dietetics and I also loved how my professors were actually dietitians in the field.*
- *The internship I did as a part of my major requirement. The minor I had in spanish which resulted in ke speaking a second language.*
- *Reading Skill and time management.*
- *Living a healthier lifestyle.*
- *-my professors -friends I made.*
- *Close community good professors.*
- *Internship experience and course work.*
- *The professors knew and taught really well in everything they knew.*
- *Getting to interact and meet different people from different backgrounds. Learning real life information to help jump start a career.*

### **Hispanic Studies (Spanish)**

- *I had a great experience with all of my language courses. I studied abroad twice; once in France and once in Mexico. These were my best experiences yet.*
- *My study abroad program in Brazil and the relationship I build with some of my professors.*

- *It was great having small classes with not so many people because I believe I learned more and dedicated more time to the class. I really enjoyed my classes because all the professors I took are greatly prepared and they are ready to share with us all the things they know and besides they were always positive.*
- *Classroom management, lesson planning.*
- *Meet many inspirational teachers and students.*
- *Study groups and the professors.*
- *A great advisor in Debra Frasier.*
- *The professors and the courses offered.*
- *Bilingualism and cultural diversity.*
- *Appreciation of the Spanish language from the heritage, native and non speaker.*
- *Professors were great. The classes offered were good.*

## **History**

- *Great Professors Learned good reading/writing skills.*
- *Peers and Professors.*
- *I felt that the professors were very knowledgeable and very good teachers. They were very helpful and interested in my welfare. I thoroughly enjoyed interacting with them and learning from them. I feel that we have some world-class professors in the history department, experts in their fields.*
- *1. Great professors 2. Good instruction.*
- *The most positive aspect for me is definitely the teachers. In my time at UH I only had one teacher who was not readily available to help me when I needed to meet with them, but it wasn't a CLASS course. Every teacher I had in my major, whether I liked the course or not, was especially enthusiastic about their topic and was willing to meet with me when I had questions (whether it was about their class or just a topic they would know more about). The second thing for me would be the availability of classes. Obviously within my major there are certain requirements, but for every requirement I got to choose which history course would fill that requirement. This really made my classes more enjoyable because they were about topics I got to choose. This was also nice when it came to electives within CLASS outside my major. I was able to choose electives that were really enjoyable.*
- *I loved getting to know the professors and the opportunities to learn about different subjects within my field.*
- *Positive atmosphere and encouraging faculty.*
- *Dr. Kelly Hopkins' summer school courses Dr. Karl Ittmann's history courses.*
- *Class subject matter tended to be integrated across classes allowing for a more unified approach to learning. Fairly wide variety of classes were available every semester.*
- *Class Sizes and Professors willing to help you.*
- *Dr. Buzzanco and my Latin classes.*
- *The History courses were top quality. The staff was generally very helpful.*
- *Excellent Teachers.*
- *I really enjoyed the professors because of their passion and knowledge of the content. Also I really enjoyed meeting and becoming friends with my classmates.*
- *Great teachers and excellent course material.*
- *The teachers were so knowledgeable and approachable.*
- *I REALLY liked the courses offered through the history department. I will admit that some semesters I was not completely impressed with the selection, but for the most part, I enjoyed every History course I took here at UH. I also had great experiences with the Writing center and would recommend their services to any and all students.*
- *Improved ability to manage time and just overall benefits in the classes I took.*
- *Sharpened my analytical skills to balance the creative skills from Architecture. Took classes that broadened my perspective.*
- *Studying abroad while earning class credit. Capstone Course with Dr. Ramos.*
- *Awesome selection of classes and great night classes.*
- *Love professors, extremely kind Efficient.*
- *No specifics to name..... However, I am a huge fan of face2face lectures.*
- *Most of my teachers were approachable.*
- *The classes offered by Professor Zaretsky covering a wide variety of French history were the most rewarding as well as most engaging classes I have ever taken. I made it a point to enroll in his classes when I could. I feel I have not only come away with*

a better understanding of French history, but of the human condition as well. The opportunities to engage my foreign language skills in a semester abroad - I had a chance not only to better my language skills, but to make new friends and enrich my knowledge of German history.

- 1) Graduating 2) Courses I took on Middle Eastern History
- Changing to a history major, and every class I was required to take for my major.
- I had great professors and an awesome advisor who were really rooting for me.
- I really enjoyed the classes that I was able to take. I also never had any problems with the advising.
- Professors Julia Kleinheider and James Kirby Martin.
- Enriching my passion for history and pushing myself to the limit on subjects that I am not familiar with.
- Incredible teachers and a wonderful variety of course options.
- A handful of stand out professors....
- Had great professors for the most part that conveyed their expertise on the subject to the students. The material covered in the classes were rich in knowledge not known to me before.
- Enjoyed some classes/professors.
- Learning how to research and complete projects.
- Writing and research.
- During my first years at UH I can honestly say there were little to know positive aspects other than a few professors. I was lost and found it impossible to find advising or guidance. Upon my return to UH to complete my work I was pleased to find things had changed significantly. I would say the two most positive aspects of my most recent experience have been access to my advisor and the high degree of clarity and focus he provided me in terms of identifying exactly what I needed to do in order to complete my degree plan and graduate.
- There were several good professors at the University that really taught a lot of good information. My history courses taught me a lot about research and the courses in my minor helped me with teamwork.
- Good question but can't say I have had any positive experience.
- My capstone course with Dr. Paterson. Dr. Holt's Ancient Civilizations course.
- Being able to explore relevant topics in the context of a full class as opposed to one day's topic, and the improved level of teaching available.

### **Liberal Studies**

- Meeting new people Taking broad classes.
- 1. Liberal Studies Summer Seminar in Rome 2. Relatively easy to switch majors within the college without losing credit or being set back etc.
- Learning to deal with different types of people. Meeting deadlines.
- Interacting with my advisor Tamara Cobb was a positive experience for me and the ease of transition from my prior major to CLASS.
- Na.
- I really enjoyed the classes that I took and I was also able to participate in the study abroad program in Rome, which was a great experience.
- The two most positive aspects of the learning experienced I gained from CLASS was the overall flexible environment that I received. The people that I met along the way were kind individuals as well.
- The material was interesting and the students had great perspectives. The professors were also very engaging.
- Diversity of courses and class sizes.
- I got the chance to explore different fields of study instead of just focusing on one particular field. Dr. Behr's classes opened my mind a new world of reading and interpretations.
- It was hands on.
- To my surprise, I did not expect my classes in Spanish to be such a positive aspect in my learning experience within CLASS. Being able to learn and speak a language outside of English is very beneficial and fulfilling experience. The other positive aspect was just the writing assignments in all my classes. These writing assignments encouraged me to become a better writer and communicator.
- 1. interdisciplinary work 2. lectures and films.
- I was able to easily find a new major when I felt lost. Everyone in the Psychology, Political Science, Spanish and Liberal Studies departments were always helpful.
- Me Myself I.

- *1. The Philosophy Analysis elements of the ILAS courses changed the way I approach/encounter many daily activities (conversation, reading, listening, etc) 2. The ability to choose a major made of 3 minors was the key to graduating quickly, while still focusing on several areas of interest.*
- *Perfecting and practicing my verbal and literature skills. Learning to adapt well to others in a group.*
- *1. Feelings of Achievement 2. Access to Knowledge.*
- *I enjoyed being able to have several minors. The diversity of course work.*
- *My Studies Abroad trip to Mexico. Working with other students on collaborative projects.*
- *It wasn't all that positive. I was homeless and had to move to Texas and most of my classes did not transfer and even though I grew up here, went to high school here, got my associate degree here (in Houston) I was not qualified for Texas grant money.*
- *Very good teachers and very good classes. (I also met a lot of very nice students.)*

### **Modern & Classical Languages**

- *Teachers and world cultures.*
- *Study abroad and undergrad research assistantship.*
- *The wonderful access and variety of the libraries as well as the availability of professors from not only CLASS but many other colleges at the university as well.*
- *The teachers and the student organizations.*

### **Music**

- *1. My private teacher for music was excellent. She held me to a very high standard and devoted a lot of time and energy into helping me be successful. I really enjoyed my lessons and chamber music. 2. Concert Chorale and the AURA Contemporary Ensemble were also excellent experiences for me in the music school. Both ensembles work at a professional level and I learned a great deal from performing with them.*
- *Strong administrative support in achieving academic goals.*
- *Dr. Davis' Music Theory classes was the biggest challenge that I accepted while here. I absolutely love going to his classes as he was passionate about what he taught, about teaching, and about us. I enjoyed that by the end of my time here I was able to recognize most everyone's face and at graduation, even though I didn't personally know the people I sat around I felt very welcome. The camaraderie here is so very strong.*
- *Advisor Carrie Young and Advisor Asha Thomas made it easy to choose classes each semester I needed them.*
- *As a music student, it is wonderful to have a community among music students and professors. I have really enjoyed being a performance major at the Moores School of Music. I have loved all my professors in CLASS.*
- *David Bertman Mark Barton.*
- *Comeraderie of the music school Availability of music school professors.*
- *My applied piano instructor and all of the other Moores School of Music faculty.*
- *As a performance major, the most positive aspects of my learning experience was the availability and knowledge of Nancy Weems, my private piano instructor. The other was all the writing intensive music courses.*
- *Learning a foreign language Being able to have classes outside the Music School.*
- *Carrie young.*
- *The music school is spot on, don't change a thing. ...I really didn't pay much attention to anything outside of the music school, so I can't really don't know what else to say.*
- *The various ensembles at the Choral and Opera Program, the voice teachers and their studios.*
- *I never liked history ever and I really dreaded taking music history, but taking those classes was actually very interesting due in part to how passionate the teachers were. Although the classes were so big, in music theory, my teacher was a TA and he really helped me understand everything and I think it was due to the fact that the class sizes were smaller.*
- *-As a music major, I had extensive training in all vital areas of teaching music. the professors were very thorough in insuring that we left prepared to be effective educators. -the various resources available to students were outstanding.*
- *1) Individual lessons with professors - the one on one is great. 2) Advising.*
- *One of the most positive aspects were the quality of my professors in CLASS. From my professors at the Moores School of Music and in the Italian Department, each professor cared about my academic and personal development. The encouraged learning on the highest level. The second positive aspect was the selection of majors and minors. As a transfer student it was great to have a great selection of classes and programs to enhance my studies at UH, something that was not available at my old university.*
- *? Not sure.*

- *Challenge Special instruction.*
- *I love our academic advisor and her constant availability. I also love that I really feel like the music school has prepared us for our futures in music.*
- *1. The music school at the University of Houston is at the top of its game - more specifically the winds program is outstanding. I have had the opportunity to travel multiple times and the skills I have acquired are priceless to me. Give David Bertman any kind of raise that you can. 2. The supplemental classes I received at the Moores School of Music were outstanding. The team teaching that we use and the clarity of the teaching I thought were phenomenal.*
- *Email correspondence was constant. Supervisors and observers were great to work with.*
- *When I needed help I was always given one by the professors or adviser. Most professors were open and ready to help me to succeed.*
- *Private trombone lessons. Playing in ensembles.*
- *Encouraging Inspired.*
- *My English is much better than six years ago. I feel a bit more confident in my music skills.*

### **Philosophy**

- *CLASS is amazingly interdisciplinary and filled with bright students. The amount of great professors is overwhelming and all of them are easy to talk to.*
- *The extra circular lectures that were provided and Jackie the professor was great.*
- *Advisor was great!*
- *Jackie was a great advisor and most of all the professors are very helpful.*
- *Philosophy department has great professors. Philosophy advisor was great as well.*
- *The quality of the professors in the philosophy department as well as the academic rigor.*
- *My professors were always experts in their fields and extremely knowledgeable about their area of study (though not always good teachers in sharing this wealth of knowledge).*
- *I particularly appreciated the tremendous amount of help and genuine concern from everyone in the Philosophy department. Dr. Sommers and Jackie Vela particularly help me a lot thought my college experience.*
- *The opportunities to see relevant guest lectures in my field on a semi regular basis and the help from most of the philosophy staff and especially from Jackie Vela for making my academic career easy to navigate.*
- *Free dinners with Renu Khator.*
- *Jackie Vela, the best adviser around. Spanish department and Philosophy department were both great experiences.*
- *Class sizes were small. Instructors were always helpful and supportive.*
- *Great Professors. Great adviser.*

### **Political Science**

- *The variety of different courses available to take and students I met.*
- *The extracurricular activities/organizations.*
- *Diverse and informational.*
- *Wonderful professors and great selections of courses.*
- *I think that CLASS was not as demanding in respect to time, so I was able to join more organizations and have a more well rounded college experience. I was able to participate in the Civic Houston Internship Program with the Hobby Center on campus. Interning in Mayor Parker's office has given me opportunities and witness good leadership first hand.*
- *The professors were extremely helpful and helped me excel.*
- *I learned a lot about various politics and ideologies, human interaction, art, and my writing skills have increased tremendously.*
- *1. Most teachers were willing to help out as much as possible or when I needed help. 2. The courses provided were interesting.*
- *The ease of understanding the material and the professors knowledge in the field.*
- *Good teaching Good advisinh.*
- *CLASS being so big, it allows me to take classes in diverse backgrounds. The faculty in CLASS is a good network to tap for information.*
- *I found a majority of professors to be fairly knowledgeable in their respective fields, very engaged, and willing to help with any issue. Turns out I actually learned more in the RELS department a lot more than the POLS department despite being my*

minor. (That might have to do with the fact that Dr. Mitchell is probably the smartest man on campus.) Also random thought: Dr. Jerald Jackson should get a raise for just being awesome.

- The fact that the Political Science department offers more courses than the stereotypical classics, policy, and theory classes, and actually teaches courses that are applicable to the job field (all of the classes in the National Security Minor for example) is beyond a positive. Secondary to that, the willingness of the instructors to not just assist and teach students, but the fact that some of these people are there not because they necessarily need jobs, but the fact that they just truly enjoy what they do (as evidenced by the fact that they are paid next to nothing. Yes, I looked it up) makes some of these people truly exceptional.
- I learned how to write more effectively than in the past. Secondly, I gained a better understanding of political processes in the US.
- Great teachers.
- One positive aspect of my learning experience in CLASS were a couple of professors. I liked Richard Murray (political science), Buzzanco (History) and Lydia Tiede (Political Science). The Second most positive aspect of my learning experience in CLASS were the classes I took, I was interested in the subject matter, such as political marketing, classes on the subject of law, such as judicial process, intro to constitutional law, etc.) and the Middle East.
- The diversity of students and the various opportunities granted to students at UH.
- Opportunity And all the available access on campus.
- I learned much more from my history and language courses.
- Study habits Responsibility.
- The poli sci department was awesome. I liked some of the teachers in the other departments, they were willing to help as much as they could.
- Critical thinking, and research
- Professors committed to student success. Wide range of course choice.
- N/a.
- Internship and LAC.
- My higher level classes taught me a thought process, one that i could apply to any area in my major, it opened my eyes to ways of thought and methods of execution.
- Interactions with students and professors Class discussions.
- 1. All of my professors were very helpful and genuinely cared about the course in which they were teaching 2. All of my classes were well prepared.
- The Professor I've taken who really loved their jobs have open so many opportunities and broaden my thought process on succeeding in the real world.
- The teachers were mostly fantastic. They have a passion for what they do and they want everyone to share in that passion. Also, working with such a diverse group of students really made the experience more enriching. You have to immerse yourself in a variety of points of view in order to really learn.
- I loved the majority of my professors. I learned so much more than I ever expected by them. Classes never really felt like school, it felt like an open forum to discuss and ask questions surrounding the lessons taught in the classes. I could not be where I am today, without the constant help and attention of my adviser Sandra Gold-Singleton. She was always accessible, and helped and advocated on my behalf when I transferred here from out of state. She really takes the time to plot out the courses I needed to graduate in the most timely manner.
- 1. Very passionate teachers who loved their subjects. 2. Course materials with relevance and applicability outside of just the classroom.
- Taking Spanish as my minor Adding Biology as my second minor.
- I had incredible instructors from all over the world. Several were established and published in their field. Within the major of Poli Sci my education experience was excellent.
- 1. Excellent, very knowledgeable professors. 2. Students who brought diverse views and experiences to class.
- Engaging professors/instructors and a wide selection of relevant and interesting courses.
- The quality of the faculty. The classes offered.
- Teachers Friends.
- I really enjoyed the political science courses & my internship w/ a political campaign provided invaluable real world experience, as well as excellent professional contacts.
- Meeting smart people who are passionate about politics Hearing diverse views on political topics.
- Almost all of my professors in CLASS were very organized! This was very helpful when scheduling for the entire semester. The professors in PoliSci are TOP NOTCH!



- 1) Adviser Sandra Gold-Singleton 2) Professor and Dr. Christina Hughes.
- Exposure to a wide variety of fields that offered different approaches to my areas of interest and the support of some great faculty that took a genuine interest in my education.
- Professors Northwest campus.
- 1. I was very impressed with the quality of my professors 2. I appreciated the communication and coordination of the department in helping me to achieve my goals.
- I enjoyed the learning atmosphere. All my professors were very knowledgeable in their field and were always willing to help students succeed. Class sizes were perfect.
- Learning new things, meeting people from different backgrounds.
- Professor involvement, knowledge, experience, and motivation to teach.

### **Psychology**

- Being a research assistant in one of the psychological research labs. Taking physiological psychology with Dr. Alcantara.
- Some of the classes were enjoyable and some were very interesting.
- I think that I received a well-rounded education from CLASS. I learned a lot about the world and society around us with my sociology minor, and I feel I learned a lot about people with my psychology major. I feel like I understand both people and the way our society works better now.
- Having professor Inman For Psychology and Law, and having Linda Canales as my academic advisor.
- I found a major I love Psychology and a minor I love World Cultures and Lit.
- The professor's in the Psychology department were very helpful and knowledgeable. The advisor's were nice and provided valuable information.
- 1. I received a great psychological education and have been encouraged to continue my education in this field. 2. I was opened up to the women's rights movement through the women's studies department and minor.
- I learned a lot from specific classes, such as Psyc and Law, in my majors and I might not use all of them in the future, but it was interesting to learn and made me feel please that I went to college.
- Communication Knowledge.
- Fun classes.
- The variety of the classes were one of positive aspects. The other positive aspect would have to be utilizing the programs, events, organizations, and study groups available on campus.
- It brought me together with everyone else doing the same thing. I made life long friends.
- I liked the teachers that I had. They taught the classes in an interesting way and allowed a lot of choice.
- Broad coursework for the psychology degree (a lot of elective options) Language Requirement.
- The curriculum & The environment.
- Most professors but not all, and enjoyable courses.
- The professors/instructors and the classes.
- I felt like the professors were much more attentive in CLASS than in other colleges. I also felt like the classes in CLASS were very well-structured and helpful.
- Wonderful teachers and flexible scheduling (online classes, remote campus).
- I was able to improve my writing skills which I hope to use for my future full time job position. Also the professors are very helpful and were a guide to keep pursuing this particular field.
- I enjoyed learning from professors who were interested in the topic they were teaching. Professor John Vincent and Professor Breitmyer were great.
- -the variety of new classes offered every semester -great and inspiring professors.
- Learning more about myself through my classes Learning more about outside perspectives than my own.
- The different classes offered and different personalities of the professors.
- Teachers were very accessible when I needed help. Courses were all well organized and easy to understand.
- I have a degree.
- I did encounter a few positive influence teachers.
- I learned in depth what psychology is really about and how it is in our every day lives. Also the professors were great because many of them had experience in the field they were teaching and were able to share their experiences with students.
- Since my major is psychology, I learned an immense amount about other people and I loved each and every subject I took for my major. I also really liked the fact that all my teachers were so engaging and enthusiastic about their respective fields.

- *1) I enjoyed learning about Psychology. There were many interesting classes offered on campus. 2) I attended most of my psychology classes because they were fun and interesting.*
- *The psychology department has some great professors that really enjoy what they teach and make classes interesting and engaging for the students.*
- *1. the faculty - I have had the privilege of being taught by extremely intelligent individuals who are the top of their respective fields 2. class options - since enrolling as a freshman, I have wanted to take almost every single psychology class. The art history department also has many interesting classes.*
- *Easy classes and friendly faculty.*
- *Friends and knowledge.*
- *Taking sociology courses, for one, and being given a vocabulary with which to express my observations of society. Another would be taking Brain and Behavior with Dr. Leisure and discovering that I could pursue my passion in neuroscience.*
- *Everything was always organized, and everyone was helpful.*
- *Diversity in course load. Dedicated professors.*
- *Excellent Professors Helpful advisors.*
- *1.) Professors, Teaching Assistants, and many others were always available to help. 2.) I was given an opportunity to increase my GPA through hard work and determination.*
- *It emphasized and built up my research and writing skills.*
- *Great professors and a great variety of courses.*
- *Great teachers in the math and psych departments.*
- *Wonderful teachers good learning environment.*
- *N/a.*
- *Enjoyed taking a variety of classes in different subjects. I also, met some interesting people that have become friends in the classes.*
- *The professors and resources.*
- *Some advisors were very helpful in choosing what classes were best for me. The classes were difficult but worth the time and effort.*
- *- Learning to apply the knowledge to practical life - Learning to be aware of this world.*
- *1) working as a research assistant with esteemed faculty 2) taking electives in my major.*
- *Diverse courses, flexibility of courses.*
- *The growth and understanding of the vast knowledge about humans.*
- *Psychology statistics and my methods class were awesome. I had amazing professors Mrs. Spitzmueller and Mrs. Villanueva made it comprehensible.*
- *First, I was inspired to learn and truly grasp material presented by the amazing professors of the Psychology department. Their passion in the subject was captivating and it really sparked my interest in Neuropsychology and Industrial and Organizational Psychology. Second, my path beyond undergraduate study was formed through sessions held by professors such as Dr. Leisure and Dr. Penney. Although I do not plan on becoming a psychologist in any field, they gave me wonderful advice on how to choose what's best for my future and I've decided to become an Occupational Therapist!*
- *Great classes in my major.*
- *I had very helpful and friendly professors.*
- *some teachers were helpful.*
- *- wide variety of classes -*
- *My instructors were (for the most part) good and what they do and interested in helping me succeed.*
- *Enjoyed my professors and classes.*
- *The availability of resources; great advisors like mr orlando zamora from the COMM dept. Best advisor i have ever met in my life.*
- *I really enjoyed the classes/subjects and the professors in the Psychology Department. I also really enjoyed the versatility in courses we could select.*
- *Working in groups and working with students with different ethnic backgrounds.*
- *Fellow students, and the on campus food.*
- *They were very helpful, and attentive to my needs and questions.*
- *Diversity in courses of psychology Psychology Professors Research Opportunities.*
- *The classes were very interesting and the professors and advisors were very kind and helpful throughout my undergraduate term.*

- *Great internet classes for convenience, especially for full time students. Great teachers and great concepts taught, some redundant, but others very interesting.*
- *I knew what to expect from the classes and the professors.*
- *The Psychology professors have been of great quality and intelligence. The same is true for the Anthropology professors.*
- *-I really enjoyed the computer room and how all my classes were available for me to take when I needed them.*
- *Social skills among classmates and teachers along with discipline and responsibility.*
- *Engaging lectures, advisor very helpful.*
- *I love how my classmates were very helpful and also how the professors were very knowledgeable.*
- *I took mostly online classes so it was nice to know that teachers still care when they check the discussion boards and e-mails quickly.*
- *-Very organized -Professors are amazing.*
- *Professors were generally very well informed and they were usually very good at interacting with the class.*
- *Have learned many skill and receive knowledge on a level that I would not think possible. I am very pleased with program and do not regret any part.*
- *I learned How to evaluate how people think. I learned about how different forms of psycholgy work.*
- *The classes were very interesting and I enjoyed them very much. Most of the teachers were also very nice and helpful.*
- *The wonderful staff was always available if I needed assistance, from teachers to advisors everyone was extremely helpful.*
- *Human motivation with Dr. Chip Knee, research in his lab.*
- *Leadership.*
- *The availability and commitment of my academic advisors. The compassion of most of my professors.*
- *Research Experience in psychology and the faculty.*
- *Interesting. Useful in everyday life.*
- *Communicating with peers and developing knowledge.*
- *I would say I learned how to be more organized and prepared. When beginning in my major is when I really began to plan ahead and even carry an agenda making certain everything is taken care of. I also learned how to be a more critical thinker and be more liberal than conservative.*
- *I was online so I don't have much. I liked Problems of Normal Life with Bryan and I enjoyed I/O Psych with Villanueva. They actually helped me in my everyday life and they presented it in a up to date fashion and straight to the point. They didn't waste time and made sure you got the material to apply it to your life rather than just a required course.*
- *Course choices Linda Canales Advisor was very helpful.*
- *Overall I had great teachers, and my classmates were incredibly helpful when it came to answering any questions i had ans organizing study groups.*
- *Great professors and positive communication.*
- *Research opportunities.*
- *I learned how to socialize with my classmates. The second positive aspect of my learning experience in class, was able to superior my writing skills.*
- *I was always interested in the subject matter and I always felt like I was actively learning.*
- *Understanding how the mind works. Interacting with other students.*
- *I have learned to check and re-check all requirements for assignments and projects. Also, I have learned to be organized and plan accordingly.*
- *I enjoyed the quality of the professors. They were passionate about what they taught and were all overall great people.*
- *Professors and research/internship opportunities.*
- *I loved how it was organized and I knew what classes I had to take on my own. Also, it was a very effective learning experience as I learned a lot.*
- *My exposure to the world of communication has changed my perspective on things such as work and personal relationships. Communication has great value and and can be misunderstood in this new technology based world. I am glad I chose Interpersonal Communication as my minor. I enjoyed the wide range of Psychology classes offered and they were all very interesting.*
- *It was easy and interesting.*
- *The great and experienced professors helped me learn a lot in increasingly unique ways. The classes were fascinating!*
- *Courses and having a minor.*
- *The most positive aspects of learning experience in CLASS is the following: 1.) My advisers were very helpful 2.) My teachers were wonderful.*

- *Good classes with good profs Commuting schedule was easy.*
- *Variety of available coursework Staff/Faculty willingness to help students.*
- *Class participation during lectures.*
- *Advisor really made sure I was aware of everything that i needed to do in order to graduate and the online classes really were convenient for me (being the mother of twins that just turned 2 and a 4 year old)!*
- *I enjoyed the multidisciplinary approach I took in signing up for classes. Also, I felt I had great discussions while interacting with my professors in class.*
- *I learned much about self discipline and team work in CLASS. We often relied on group projects and classmates for study groups and presentations. I learned how to be interdependent rather than primarily dependent. I am more versatile in working in either circumstance now. I learned how to be self disciplined in carefully allotting my time to schedule it in accordance with work, family life, and exams. I learned much about the sacrifices and diligence required to maintain a successful academic career. Most importantly, I learned to balance and prioritize my time according to my deadlines and workload in order to maintain good standing and even professor's recognition in my courses.*
- *The professors in Psychology were extremely helpful and helped guide me to what I wanted to focus on in my field. They were more than willing to provide their advice and experiences. The research opportunity provided by different labs in the field has been outstanding. It helped me experience what research was and how it was conducted.*
- *There were many avenues to find help when needed. I enjoyed most of the instructors I took.*
- *Course content Class interaction.*
- *My learning experience in class was great, I had great professors who took their time to explain course material and the courses I took were interesting and related to my field.*
- *Online classes were great and my teachers were as well .*
- *The additional hel I got. The experience.*
- *The understanding professors and the subject materials.*
- *Psych classes were offered online. The advisor, Ms. Canales, was wonderful.*
- *Very helpful.*
- *The courses offered, the professors.*
- *Faculty & the family oreintation of UH.*
- *Online classes are convenient for people that work full time. It was easy enough and didn't require too much effort on my part which is why I ended up with two diplomas.*
- *I really liked being able to manage my own schedule using online courses.*
- *I learned a lot with regards to my major and enjoyed most of my classes. My experience with Associate Dean, Dr. Fishman, was VERY positive, I felt that I was being heard above all and that was important.*
- *UofH encourage students to think with a critical mind, to read with a critical eye, and to study with critical skills. I love that UofH offers to students the possibility of participating in practicums and be parts of labs and be exposed to real work experiences while acquiring a degree.*
- *I feel accomplished and that I am prepared to conquer obstacles. I believe I learned a great deal about the human body and mind and their workings together.*
- *Students and faculty.*
- *The ability to take online courses. I can't think of a second.*
- *NA.*
- *I enjoyed the classes. The Professors were excellent.*
- *1. Hybrid courses or online courses. 2. Great teachers and courses.*
- *My professors, and my classmates.*
- *I had some excellent teachers who were not only enjoyed what they did but were very knowledgeable.*
- *Being able to interact with the professor and students I feel that I learned the most when I had to do research and apply the principles taught in class.*
- *Many of the classes were very easy.*
- *My two favorite classes were Cognitive Psych & Biopsych.*
- *The diversity on campus. The variety of classes available for distance learning.*

### **Sociology**

- *Lectures Experience.*
- *Great advisor, great teachers!*

- *Variety of classes, interesting topics.*
- *I love Sociology. I got to learn about the social aspects and how they affect our thinking, decision making, and beliefs.*
- *How to think more logically/clearly and people will work with you, you just have to inform them on the areas that you're having a hard time in.*
- *The events and the advising staff.*
- *The sizes of the classes were reasonably small and the professors were of top quality in the field.*
- *I really thought all of the teachers in the Sociology and HDFS departments were amazing. I also felt that Advisor Landis Odoms was very helpful and wanted each student to be successful.*
- *Advisor is always available. Every class has clearly instruction.*
- *Good professors and relatively small classes.*
- *The classes and teachers were amazing. I really learned a lot.*
- *Understanding and respecting individuals rights.*
- *N/A.*
- *Wonderful classes, amazing advisor.*
- *My advisor and my professors.*
- *The professors and the students.*
- *Landis Odoms is a great help. He makes sure that students are well informed of their degree plan and makes every effort to help students succeed. My minor degree is in African American Studies. The staff in this department also work diligently to help their students succeed. I am grateful for the role-models that the staff provided.*
- *I enjoyed a couple of my teachers.*
- *The teachers were pretty excellent and they are willing to work with students and I loved my advisor. He was very helpful and loving.*
- *Being able to ask questions and get the answer I'm looking for. Being able to interact with my class mates and still with positive and correct feedback.*
- *Sociology Professors are very helpful. Time management.*
- *The sociology department has very talented professors who enjoy teaching and working with students; and also has a wonderful selection of courses that challenge students and encourage them to critically analyze material. Additionally, the sociology department is comprised of students and faculty who are very welcoming and build a strong sense of community.*
- *Graduating and meeting future colleagues.*
- *The professors were excellent and very well prepared. I met many people that loved what they were studying and that was encouraging.*
- *Passionate professors and interesting variety of courses offered.*
- *The class selection for my degree plan gave me more of a broad view on our world. I loved learning about other cultures and religions.*
- *Intro to Soc. Studying statistics.*
- *The required coursework and my advisor!!!!*
- *The vast amount of material offered in each class, and the well educated professors who kept the classes interesting the entire semester.*
- *Great professors and a caring advisor.*
- *Fabulous instructors that were engaging and open to discuss life events, politics and relevant theories as related to the outside world (outside of class) and the ability to be able to approach professors outside of class.*

### **Theatre & Dance**

- *The theatre department seemed to have a tight knit faculty and selection of students, and establishing connections is just about everything to do with success in the theatre world. That is why I hope the department remains the same with the new change of having Steve Wallace "step down".*
- *Access to computer and printing needs without having to cross campus to get to library. The Teachers + Hands on experience.*
- *The faculty in the Theatre department.*
- *-I enjoyed my classes in the Dance Department, the teachers showed an interest in the students and what they were teaching, not just academically but also about life. -The coursework was manageable.*
- *The class sizes were small so you got individual attention from the teachers. The teachers were always open to you. You could go to them for anything.*

- *I have loved learning new things in my personality, abnormal, child development, adolescence, and social psychology classes because I know I can apply them to every aspect of my life including my relationships and my job. Also, I have learned how to think outside the box and how to come up with more abstract and creative ways to create movement.*
- *Professors were Diverse and open-minded.*
- *Teaching skills, Writing skills.*

## **Areas that need improvement**

Question 21 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.). 666 students responded. The biggest complaint was advisor availability, and a number of changes have been instituted since this survey was administered. Many students tempered their complaints with thoughtful comments and occasionally more praise, while 95 students responded with “n/a,” “no’s,” dashes, or other comments that indicated no improvement was needed (14.3% of those giving a write-in response).

### **Anthropology**

- *Because Anthropology is still a small major on campus, there are not many classes available year-round because the professors already have such a high class load. Hopefully in the future, with more recruitment and more students there will be more options regarding classes in the major.*
- *Class options are pretty limited for anthropology, but I do not think this can be fixed due to the department change as of recent.*
- *Class availability. Many classes were not available often or at good times. Online classes should list the days that they will have tests. Several times I would sign up for an online class because I had limited availability due to work, but then I would find out I would have to come to campus during times I was unavailable to take a test.*
- *I wish they offered more physical/science related anthropology courses per semester.*
- *Better degree planning according to future career.*
- *The classes are mostly terrible. They are boring and the teachers are simply ineffective. Especially Dr. Rasmussen. Just awful. Exceptions to the rule include Dr. Widmer. He's an amazing teacher. I don't know how you keep him around but keep doing it. Keith Mcneal is pretty good too but his class still kind of sucks (Theories of Culture) Speaking of Theories of Culture - unnecessary!!! We've already discussed every single topic in that class in other classes. Pointless.*
- *Degree to job coordination. Not a single faculty member could advise me on how to use my degree in a job atmosphere.*
- *The anthropology department seldom focuses on linguistic anthropology. I was disappointed by the few times linguistic courses were offered during my undergraduate studies in the College of Liberal Arts and Social Sciences. I would offer the suggestion to bring more attention to this branch of anthropology at the University of Houston for future students studying anthropology. I would also strongly encourage the promotion and advancement of present and future opportunities in anthropological fieldwork in each of the four subfields, i.e. linguistics, archaeology, biological and cultural.*
- *As mentioned, nearly every office dealt with at the university has proved itself to be nothing short of a Sisyphean trial. Attempting to speak with anyone (save Landis) is met with great dread, including (but not limited to) the financial aid office, the office of student affairs, and the French advisor, Debra Frazier, who was nothing but apathetic and unhelpful after several phone calls, emails, and attempts to reach her. I am jubilant to be free of this institution which evokes nothing but loathing from me.*
- *Landis Odom is one of the university's most valued asset. His tireless work has not only helped me personally, it has helped the entire student body in the Anthro/Sociology department. I would hate to think about where we would all be without him. So advising and degree planning is practically perfect. What I wish this department had were more classes that taught an practical application of the concepts of Anthropology so that us recent graduates would have some sort of hard skill we could use to become competitive in the job market. The job market is quite bleak for my fellow graduates and I at the moment and any kind of practical skill we could claim on our resume would be invaluable.*
- *The school needs a dedicated Anthropological Linguistics instructor. At the moment, there is no one who can adequately fill this role, except for maybe Dr. Zentz in the English dept. Additionally, combining Anthropology with Liberal Arts and Religious Studies into the "Cultural Comparative Studies" department instead of standing on its own is an INSULT to the students, teachers, and the discipline in general. Anthropology is one of the fastest growing career fields in the country. Most other major universities in Texas, including Rice, have thriving Anthropology departments working on serious research projects. What University of Houston has is a JOKE.*
- *Tenure more amazing professors.*
- *Landis is great, and I don't mind his non-appointment policy, however, if I wait to see him, I want his undivided attention once I get in his office. It's one thing if someone sticks their head in and it takes five minutes to take care of them and he returns to the one who has most recently waited. However, on more than one occasion, I've come into his office, waited as long as needed, and then after he's started to work on my issues, he'd stop on mine and make me wait over thirty minutes to handle someone else's walk-in issue.*

## Art

- Teachers need top demand more from there students, but be extremely lax with there grading.
- It would have been helpful if my advisor, Amanda Clay, provided more assistance in picking a minor. When I met with her I felt like she had no information to offer other than what was available on the school website. I have heard from other students in the school of art that they were not satisfied with her performance either.
- Julian Conrad is the worst teacher at the University of Houston.
- Well in some classes a student does more work than in others but it depends in which department you study for. The classes were available when I needed them and I took all the courses I needed for my major. We could improve more on updating some art rooms and providing more supplies for us to use since this is a really expensive major.
- The sculpture department needs another professor. very poor building. poor facilities.
- N/a.
- I did not like the art program at UH. I feel that a lot of the classes are not very informative. My intro classes were specially useless because half the time the professors just wandered away instead of teaching. A majority of the material that I learned at the college of art was through my own explorations. I enjoyed having an art studio. It gave me a space to explore and discover things on my own. However the program is not very well thought out by our painting department Gale Stack & Aaron Parazett were a nightmare to deal with because they are unable to deal with artwork objectively. I would have loved to have more classes like ceramics where you learn about materials rather than concepts. As for as painting studio goes, most of the students came in and left at their own timings. some students would come in early and leave earlier while others would come in late and leave later. I stayed the night working at studio many times. I would be really nice to have some way in which we can clock in our hours instead of having normal attendance. Normally the professors never stay in studio more than 2 hours any way. Their judgement of attendance is usually incorrect.
- Inadequate facilities for certain art majors (i.e. studio space for Photography/Digital Media), lack of equipment, etc.
- I think there needs to be more art classes offered and a wider selection.
- Class availabilty, sometimes very hard to get into certain classes.
- 1. Career fairs for art students.
- Please make graphic design block be full time! It's not fair that we were still considered part time students even though we were technically in class for 18 hours a week!!
- Course Variety- the best classes were the ones that were limited to one semester, for instance the Contemporary African Art class or the class Professor Zalman taught Spectacularity of Visual Culture. We are an incredible university but there is a very apparent cultural bias in the overall curriculum.
- You should have more classes in the art department. bring the printmaking major back.
- Availability of classes of block students.
- I never had trouble in these areas.
- N/A.
- I decided not to apply for the block program (BFA in photography) instead I decided to go for a BA in Art, because I did not wanted to stay longer in school and pay more, also I am older so I rather do my MFA in Photo. However, i felt the school does not care for those with a BA in Art, the students with a BA in art are still art students therefore we should also be included in the art show they do for BFA seniors. we are still artists and we do create art. Perhaps more shows and a space for more student art shows should be built!, and BA in Art students should be included! Also what about making the BA in Art a BFA in Studio Art, and maybe separating Ceramics as a whole new BFA degree, also a BFA in print making should be added. Also more fundings for the photography program and keep the wet labs going black and white and color labs!. I also believe a special and separate digital lab for photography should be created as well as a gallery/ critique room for students. the art building should be more art like students work SHOULD be on display in the hall ways everywhere.
- SIZE.
- More women's art history!!
- The only compliant one could point out is the disorganization of the photo director Delilah Montoya as well as her in ability to teach a class. She provided zero assistance nor constructive criticism to any other students of the graduating PDM students of 2013. It is sad to know that with so many great professors, Like Stephan Hillerbrand, David Politzer, and many others that the department is the hands of one incapable of teaching and running a program.
- None.
- Houston is one of the largest cities in the US and has a huge collection of art galleries, museums, and public art. However the University of Houston still struggles to give the Fine Arts department the attention it deserves. There are a lot of talented instructors, students and future artist that attend. And the Sculpture department completely gets ignored. Most other majors



*don't even know about the South Park Annex which needs a facelift and should be given more attention in regards to the amazing contemporary work and ideas that are being made and discussed amongst the artist in the building. Overall the Fine Arts building and department need to be an asset to the university and the city.*

- *N/a.*
- *UH is horrible about letting students know what they need for graduate advicements. I am glad I do not have to deal with UH anymore. This university is utter crap. They do not care about their students.*
- *Advising needs to be improved for ALL majors. I was notified last minute that I can't graduate because no one told me I had to get a C or better in my minor classes. I went through stressful petitions throughout my years at UH.*
- *Fire Delilah Montoya and David Politzer, name Stephan Hillebrand as department head, and hire Ariane Roesche as a full time professor. David is disrespectful, and Delilah hasn't been an effective teacher for a long time. The UH Photo program will never be respected while they are a part of it.*
- *I understand that art is subjective, but some instructions would be welcome at some point. Even in the fundamental level courses it was, "make something...go!"*
- *n/a*
- *Availability of parking.*
- *Art for Entertainment is something U of H lacks. Too much emphasis on graphic design or "fine art" and not enough about what really sells, what will employ you into the Games/Film industry. Many art grads probably go on to get a Masters or do not gain employment within their curriculum. If you hired me as an assistant teacher, I could turn students from know-nothings into full blown 3D modelers prototyping remarkable models for use of 3D printing, games, and film. Currently the only game design / game art courses fall under Computer Science major, this needs to change. You need a 3D art/animation program.*
- *They were all great.*
- *I think they should be a better plan for helping students find what their future career should be because there is a great deal of students that don't know what steps to take because they don't know what they want to do. Maybe a required test they can take. I also think it would be great if the advisers in the department know a bit about what the classes are about.*
- *More scholarships for part time students - I could not apply for a scholarship since I could only attend up to 11 hours, even though my gpa was very high. more collaboration amongst students instead of individual projects An all night cafe or community room for the art school with somewhat healthy food - it is somewhat dangerous (& dark) to walk anywhere on campus, or at least a microwave, hot water and fridge for undergrads. reserved parking spots for students that share a car artist mentors available as sources for students/program to match up artists with students that have been successful in securing a job in Houston. A work/share program with UH where students can earn money doing something in their field while they are in school, geared for those that cannot get any more loans or grants. A discussion room for the department to use & have open mic sessions or to encourage public dialogue about current issues, art topics or anything of immediate value. Cross platform access to art equipment when a project requires multi-disciplinary work, without having to be in the class. An after graduation resource such as a print lab for students who need it for their portfolio or work to be shown. Alumni connection at school of art so that students can easily reference when they have questions about life after graduation, or raising money for a show, etc. A student exchange program with other colleges in school of art. A new art exhibit every week. art reuse/recycle program so students find supplies on or near campus for next to nothing. More collaborations with students from other departments such as technology for projects or finance for starting a business.*
- *When where taking science class the teachers need to show us problems and work a few so we can get it.*
- *Make sure all professors have a website for all the class materials.*

### **Communication**

- *Advisors.*
- *The availability of some classes is really low. I do understand that there are other ways to get into these classes, but I wish these opportunities were made clearer by CLASS or the professors.*
- *I think advisors need to talk more about AFTER college and opportunities.*
- *Walk-in advising should also be for an hour or two after lunch because I was never able to walk-in since I had class at that time. Degree planning needs to be more efficient when telling students what classes they truly need.*
- *You need more advisers who are available more often than never, the calendar to schedule an appointment with advisers needs to be easier to find and the user interface on said calendar needs to be significantly less horrible.*
- *None.*

- *Advising and class availability. I believe the advising system in the Communication school is completely unorganized and unrealistic. They expect students, at peak advising times, to wait for an appointment hours before, even though they may or may not actually see an advisor. Also, some CLASS classes are only offered at specific times and there are not enough options. Some people have work and more options would be preferred.*
- *Advising needs improvement. Hard to sign up for appointments*
- *I think there needs to be more time to get with advisors and some professors should encourage class discussion more.*
- *1. More hands over classes. 2. Better advising, setup/appointments. Maybe more advisors.*
- *The amount of communication students seems to be increasing. We need more professors and advisers to handle all the requests from students.*
- *Degree planning. I think other needed classes should be required to broadcast majors such as media performance or advanced electronic news. Also every class should have study guides in the political science department and the professors should be more helpful in political science.*
- *Make scheduling advising much easier. Class sizes were spectacular compared to other universities and degree planning was spot-on, as long as one visited an advisor.*
- *The process to schedule to meet with an advisor could be improved somehow.*
- *Make setting up an advising appointment easier Better class times. Less one time a week night classes.*
- *Advising really needs to be improved. I found it incredibly difficult to schedule an appointment with a communication and English advisor because they had so few appointments available. Also, they have very limited knowledge outside of telling students what courses to take. During the summer, I had to get a letter for my health insurance company from an advisor stating that I'm a full-time student. However, because I was out of state for an internship, I could not meet an advisor in person. Because this is not a regular request, the communication advisor Orlando Zamora refused my request. Kimberly Williams said that she would send a letter that I need, which only had to state that I was enrolled as a full-time student and nothing else, and she never did. I nearly lost my health insurance because of this! Also, the advisors in both departments provide little assistance in out of class opportunities, i.e. internships. The communications school provides little motivation for students to find out of city internships or student programs (for example the New York Time Student Journalism Institute).*
- *The new advising system is far superior to the old one using the website. Please keep these changes. Make students aware of how graduation factors in transfer credits, credits by examination, and petitioned credits into your final credit total to meet the 120 credit requirement. The degree plan for Interpersonal Communication was not on the website for several months. That is unacceptable.*
- *Advising should be easier to get into.*
- *Hire around 20 more advisors. I could never see one when I really needed to and had to do it myself. Put a womens' restroom upstairs.*
- *Classes are too fundamental. Media production program needs to have After Effects, Pro Tools, and at least one or two AVID editing bays. NLE class should require graphic animations, effects done through AE. Audio production should be taught with Pro Tools not Soundtrack Pro. More narrative, broadcast and social media writing - applicable for script to screen productions. Career counseling. Every MP student should have a respectable reel upon graduation, and better resources for post grad employment. Also, stress knowledge of equipment (ESPN want you to know model numbers; helps if you want to be in production operations) I think more introduction to 'the business side' would be helpful. Long term goals should include working with the athletic program to produce higher quality live sports productions (could broadcast with SVN; and would provide good TD experience - FSU has a similar program), and to develop a UH-Los Angeles program for students interested in the film and entertainment industry (like UT offers).*
- *The advising office needs more advisors for COMM.*
- *1. There could be additional advisors added because the # of advisors present aren't sufficient currently. 2. The class availability for some class is lacking. There were a few courses that I wished I could take but couldn't take due to availability issues.*
- *No suggestions come to mind.*
- *Advising needs to be available for everyone every semester. the majority of college students can't wait for months to try to race others while trying to schedule an apt. and when in the apt. advisors need to explain everything needed to graduate. Students get surprised at the end because of advisors not telling them before hand.*
- *The classes required need to be changed because I feel some of them have nothing to do at all with my degree & they will not benefit me. The CTC in the communication needs to be bigger or open one up on the first floor because it is always an issue trying to find a computer available & with all the money the students pay to use what the school offers, they are not getting their money's worth!*

- *I wish academic advising had been required every semester though it really is up to the student to take the initiative and I understand that now.*
- *Class size is perfect. Advising scheduling is horrible! Hire more advisors. When I used to be a Business major, advising was on a walk-in basis, and I was always seen. It's so difficult and such a hassle to make an appointment with a CLASS advisor, and the don't always respond to emails.*
- *Degree planning.*
- *The financial aid department. Any time I had to deal with this department, it was a nightmare. From emails wrongly being sent out to how difficult it was to sometimes get ahold of someone who could answer my question, this department needs a lot of work. I believe the advisors in the Communications department are also too busy. It's not their fault, but it seems like we don't have enough advisors in that department for how many students there are.*
- *- I believe Zamora is the best Communication advisor at UH.*
- *Although I appreciated a faster track to learning design, I wish that more focus had been emphasized on what makes GOOD design. Not just a how-to course over the basics. There needs to be a class instructing that would be basically Adobe Illustrator, InDesign and Photoshop for Dummies and another class that would instruct on creating good design and layout for professional advertisements or other publications. I felt that it was very difficult to get an appointment with the communications advisors. I had to sign up two weeks in advance? At my brother's school, he can email with his advisor and get a response back the same day. Also, his advisor is not so busy that he has to make an appointment at least two weeks in advance. On most occasions, he can just stop by his office. Not only that, but his advisor goes beyond just making sure you're on the right track to graduate. He also points him in the direction of learning resources to use if he is having problems with his classes. I think an advisor should be just that, an advisor, and a mentor. Not just someone who makes sure you didn't screw up your schedule when you signed up for classes.*
- *Meeting with my advisor was very difficult. Communication from administration with minimal and made understanding certain requirements or method of action difficult.*
- *Classes that are upper level need to be offered year round. It is hard to graduate if the classes are not available.*
- *COMM never has enough advising hours or advisers available. When you phase out programs (like you did with Japanese Studies) you need to do a much, much better job of giving your students options for completing the program.*
- *Providing more class hours for certain major/senior courses. These tend to be offered once a year, spring or fall.*
- *I was pretty unhappy with one of the required courses, Communication Research Methods because it was only offered online, and the Psychology equivalent was also mostly offered online, and by one other teacher on main campus. The class itself is difficult as it is, and learning a very conceptual-oriented math is exceedingly difficult especially online. Everything else was manageable and related to the coursework. However, unless the class was in person and perhaps engaged in more project based work for the research sampling, I don't see it's value.*
- *No changes that I can think of.*
- *I would say that the advising needs a little more work in the fact that it is a little difficult to get to an advisor even during their non-busy times. Class availability were a little limited sometimes as well.*
- *Everything was great!*
- *Advising is horrible, I am in school longer due to miss communication which is ironic being in the communication school.*
- *Better advising better roads.*
- *The courses available for my major (Media Studies) were lacking. For example, of all the courses listed on my planning sheet, about half were actually offered. Additionally, most classes were only available Tues/Thur, which interfered with other required classes.*
- *There are some great classes provided as a Communication major and I think the class sizes are great. I never had a class too big where as the teacher couldn't learn everyone's name. I never really had a problem with advising. I thought the online advising was always easy to use.*
- *It was always hard to get to see an advisor. There are also not many film/motion picture classes to choose from and from my experience, many people in the media production major plan to work in that area.*
- *Being able to an appointment with an advisor. It seemed as though they were only available for morning walk-ins.*
- *Degree planning-some required classes werent helpful for my major.*
- *COMM 1302 with professor Haun as an online-only course is a complete and total failure. She is not a good teacher. Her book -- somehow in its 7th edition -- has so many copy errors that it is an embarrassment. The class with professor Xiao was infinitely better. The communication department needs to hire more advisors. Having to come to school at 7 am and wait for the office to open is unacceptable.*
- *More access to college servers.*

- N/A.
- *-Advising appointments are so hard to get! There need to be more advisers or some kind of automated degree audit (like the one on MyUH) that will suffice for checking requirements. -Social media has been around for a while-- it's time to get some digital.*
- *Definitely allow advising to be given to seniors before classes can be posted. Seniors should be the main priority. Some classes students take that are required should be given to them instead of allowing many students to take it who are in the class because its an elective . Most of all please have the advisors available more. I found I particularly difficult at times to see one during my senior year.*
- *I wish I could have taken more classes that were directly related to my major and not so many "filler" classes*
- *Degree planning for communications needs to have a structure and proper marketing information for the program. Students are not well informed what the school has to offered and the resources that the program provides for UH students. Divide and make a flow chart of each special major that is provided for the students to get enrolled in. i.e. To be a media production major; there should be class list to follow and advised for certain directions the students would want to enter. Film or Broadcasting. The classes that would reiterate the skills and experiences that the students will gain from if they follow the class flow structure.*
- No.
- *I believe more advisers would help.*
- *Advising needs to be made easier to and clearer to students. It was difficult to get slots and the sign up times were at odd hours and got filled up way too fast. The advising office was understaffed with advisers and sometimes the waits took 45 minutes or longer. My adviser recommended I minor in Philosophy which has weird requirements in its own school and barely any open classes.*
- *Definitely Advising, there are way too many students in the Communications department and not enough Advisors to speedy the process up as far as degree planning or question asking is concerned. I would suggest more computers for future students in Media Production; editing is very time consuming and the ratio of students and computers is pretty low.*
- *Advising was hard to get a hold of.*
- *I don't really have any suggestions! I was really, really pleased with my years at CLASS.*
- *Class sizes were fine, but because of how few of some were offered and how quickly they filled up, I've had to beg professors to allow me to take courses with out the pre-requisites or while taking them concurrently.*
- *I think everything is great already.*
- *It really stinks how hard it is to get an appt with an advisor. You only have a small window but they fill up so quickly.*
- *Classes should be more skill based. Best classes included Opinion Writing and Advertising Copywriting because they required weekly output, gave extra points for publishing and encouraged real world activity (start an online blog, help build portfolio etc...). Lecture based classes should be eliminated. COMM 101 and 102 are a waste. Nothing retained.*
- *More advising and better availability for classes.*
- *I had an issue with my advisor, who told me that I had a certain number of classes to take. The next semester he told me a different number. I think U of H needs a better guideline sheet that clearly explains the classes that are required for graduation.*
- *Class sizes could be smaller all around. None one likes a 150 person Political Science class...*
- *Class time options, more online/hybrid options.*
- *I think academic advising needs a complete improvement. It is difficult to get an appointment and when you do it is very short. Though helpful once there, I would have loved to receive actual counseling not just a degree report. I wish I had known how to better adjust my schedule and what classes are offered in the summer. Overall a bit more guidance was needed instead of someone reading off a degree requirement list that I had access to all along. I feel if I am getting charged for these meeting I should get all my moneys worth, and the advisers did not provide that worth at all.*
- *The Spanish department was constantly lacking. The first year I learned something and a Professor actually helped me was Ramiro Juarez. He was the best spanish professor I had ever had. The academic advising was a joke. 3 advisors for 3000 students??? I mean come on.*
- *More availability of online classes or larger on campus classes to prevent not being able to take a class because it is full.*
- *The Communication school needs more advisors! Appointments should not fill up within minutes of them opening up. Students should not have to line up at 6am to be the first 10 people in line and the building doesn't open till 8am. Classes sizes were great, in my major classes I had on average 10 students. Some teachers were better than others and more effective in teaching. Student voices should be heard when complaining about poor teachers.*
- *I feel that no areas need improvement.*
- *A better advising system needs to be implemented so that more students can be assisted more efficiently.*

- *The system of advising appointments is not good for graduating seniors. Maybe if there were more advisors and one specifically assigned to graduates that might help. Also, someone to respond to email advising questions.*
- *The advising system was the only thing that was a concern. At times it was difficult to get in to speak with someone.*
- *Advising needs to make sure they are giving the correct information. availability is almost non existent. Have mandatory advising for everyone more than once a semester.*
- *Advisors, degree planning.*
- *Study Abroad program was conducted very poorly. The teacher that led the program was very bad, I was with a family that mistreated me very bad and the program teacher did nothing. I hope no one else has to experience this in the future she always played favorites on the students that could speak fluently.*
- *I have had to retake one course COMM1302 a few times. I believe (no disrespect) that this class was not worth the money and also disagree with it being a required course. I have been in the professional world working while finishing my degree and I haven't ever had to use such material that would relate to my work. I was very turned off to this class.*
- *Always have walk-in advising available and have advisors that actually care and treat you like a student instead of a number. Bauer has way more students and the advisors are much better.*
- *I think there should be more advising opportunities.*
- *Definitely need at least 10 advisors or more. Communications school is also a major part of UH and growing and it is horrible for students to have to fight for a position at midnight on a system that either works or fails most of the time. You also have to get there an hour or more earlier than the advisors on walk in days because only 10-15 walk ins are allowed. The advising at the University of Houston was the most awful part of my experience as a University of Houston student. I always share my distaste and awful advising experiences with family members and friends who express any interest in the school. I am glad to be graduating and not have to deal with the circus that is the Communications Advising Appointment System. A school that makes millions in revenue should be able to put at least 10 advisors on a pay roll. Ridiculous.*
- *Degree planning. There's electives to choose from but not direct specialization.*
- *Multiple answers for one question causing confusion.*
- *Availability of upper level courses.*
- *More online classes would be good, and some advisors need to know and pay attention to the information they give students because I was told my credits looked fine and thought I was ready to graduate and it wasn't until I spoke to a different advisor that they found errors and I had to take extra classes.*
- *If the head of a department only teaches one class, they should not be allowed to teach at all. I had one of these situations and the expectations were completely unrealistic. Then again, it could have just been the subject, which seems to be on its way out altogether. I never had any issues in the Communications department, only in the world cultures department. When going to speak to the advisor in the world cultures department, it was more of a come in, get out situation. There was no actual academic guidance whatsoever when it came to the subject for my minor. I basically said what I wanted, and the advisor had me sign some paperwork and that was it. Some of the courses I had to take were completely uninteresting and I feel like I didn't really get much out of them. It's such a shame that we live in such a diverse city but the university doesn't offer more help or better options. I know some of it has to do with funding, but there could still be a bit more guidance when it comes to choosing a minor in CLASS and what will benefit the student in the long run.*
- *More availability in freshman classes, online classes are not always the best thing for freshmen students.*
- *Advising is really difficult especially getting an appointment when you really need one. Maybe having more slots would help.*
- *No more reading power points straight from the power point to the class. What's the point if you post them online and then read them verbatim.*
- *Required classes like Intro to Comm Theory and Comm Research Methods should have more face to face options. The online formats are not enough to get an accurate understanding of the material.*
- *The organizational comm class only offered at the sugarland campus is a problem*
- *Degree planning was a major inconsistency. I had to retake a few classes towards the end of my degree due to miscommunication with my previous advisor.*
- *If someone has a specific major, make sure the classes are provided. I have to do at least 6 petitions because there were some classes in the Health Communications major that weren't offered because they didn't have enough students to fill it.*
- *Availability of advisors.*
- *The communication department needs more advisors*
- *Advising: I understand the onus is on the student to know exactly what is expected of them to graduate, but I think advising in communications could do a much better job of informing students. I didn't have a very good experience and that was partially responsible for my delayed graduation.*

- *Please retire Martha Haun, she deserves to terrorize her own family with her charming personality, she's earned it .*
- *I feel everything is good.*
- *Advising is horrendous. They made me take my classes backwards which caused a lot of problems. There are not enough advisors for the comm school! Needs to dramatically improve!!*
- *If studio B in the Jack J. Valenti School of Communication would get finished it would provide [response ends abruptly].*
- *Online classes, specifically statistics, need more tutorial sessions or an improvement of that system in general.*
- *There should be more classes to choose from. On the list there are numerous classes but they were never offered in the Spring or the Summer. And some classes there should be more than one teacher teaching that class. There was one communication class i took and there was only one teacher taking in, most of the class fail. I passed with a C but I constantly heard bad things about this teacher and since she was the only teacher teaching this class students who constantly failed her class would have to take her again.*
- *N/A*
- *Not that I can think of at this moment.*
- *The process to make an appointment to see an advisor as well as the availability of the advisors is unacceptable. I had to schedule three mornings off from work just to ensure I would be able to secure a spot during walk-ins. The advisors themselves are very helpful and involved, but students shouldn't have to line up outside hours before the office opens, just to catch an appointment during walk-ins. Especially when the typical option is to wait until midnight on a certain day of the week, in hopes that the appointments for the week are not completely full.*
- *The media production classes should be updated. In today's professional world there is almost no analog use. The time spent learning obsolete technology could better be used learning and understanding digital technologies.*
- *You should really stress the importance of strategizing your scheduled from an early period. I didn't get to take all of the classes that I wanted because I didn't meet the proper prerequisites.*
- *1. The advising dept. needs MAJOR improvement!!!! The front desk attendant is rude and dismissive. Very ironic I feel for our department to be represented by someone who clearly lacks skills in that area. 2. we NEED more advisors!! I think it is ridiculous that I have to show up and wait in line for an hour before the office opens because I work nights and am unable to select a limited appointment window. To then wait for the front desk att. To be late and stroll in whenever she would like not even apologizing for her tardiness and disrespect of OUR time ( the people who pay her) fill out a form and then have to continue to wait around!!! I highly suggest one of the people reading this go in one morning and experience the system yourself. Wait around, be treated like cattle and when I talk to other students from other departments they do not have any problems seeing their advisors!!! If we have a large number of students then get more advisors!!!*
- *The skills that are required and how to obtain jobs in the field.*
- *More availability with advisers, class, and better resources.*
- *Courses shouldn't be offered only online. It's a disadvantage to those students who learn better in a classroom setting and want the hands-on experience.*
- *I do believe that a greater push for interning or career preparation should be emphasized to students in my major through the School of Communication. Most students seem to not realize until they're almost out of college that they need more than just class work as experience listed on their resume.*
- *\*Administration office not very conducive to off campus students \*eed more "warning" parking tickets before actual parking tickets-cost too high.*
- *I feel that the CLASS has streamlined each step of the way for its students, allowing for progression with ease and therefore no changes are really necessary.*
- *Advising: I suggest to ad more advisers and that they assign your personal adviser when you start school that will follow up with your program I when through all of them in my program and they all suggested different things for me that end up messing up a lot of my credits. More teachers: There is one teacher in the advertising department, Prof. Kelley, that teaches most of the classes required in the program. Each semester he is only able to teach a few classes or he is able to teach them in a specific hour that interfere with other classes that you need. Students have to wait until the next semester to enroll in the classes that you need.*
- *Advisors were awesome but it might have been better if we didn't have to wait weeks to see them.*
- *More parking and less towing!!*
- *The coursework for media production is dated - the focus should be more on digital rather than analog. I don't feel the current coursework is strong enough to prepare for real world job experience.*
- *Advising needs more attention. There is no way 3 advisors can manage an entire college. Please hire at least 3 more advisors.*
- *Doing a great job - keep it up!*

- *Although I appreciate University of Houston offering courses online, I was extremely disappointed at the lack of knowledge of the faculty members running online courses as well as the severely outdated material. The majority of my Blackboard courses were thoroughly disorganized and unprofessional. I also did not appreciate being asked to spend exorbitant amount in books 100-150 for a book in my classes and then finding out we would rarely be using them or having nothing if those books in any sort of test. The courses which were most successful in utilizing textbooks and using them extremely well were my Art History classes.*
- *Explain exactly what is needed in order to get the degree a person wants. Stop 'suddenly' adding unexpected classes to the degree program. Tell the student about the help available on the campus. Tell the student exactly which classes are part of their specific degree program and which ones are part of a similar program but will not be applicable despite their being posted in the same section for course selection.*
- *None.*
- *There is virtually no guidance towards a career in the Communications field at U of H.*
- *(1) Make scholarships application process easy and accessible. (On CLASS website) (2) Increase UH student participation in various national and state competitions.*
- *No suggestions. My experience with Orlando Zamora was exceptional (the comm advisor) and the classes were very good.*

### **Communication Science & Disorders**

- *I had significant trouble with the transfer office and getting all of my classes transferred in a timely manner. I also had difficulty with my adviser in this area. I think it should be easier to transfer classes over from another state school.*
- *-Class availability/Class degree planning: More specifically, with my major, if a student fails to meet a requirement in a course and must repeat the course, they have to wait a FULL YEAR to do so, because almost all of the courses in my major (Communica [response abruptly ends].*
- *N/a.*
- *COMD needs to integrate 25 hours of supervised clinical practice for graduates wishing to work as SLPAs so that we can graduate with the ability to do this. As recommended as it may be to go straight into graduate school following graduation, it is expensive, and some students must work first. We should be provided the preparation to be able to do so. I also believe that by the time we graduate, we should have learned much more about disorders. This should not be something that is only taught in graduate school.*
- *In my major, class times were very scarce.*
- *None at all.*
- *Having more classes and professors in the COMD department. Have the classes offered both semesters instead of one semester.*
- *It was helpful.*
- *The. COMD department needs more staff to teach classes.*
- *Psychology department needs better advisors, they are very cold.*

### **Economics**

- *I feel that the academic and administrative areas are doing just fine. I had no problems with them and never heard any bad things said about them.*
- *The Econ advisor was unhelpful at times, and did not clearly explain what classes you did or did not need to take. It would also be great if the CLASS promoted a more tight knit community so students would get to know each other more.*
- *More classes to pick from in the economics department. As a top tier school the economics department needs to grow more.*
- *The economics advising is abysmal. One adviser is not enough and Ms. Foley is extremely unorganized and unable to keep appointments. I never felt welcomed or at ease to speak with her about my concerns, and did not find her overly helpful during my time at the university. More career advising and career placement needs to be available for CLASS students. Many of the majors in this area do not have easy, direct application in the workforce, which makes it more difficult for students when they are applying for jobs. I enjoyed my studies in economics but I do not feel as if I am going into the job hunt with confidence in my ability to find a good job immediately after graduation. It would be helpful if economics in particular could partner more directly with the business school since many of our career opportunities overlap with those that the business students. I also felt like my bachelors of science degree did not have as many requirements as those found at other accredited universities. It is a bit unsettling how little math is required for an undergraduate degree in economics (which has such a strong foundation in math) from the University of Houston. I feel like this would be a severe disadvantage to me if I was going to grad school directly after undergrad, and that it keeps me from being able to grasp more complex concepts in economics. It would also be*

*nice if we could select an emphasis in economics after completing the basic requirements so that we would be more competent in a specific aspect of the subject.*

- The Economics department was woefully underwhelming. With the exception of Professors Kohlhase, Thornton, DeGregori, and Vollrath, I did not think my professors were of good quality. I know there are good economics professors at the University, it would be nice if they taught undergraduate as well as graduate classes. Furthermore, the advising in the economics department left a lot to be desired. I am fortunate in that I am an Honors College student and had access to other advisors, because the economics advisor (the sole advisor) did not do a good job of explaining courses, my degree plan, or graduation requirements with me. I had to rely on Honors College advisors throughout my undergraduate career and only visited my economics advisors when I had to remove a department-specific hold. The advising in the economics department needs an overhaul, the woman running undergraduate advising is not the quality I expect from a Tier One university.*
- The economics adviser was by far the worst experience at this university. Ms. Foley is completely incapable of successfully doing her job and she is not even friendly. She did not follow up with students and was arrogant when helping me with Honors College classes, even though she didn't have a clue as to what she was talking about. She should be fired, especially if CLASS plans to a part of a Tier One University.*
- I really wish we had more hands on classes especially in the economists department where we would work on research projects or finance projects in order to build a portfolio that could be used to demonstrate experience and eligibility of employment after graduation.*
- I found it frustrating that the Econ department had very little choices on the availability and class sizes available. The building could also use some updating.*
- The economics advisor is the worst I've ever worked with. There is very little support for undergraduate economics students from faculty or staff, especially in terms of research opportunities and career advisement. Many of the undergraduate classes are taught by phd students who care very little about preparing and presenting their classes in an organized fashion.*
- Personal security and safety of students Less ancillary charges associated with attending the university.*
- The ECON advisor is amongst the most terrible. I'd say its pretty easy to get a group agreement on how terrible she actually is. She's rude, unorganized, has you waiting for quite some time. The advising appointment thing is a joke. However, the POLS advisers are great. My next gripe would be that all the top ECON professors are only teaching at graduate level/doing research, leaving most undergraduate courses taught by grad students. The quality on grad students vary, some are pretty good and many are downright terrible. I think our ECON department could become a top tier program, if all the top professors taught at least one undergraduate class. Which brings me to my next gripe, the lack of ECON courses. If the top ECON professors all taught at least one undergraduate class, this would open up the variety of courses. Just a side note. We all know the business school has rampant cheating going on, and sometimes ECON absorbs those students that get kicked out of the business school... And they diminish the ECON program by bringing their cheating antics along.*
- Create more money and banking classes, and more classes that integrate economics and finance.*
- Advising plans for transfer students, more undergraduate advising staff for improved availability.*
- 1)we need at least two advisers. 2) For math based classes such as Econ 3332 and 3334, summer semesters should at least be June thru Aug 8, that way they get time to practice maths, and should only be taught by lecturers or Professors.. I think, T.A should only teach, theory based classes.*
- Degree planning especially for new freshman students*
- N/a.*
- More night time courses.*
- Maybe make advising more online. Ms. Foley was good in helping me via e-mail a lot.*
- I applied to UH under the assumption that I would be taking classes from Bauer. After being rejected twice without any clear reason, it was not until I sat in the office until they saw me that I found out they counted a class I withdrew from at a previous college as a failing grade. UH did not consider it in my GPA, neither did my other college, but Bauer insisted my GPA was considerably lower. They did not offer any logical help in remedying the matter, nor seem to care. Their only suggestion was to take random filler classes to "improve my GPA".*
- Advising must be better. More personalized.*
- Divide and arrange programs. For say public economics, quantitative economics, agricultural economics, or programs with an intended field, not just let the student choose among elective courses.*
- None.*
- I thing it was great! maybe a little more business applied work!*



- *I feel some students that passed should not have. They are getting the same degree as me and they didn't have any idea what was going on in class. The second floor study areas in McElhinney are a joke. The area is disgusting, small and the lighting is terrible.*
- *None.*
- *Offer more weekend classes.*
- *No true area for CLASS students to study like in other halls. Would like to see a designated area with computers and to gather.*
- *A deeper integration of classes with field or work experience, such as recruiting efforts for undergraduates. There could be better efforts by the Econ department to bring in employers for undergraduate level. Most of the student love the field but have no support in career direction by the Econ Department. I gain more knowledge from professors that had work experience versus academic experience. Whether a professor had 1 year or 30 years teaching experience, it is clear which ones bring in outside perspectives.*
- *Offer more evening classes for students that work full time.*
- *Semester ECON course offerings were not as wide as catalog-published; as a result, I was unable to focus on a "cluster" as shown in the ECON brochure.*

### **English**

- *Although being able to schedule an advising appointment on My.Uh.Edu is a great development, right now it is a little disorganized. If the Advisor is booked for the whole month-- then there is no other option for the student. There needs to be a side note explaining what to do if there are no available appointments. There needs to be more options.*
- *N/A.*
- *More classes on contemporary literature, there are too many on ancient literature.*
- *I believe some of the professors in the Spanish and classical language departments should be more sympathetic to students and their needs for improvement in their classes. I had a Russian literature professor who was really rude and inconsiderate towards me because I was the only African American student in the class. Professor McGee still gave me a good grade, but how she treated me in class was unacceptable. She pretty much put me beneath the other students. My Spanish teacher, Professor Quiroga, did not thoroughly explain specific activities and objectives that could benefit the classroom.*
- *It was VERY difficult graduating with a minor in education. I was basically my own advisor when it came to scheduling things to make sure they did not conflict with times I needed to be observing at a high school. I would suggest an orientation for students interested in minoring in education that highlights what each semester will look like. All the classes I needed were generally offered when I needed them to be.*
- *Advisors need to answer emails.*
- *None.*
- *Advising in the English department. There are only two advisers and it is extremely difficult to get an appointment with them because everything is web based now. I first started at UH as a transfer student from St. Thomas and of the classes that transferred, there was an upper level English credit that counted toward my degree requirements. I was advised when I first transferred and was told by Wayne Ashley that the class would count for one of my required upper level English credits. This was never changed on my transcript. I emailed both Mr. Ashley and Kimberly Williams about it and never received replies. They do not answer email or phone calls and MANY students in the English department have had similar problems. When I saw Kimberly Williams in Fall 2011, she told me she would fix it. The paper work to count the credit was not filed until the very end of Spring 2012. Because of this, I had to take an extra Brit Lit class that I did not need. Last semester (Spring 2012), I was slated to graduate and was told by Kimberly Williams that all I had to do was pass all of my classes, which was written on my application for graduation. I received an email saying that I was approved for graduation and did not realize that I did not graduate until July, when others began receiving their diplomas and I did not. I called the dean's office and was informed that I had been emailed a rejection in June, a message that I never received. I made a D+ in a psychology class when I needed a C-, a requirement that I forgot about and had no reason to consider since Kimberly Williams had written that I had only needed to \*pass\* PSYC3325 on my official application for graduation. I ended up having to ask an old teacher to please let me into his class because I had missed early registration, and even after all that, Kimberly Williams had STILL not removed an advising appointment hold that she was supposed to clear in February 2012 and I had to call Jennifer in the Dean's office again because of my own counselor's ineptitude. I have yet another advising hold on my account now. After struggling to try to get an appointment online (I live in a rural area and could not afford internet access, and by the time I got home from work, it was too late to find public internet. When I told the front desk person in the English department that I was having a difficult time scheduling online, she refused to schedule me over the phone despite my having next to zero access to internet) since there are*

*VERY limited appointments and it fills up fast, I took off work and drove the 70 miles to school and was informed by Kimberly Williams that I didn't need to see her and that the hold is there for basically no reason and that it will disappear when I graduate. I am fully prepared to call the dean's office again if my graduation is blocked because of this hold, which I am afraid it will be because of the advisement office's horrible track record. When I went to the latest appointment, it was also apparent that she had heard about the mishap with last semester's attempt at graduation because she knew without looking in my file that I hadn't passed high enough in my PSYC class last semester and was very short with me although I did not bring up anything except the hold on my account right now. This struck me as unprofessional. I have had a wonderful experience with the Psychology department advising and administration team and I do not understand why the English department advising staff have not been replaced with more professional, competent staff. As a student who graduated in 4 years and who has above a 3.0 GPA, I deserve better, and so do my fellow students who have experienced similar problems. It is ridiculous that I had to call the Dean's office to do things like remove holds from my account because my assigned adviser is either too lazy or incompetent to do her job. Also, due to internet-only scheduling for advising, I feel discriminated against as a member of the impoverished community. Getting into college as an at-risk student and paying for it on my own by working late nights was hard enough and I expect to at least be able to schedule an advising appointment over the phone if I am unable to even afford internet access.*

- *Advisors are great however, when they ask you to email them to follow up, they never respond. You have to create another appointment to get a simple answer to a question that they asked you just to email them about.*
- *N/A.*
- *Better planning and early start on the right path.*
- *I do not like the advising system online.*
- *Degree planning for grad school.*
- *Get more professors.*
- *Degree planning to allow students to have a more specific education in the English field rather than it being so broad.*
- *The advisers need to do a better job of responding to student emails; I felt ignored on several occasions. There should be an adviser ready to meet (at least briefly) with students without scheduling an appointment. English students have more essays/papers to turn in than most other students; why don't we have a printer located in the English building? It would be convenient to have a printer in the lounge or maybe our own lab where we can study, write papers, and print our essays as the library is a distance away.*
- *The Spanish department is in desperate need of improvement in terms of hiring adequate teachers, organizing the curriculum, and making class sizes smaller.*
- *The English department might benefit from requiring Creative Writing majors to complete all (or the majority of) their literature courses before enrolling in advanced-level workshops. This requirement would broaden their literary influences, increase their general knowledge, as well as build their critical skills, reminding them of the primacy of reading.*
- *Wayne Ashley did not tell me I needed a minor or write a thesis until my second semester of Junior year. I found out randomly from another student. Class size is fine. Students are falling asleep and uninterested. Teachers are not engaging us, and it's no wonder, nobody is doing the reading. I missed 75% of one of my classes this semester, cranked out probably 2 mediocre essays, and got a B. Not that I wanted to, teacher was great, but once I realized I could, ya know? My time in CLASS as an English major was an extended bout of high school English classes. Only the creative writing classes taught me anything near useful, and even then it's questionable. English should not be a useless degree. Connect with local businesses and find out what they would / are doing with your graduates.*
- *Class sizes could be smaller, but I did not feel that they hindered my learning.*
- *Na.*
- *1st floor study lounge has very loud acoustics that aren't conducive for lounge studying. A student accessible printing station or computer lab within the English building.*
- *Advising is extremely hard to get into. They should add walk-in hours and get rid of scheduling every other week. Try online scheduling like the writing center.*
- *More advisors for walk-in's would be appreciated.*
- *The English department needs new desks, and fewer per room. Especially in the larger Intro to English classes.*
- *It was always really hard for me to get an advising appointment! It was horrible when you had to call on Friday and everyone is calling at the same time. But I believe that was fixed when they finally allowed you to schedule an appointment through peoplesoft.*
- *Academic advisers need to be more available to students. I sent at the very least twenty e-mails to my adviser throughout my years at UH that never saw a response. Now, the times when I was able to get in contact with my adviser it was usually over*

something that could potentially be seen as their fault and therefore they were actually interested in responding to my emails. Furthermore, neither of the English advisers I saw were very direct or informative regarding my degree plan. Nearly every time I entered their offices I was given a different set of classes I needed to complete in order to graduate, and it wasn't until I thought I only had one semester left that I was informed that I needed to complete a minor before graduation. This set me back over a year. I realize there are a ton of students in the English department, but perhaps instead of just having advisers ignore students when they don't have time to deal with them, more advisers should be hired to cope with demand.

- The class sizes were good. I would do more to make more spots open for advising.
- The college needs more personnel in general to deal with the increase of students. The departments that take care of transferred transcripts need to be more organized and attentive to those transcripts for mine and those of many I know, have been repeatedly lost or not received.
- Class size Professor availability The honours count is confusing and needs to be clear
- We need smaller classes for creative writing.
- Class cancellations
- I really had a great experience.
- Advising is a waste of time when you already know what you're doing. I understand it's precaution, but every time I went there because there was a hold on my record they informed me about what I already knew.
- Class sizes should be smaller. A wider variety of subjects should be taught and also qualify for requirements.
- Advising in the Psychology department. An increase in advisor's availability would be nice.
- I wish more consideration would be given to examining a tea hers methods. One of my favorite and most influential teachers was run off because of complaints from students that i knew we're just being petulant.
- NA
- The foreign language requirement is ridiculous. If it is a must then I suggest lowering the requirement to 1000 level. Not everyone is capable of learning a language that quickly - especially when they do not have a background in it. It has taken me multiple tries, effected my GPA and wasted money to try and get through it. Some of the professors do not speak English well enough to communicate with their students and that is an even bigger complication.
- If there were better access to adverse that would be a great improvement.
- **ONLINE COURSES NEED TO EXIST WAY MORE OFTEN IN THE ENGLISH DEPARTMENT.**
- Better degree planning is needed to map out classes most beneficial to take
- English professors need to be willing to write Recommendation Letters. If you make an A and attend class consistently, then you should not have to deal with pretentious English professors who don't think you fit their mold of a grad student .
- Advisors need to be much more available and help students more, not just hand out course requirements and let the students sign up for anything.
- Class size was ok. Not enough advisors to meet student needs.
- It is incredibly frustrating trying to meet with 1 advisor for one of the most populated majors in the university. Kim Williams was a great help when I could finally get to her.

### **Health & Human Performance**

- Hire advisors that care about their student's success and are better informed about future career possibilities within a field.
- Loved everything the way it was.
- Better advising appointment schedules.
- When Erin Major was our Advisor she did a good job of letting us no what courses we needed to take and she was also very knowledgeable. The new advisors that were brought in this semester were not helpful or knowledgeable.
- Advisors need a better system, I feel like if there are specific advisors for a student according to last names there would be less problems with advisors. For the most part it is nearly impossible to see an advisor and sometimes you have to talk to different ones.
- Some classes were too large and therefore little chance for teacher-student interaction.
- Some advisors did not give me the best advice and told me to take classes that weren't even going to offered the semester that I needed them. If I did not have other classes that I could have taken in place of the class, I would not have been able to graduate.
- I remember being quite put out that this university did not accept any of my qualifications from school and thus had to retake many core classes, I feel it was a waste of time and money.
- Advising could be a little more detailed.

- *Advising needs alot of work. Every time I went they told me something different. The Nutrition degree plan needs to be reformed. There are plenty of classes that are very repetivie and not learning anything new.*
- *Advising availability and guidance*
- *Advising can be difficult to get since it can fill up fast. Classes were for the most part average, not too many and not too little. The classes that needed to be big were, and those that are a bit harder where smaller which allowed more of a student to teacher relationship. I never had a problem with registering for classes which isn't the case for many others.*
- *Must make some classes larger and advisement is a mess!!!*
- *Advising: was advised on 4 classes I did not need*
- *There should be more advising available. Especially when there are holds on accounts. There has to be a solution to the problems with the lack of available lab courses.*
- *Advisors need to be more accessible and the teachers need to have compassion for students.*
- *Availability of classes was the only problem I ever had but I was able to work those out*
- *We need advisors and advisors that were previously nutrition students and know how to advise and help us. Also, class needs to tell students prior to Junior year what job opportunities they can get with their degree in case they want to change it!*
- *I had to make an appointment weeks ahead of time to see my advisor. This ofteb led me to making decisions on my own due to a lack of availability.*
- *N/A.*
- *ADVISING. Every single student has a horror story about their advisor giving them wrong information or not returning emails. My advisor didn't put in my honors status for graduation and didn't respond to my emails about it so I just had to write it in on my walk card. When I emailed her a 2nd time about it, she claims she didn't get the email but my degree would have the correct information. I'm betting that it won't. Also, one of the advising assistants last semester assured me she could help me with my little question of switching from the Kinesiology -Health Professions to the regular Kinesiology - Exercise Science degree plan. HOWEVER, she failed to tell me that to avoid taking Physics 2 (which was the whole point of this switch) that I would have to take something like 5 other classes! Which would mean I would NOT be able to graduate Spring 2013 as I had planned and would have to spend a lot more money. Luckily, my main advisor caught this when I had to talk to her before I could enroll. My advisor has been Alma, and I know I'm not the only person who has had problems with her. Aside from the aforementioned save, she has been a bit of a pain to work with. She is often rude, unresponsive, or just seems to not really care. Perhaps she is overworked, I don't know. She either needs more help or to find a job she actually likes. Motor Learning should NOT be an online class. If ANY class should be a hands on class, it's Motor Learning!!! And Second Life is a complete and total waste of time. Not to mention outdated.*
- *Advising is not consistent and should be improved A LOT! They did not know answers to my questions half the time and always seemed to be in a rush to get to their next appointment. Classes curriculum could be strengthened towards a more hands on/ real life experience for nutrition majors. Perhaps incorporate some type of shadowing experience or rotation. I even got that in high school*
- *N/a.*
- *I wish that my professor would have made the classes that he taught on two or three days out of the week, not 4-5. More professors in sport administration.*
- *One thing I recommend especially for Health and Human Performance is to make sure to talk to students about obtaining certifications for their future job. The whole CLASS department does a great job of teaching the students but those ectra certifications will be helpful for students so by the time they graduate they would not have to spend extra time to obatin the needed certifications.*
- *N/a.*
- *HHP needs more advisors who have been through the system.*
- *None that I can think of.*
- *Advising for sure needs some help. I know they're busy, but maybe another counselor is needed to share the workload.*
- *I think that there could be a little bit more options on the availability of class times and days. The timing always conflicted with my schedule, whether it be job or other courses. I believe the advising could be a little more organized. From my experience I had to see an advisor 3 times before I finally got somebody to figure out the problem with my hours because things didnt add up. The first two visits I was told I was ready to graduate, so I chose all my classes and was prepared to graduate. I attended a second and third time just to triple check becuae I really want to graduate. The third time after I left I recieved a phone call later saying that there was the confliction with my folder. So I had to petition last minute, which was a little inconvenient, but as long as I GRADUATE this DECEMBER I'm satisfied!*

- *With my major the advisor was there to assist, but you were pretty much on your own when it came to making sure you are taking all the right classes. Some of the Spanish teachers need major improvement, they barely taught the class. It was like the teachers gave you homework and were kind of like figure it out. I had 3 good Spanish teachers out of the 7 classes I took.*
- *I think there should be a larger availability for classes, some classes only have one class time or day and you can't choose between professors. This can cause problems with scheduling.*
- *Na.*
- *Advising center was only average. Maybe have a priority system where upperclassmen can have first dibs on meeting with an advisor when they need to.*
- *Advising! Getting all of the advisors on the same page would be helpful!*
- *Reaching an advisor when needed was a major problem, but I believe the issues have been corrected now that KIN majors can see a number of advisors as opposed to one particular advisor.*
- *1. Advising appointment times.*
- *I am beyond disgusted with this university.*
- *Advisors need to respond to emails, be available for more appointments and not be late. As for being in class, if professors are just reading off their powerpoints and not show any example, make the class online instead of having students attend class.*
- *May more knowledgeable advisors and available appointments.*
- *N/a.*
- *Studying.*
- *Advising needs improvement.*
- *Na.*
- *Get better professors. Improve the classes. Change the course plan.*
- *English speaking teachers.*
- *Get professors who are easier to work with and will actually help you when you have a question, and not give you a sarcastic answer.*
- *I LOVE MY FORMER ADVISOR, MS. ERIN MAJOR. SHE HELPED ME A LOT THE CURRENT ADVISORS ARE NOT REALLY HELPFUL. THEY NEED TO GET MORE INFORMATION BEFORE THEY CAN HELP US.*
- *During my time at UH I somehow ended up having 3 or 4 different advisers whenever I would make an appointment. I think there shouldn't be so many different changes regarding who is your adviser. Also when meeting with the adviser I would suggest for them to take their time and not make students feel rushed because myself and other students felt that way. I think the explanation of the 30-hour rule needs to be explained more thoroughly.*
- *I feel like there should be more in-class lectures and less online courses.*
- *N/A.*
- *Advising was a nightmare every single time.*
- *Better advisors, more availability*
- *Advisor in Kinesiology. Mainly one in particular was not helpful and terrible rude.*
- *Need better degree planning.*
- *The reliability of the counselors.*
- *The advisors often told me to take classes I needed for PT school but I ended up taking extra classes*
- *Academic advisors need to give more advice rather than tell us what we need to get to graduate. They should help give ideas for interning, getting a job, graduate school, etc. A lot of college students are unaware of opportunities and all the different things they can do to build their resume.*
- *My advisor Alma Gonzales was extremely hard to get a hold of, when I decided to get a minor in global business and take the study abroad trip she discouraged me. I didn't like that!!!*
- *One thing I feel that may need improvement is the availability on appointments to meet with the academic advisor.*
- *Advisor availability, Parking.*
- *1) many of the teachers are more concerned about their research than their students. They lack respect and patience for us. 2) The computer lab is a disaster in Garrison. Half of the computer never worked and most of the time, the printer was broken. I do not like paying for this fee and not being able to use it*
- *The advising scheduler was always full. Why is physics needed?*
- *Advising system is pathetic. There was only one adviser two out of the two and a half years I attended school. Students can only talk to them by appointment. There needs to be an adviser that is able to take walk-ins, as not all of us can schedule appointments one or two months ahead of time. The installations where we attend school are not up to standard, especially for a tier one school. Major technological upgrades and better classrooms are needed to fully involve the student.*

- *Advisors need better training. There were times when I knew more about my degree plan than the advisor did.*
- *Advising availability.*
- *Counselor a need to be on same page. I would constantly be told numerous different things after seeing different advisors.*
- *It is very difficult to get an appointment with the advisor. Perhaps if there were less students per advisor, we wouldn't have to wait 2 months after we need to talk to them to talk to them.*
- *Advisers are different every semester, why is that?*
- *I do believe that there should be a bio-chemistry course for Human Nutrition and Food Science majors, one that is tapered to the interest of the field. There's so much more that we, NUTR majors, could learn, benefit and apply from having a modified course.*
- *Access to advising. When making the advising appointment scheduler, allow it to open up a full month in advance.*
- *Advising.*
- *Advising and degree planning. Students are not aware of all the prereqs tht are needed and thus delay their graduation.*
- *Advising currently needs improvement. My last year I had to see a different advisor each time I went (3 different total). It is also more difficult to get an appointment now that each week opens a specific time the week before.*
- *There should be more professors teaching the same that way students have the option of choosing. Instead of being stuck with one professors that does not teach well.*
- *Advising needs a better system when dealing with students and they all need to be on the same page when it comes to telling a student what all they need to get done.*
- *Advising needs to definitely be improved. It is extremely difficult to set up an appointment with an advisor. The senior advisement hold is ridiculous itself. Going through the difficulties of setting up an appointment, ONLY to see an advisor for 5 minutes so they can "remove" the hold. There needs to be an alternative solution.*
- *The new general advisors for nutrition are unhelpful and a waste. They didn't explain anything that was on my checklist. Just slid it across the desk and told me to read it. They couldn't answer simple questions regarding my graduation GPA. They seem lazy and uninterested. Erin Major was a much better advisor. I counseled with my major professional advisors regarding anything related to school and just went to see the general advisors if I had to.*
- *Better advising for future students.*
- *The Senior advisor hold that is placed every semester after achieving 90 hours is unnecessary. Most students I know are very conscientious about classes left before graduation. As a Nutrition major who completed a majority of coursework before Health and Human Performance became a part of CLASS, it was very frustrating as this was not a requirement before HHP moved to CLASS. The current advisors in HHP could use additional training in HHP courses. I did not find them helpful in planning courses. Most times they were not prepared and made me wait for more than 10 minutes after our scheduled appointment. Previously advisors in the department were very helpful and available for quick chats so that an appointment wasn't always necessary.*
- *Advising center needs more use friendly, when people needs to make appointment it is hard to get one.*
- *Counselor availability.*
- *Everything needs improvement. The building is old as can be and located right by Scott street where 3rd ward is. Asking for advising was impossible and treated as a privilege.*
- *Advising was a nightmare every single time. I understand they were constantly understaffed but the assistant advisor is very rude and unhelpful and when you did finally get to speak with an advisor, none of them told you the same information. Every advisor gave conflicting information.*
- *My advising was satisfactory up until my senior year. I've heard numerous complaints about advisers from other students as new advisers were hired. Most of the complaints were about degree planning.*
- *Advising. I could not be told how much my internship would cost and i was hit with a surprise i was not expecting it to cost that much.*
- *My advisor was rude to me but she no longer works at UH. I did not appreciate being talked to like an idiot when you are being paid to help me.*
- *Degree planning papers in HHP need to be updated. More advisors need to be added in Communications department with a better scheduling system.*
- *Offering more classes at different times. There were many classes that were only offered at one time which made it very difficult to balance a work and school schedule.*
- *The academic advisors have been turning over rapidly in the last 2-3 years. Unfortunately, I am disappointed that past advisors have given me incorrect information regarding my last 30 credit hours at the university--despite the fact that I have*

asked them multiple times about the requirements. It is also EXTREMELY difficult to get an advising appt. scheduled with HHP, and I think this is frustrating for many students.

- The Advising committee of my major needs an enormous amount of improvement. Most of the advisors there I felt were not really there to help me. Rather to hold me back from my graduation and make situation worse. I strongly encourage getting new advisors whose intentions are right and only to help students, nothing less.
- Everything about advising. we should have walk in hours. also when emailing and calling for our advisor she is never available.
- Thought that everything was planned out perfectly.
- I was never able to make an appointment with my advisor through peoplesoft, I always had to email her because there were never any open time slots.

### **Hispanic Studies (Spanish)**

- Honestly, I never ran into a problem. Debra Frazier is a great advisor and I always went to her when I needed assistance.
- The advising program can do better. I wish they had like a monthly meeting with all of us to advise us on what classes we should take. I took classes that I did not need it for my major/minor and I feel it was a waste of time and money.
- My Advisor Debra Frazier was always great with me but I know she is full all the time and busy with many things. It would be nice to have more advisors so she can dedicate herself to one thing at the time.
- Updating access to documents via the schools website.
- Advising ... the education department was not clear giving instructions sometimes..
- Classes and availability.
- If Hispanic Studies is to continue to be a relative major then some implementation should be done in regards to its role with the growing industries such as healthcare, engineering and business. I believe that Bauer has a great model for their in class teachings and in the world experience applications of those class teachings.
- More upper level Spanish courses available in the Summer.
- Emails are not answered. I have tried to communicate with my math prof for two weeks to no avail.

### **History**

- As a history major I would have liked to see more professors that specify in regions other than the US and Europe. My main reasons for not continuing my studies at UH is because of the lack of options offered for early "civilizations" across the globe.
- I do have two suggestions for history capstone courses. I know it is difficult to plan far in advance, but it would be nice to have maybe a 2-year schedule for the capstone courses that will be taught. I was lucky and got a course that I really enjoyed, but I have friends who waited until their last semester because they didn't like what was available before only to find out that the ones available for that semester were even less desirable. The other thing would be to offer more capstone courses each semester. I know these courses have to stay small in size because of the scope of the course, but it kind of sucks when there are only 3, 10-15 seat capstone courses for a semester and there are people who have to push back graduating because they could not get into one of them.
- I would make it more obvious when classes are only available for certain semesters, so that way it's easier to plan around them.
- Degree planning and availability of classes
- Advising appointments are difficult to get when needed.
- Availability of some classes being offered in both the spring and fall semesters. More options during the summer.
- The parking situation made me late for a couple tests during the course of my undergraduate career, which is ridiculous.
- Really need to stream line the administrative side of things. Going to four different lines for one issue is ludicrous. It always feels like people point you in a direction, and when you get there, they tell you to go back where you came from.
- Smaller classes are always better
- Personally I would have liked to take more Caribbean history courses, but I'm sure I'm alone on that one.
- You could add a second history advisor
- There could be more direct emphasis on degree planning earlier on in the academic career. Availability was never a problem.
- N/A
- Add more options for language courses at night
- In the history department, there was minimal variety of classes. Everything was US, European, or Latin history. Wish there were more classes on Asia or Africa, and ancient history.
- The office that handles account holds due to advising, check list, and ect..... Especially around enrollment dates..... I have been so listing it as invalid... added class each semester i have taken at UH... Most of the time the hold was for my address

- *No comment.*
- *Advisor told me I would not make it to law school when I was a Jr. I got admitted into several schools*
- *I would like to see more classes that focus on film and media.*
- *Better parking and security*
- *Advising - there should be at least one other history adviser who cares about their job. Often times getting an advising appointment or a walk-in, was a time consuming chore, and I felt as if it were more of a burden for the adviser than anything else.*
- *N/A*
- *Yes. Every other university EVER gives you a signed degree plan your first semester, and that is what you have to do to graduate. Too much changed throughout my time at the school that I was constantly playing catch up. Don't change people's degree plans while they are in school!*
- *Advising needs to do a better job at guiding students in the right direction and informing them on where they stand. I took classes that were not necessary for my graduation it was a waste of time and money.*
- *As a full time student with a full time job sometimes it was very difficult to find the classes that i needed, pass 4:00p.m.*
- *I had some issues in each of the following areas: degree planning, transferring credits from other universities, and financial services. 1. I was not well informed about the importance of the social studies composite option (for history majors w/ teaching certification). Therefore, I was only able to take the History 8-12 certification test for now, and that has vastly limited my job options. 2. It took over a year for many of my credits to be transferred due to a) slow processing time/failure to input transcripts and b) many petitions for credit. The petition for credit process is long, confusing, and difficult for all parties involved. 3. Financial services made many mistakes. Just last week I received a call that someone at UH made a mistake and I owe another \$900. Since this is my last semester, I have to fins a way to come up with that money on no notice, so I can begin working. That is difficult for a person who has been a full-time, unemployed student going through student teaching for months. The process in general has been more difficult and time consuming than at any other college/university that I have attended. In addition, I was frequently told to come in and see financial aid during times that I did not have classes on campus (I have to drive from the Spring area) only to find out that I could have taken care of the issue online or over the phone. I was very disappointed with the administrative side to my experience at UH. For this reason, I chose not to apply for graduate school at UH, and instead, I have decided to attend elsewhere.*
- *1. The writing center is an unusual place that doesn't feel inclusive. Things may be on the mend, and I realize that many students do not understand exactly what the writing center is supposed to be used for. I'm not sure how it is introduced to new students? It should be a required part of the process for freshman students who are not familiar with writing at the college level. Research papers are difficult and can be the demise of any undergraduate student attempting to fulfill core requirements. 2. Certain departments need to grow in size so that classes aren't limited to "major" only. This gives students an opportunity to explore their interests early on. 3. Adjuncts need to be selected more carefully!*
- *Classes need to be face to face and not online. Thus many classes online are outdated. Also there should be at least two History advisor in the History Department. It's a shame that only one Richard Frazier takes care of the whole department when it come to advising.*
- *No.*
- *Need a better advisor in the history department. Also, the foreign language requirement wasn't something I needed but I was squired to take it. I would rather have used those hours for learning another subject.*
- *For a university that, at one point, was so revolutionary in distance education (I remember courses being broadcast on TV as well as VHS taped courses) I found the online coursework to be lacking. There seemed to be few options available in terms of my required coursework and it seems like, particularly with my history capstone that only met once a week and the majority of work was done outside of class, online courses that only meet a few times could be a great option for those of us who work during the day. I was able to avail myself of two online courses but it seems like UH should be able to offer a great deal more in terms of variety. I do think the advising program has come a loooooooong way. As I mentioned in a previous response, during the late 90s I was actually turned away by the History department when I asked for an appointment with an academic advisor for the purposes of assistance with course selection. I was told to consult the guidebook because the advisors didn't have time for that type of consultation. That lack of guidance and support is the primary reason I dropped out and why I wasted so much time, money and effort on courses I shouldn't have taken.*
- *There are not enough options for after hours (after 5PM) courses or week-end courses. A lot of the students at UH work and it is difficult to fit the right courses for graduation.*
- *Professors must be more willing to meet with students. Many times, the professor was either unwilling to meet, or displayed an attitude of being highly inconvenienced about having to meet with a student.*



- Availability will always be an issue, in terms of diversity of subject matter. There also needs to be a better eye kept on how online classes are in relation to changes in history. They may need to be updated more frequently.
- Now for biology you can take a class for none majors why not offer this type of class in foreign language. That department needs help is understanding that people learn differently and a cookie cutter approach doesn't work.

### **Liberal Studies**

- Classes offered.
- The academic advisors need to care more and be much more helpful. I switched and added majors quite a bit until I found the Liberal Studies major and of the many advisors I was required to see, Tamara Cobb was the only one that really seemed to be fulfilling the job of an academic advisor. The rest just made me feel like I was inconveniencing them.
- It would be beneficial to the other students to have more advisors available. Also for them to give you information and ongoing jobs or positions that can help you with your future plans.
- Classes and professors have been both been positive experiences for me at UH. Although, the administration has been the worst, appears disorganized, inefficient, just an overall bad experience. I have heard this from several other students as well.
- I believe there should be more flexibility and availability in the required courses so that graduation can happen in any semester and not have to wait until the following semester to finish up a certain class.
- Na
- Overall, both the academic and administrative areas seem to be fine, and don't need any improvement. I believe that reliable service and engagement with students is the key in developing a successful environment.
- I think there should be Advisors especially for job seeking within the field. Although I found some professors who were helpful with this, I think it would have been more helpful if there was someone we could go to that would actively help students with this. Also, the Financial Aid office needs to be completely made over. They often lost documents over and over again and I was forced to keep bringing them in on my own time.
- Availability of upper level courses in terms of times I suppose.
- Everything is good so far. I didn't have problems with anything.
- You can't get into a lot of the classes. They need more classes that focus on narrative t.v. and movies. They only have three so far and only two are available a semester. It's frustrating because I could not get into those classes and I was a senior yet there were sophomores that got in. They need more teachers for those classes like single cam and digital cinematography.
- At the moment, there is nothing I can think of that needs improvement.
- 1. student support (increase student services and life supports to encourage graduation) 2. class size (make limits smaller) 3. career and industry partnerships.
- I think everything runs smoothly. Perhaps some class sizes could be bigger to accommodate student's schedules. I had a hard time working and finding classes at the times I was able to attend classes but had to choose elsewhere because the classes were full.
- New desks in some classes. The writings on the desks can be distracting to people.
- 1. Faculty needs to be more aware of hacking which I was a victim of. 2. Some of the welcome center faculty and ROTC program seemed to be corrupted at time.
- The Bureaucracy of CLASS and the way the students of color are treated. By color I will choose to say that what we call people of different ethnicities. African American, Asian, Latino to name a few.... I do not understand why an institution so big actually run with the idea they are creating leaders when the leaders are in their offices without any care of what really happens outside. The administration and the advising take no one unless there is a specific reason for their visit. It can't be because there is a question they would like to be answered. No is no to them! If you don't have an appointment no sorry but register or even better email. Yeah right, speaking to a human being about an issue is one of the most important things to come across as being Leaders who want to lead. This is not it from this Department.
- Work more closely with transfer students.
- As stated above, I really did not have a choice of schools. My advisor was entry level and I had to do most of the work until another advisor replied to an email I wrote that it was not my job but my advisors job. This person sent a copy to my advisor who has not asked me to do any more of the work. How frustrating! I was trying to negotiate my 3 minor advisors plus my major advisor and it was a terrible experience. I am glad I had the option of the Liberal Studies degree plan. I would not cut that. I would highly recommend better/more training/mentoring for young advisors. I don't think she knew of her mistake, I am sure she would have been quite capable were her duties made clear.
- I had very good experience with my Advisors. I met with Tamara Cobb every term and she was always very nice and very helpful. I think more creative writing classes should be offered in the English department even for those not in the Creative

*Writing program. I think the bookstore should buy back books for half of what the student pays for them. They'd make money anyway and the students would feel a lot better about selling their books back.*

### **Modern & Classical Languages**

- Class availability for Psychology was terrible - most classes were only on Tuesday and Thursday, which did not fit the needs with my other required classes (MWF) because my commute is 30 miles, as well as my work schedule. I ended up having to take many Psychology classes online, which isn't nearly as good as taking them in person. Also, the availability of advising in the Psychology department needs improvement. I couldn't get an advising appointment to go over my degree plan in my last semester until about the 5th week of school. There should be senior priority when it comes to advising- all the appointments had been filled by underclassmen. Although they also need advising, they don't need it nearly as badly as graduating seniors to make sure that they have all the required hours to graduate.*
- Specifically in regards to a French degree, I feel as if the French programme is throttled by a small depth of scope. A lot of the literature classes available tend to only focus on the 19th century. I understand that the research interest of the faculty, for the most part, reside in this century but I do feel as if the programme suffers a bit because of it. Another problem plaguing the programme is the lack of course opportunities overall. I think that if courses were open to non-major/minors it could really enrich the programme. As the Film class taught by Dr Tucci, which is open to anyone the non-majors write papers in English and the major/minors write their papers in French. I think that upper level literature courses could really benefit from pulling majors from other language programmes. Also, with students reading the text in multiple language this could be, in my opinion, an interesting way to learn about the intricacies of language and the importance of translation to academia. I understand the necessity of grammar and writing classes being taught only in French but I don't agree with the single minded approach of having a literature class at a Houston university only being taught in French where only ten people sign up for the class.*
- Chinese classes in the lower level should be smaller so that students can get used to having a smaller class to participate more in.*

### **Music**

- In the music school the orchestra badly needs improvement. The repertoire chosen during the four years of my undergraduate degree was unacceptable. Part of a music major's training is learning to play the standard orchestral repertoire. When you audition for graduate school, orchestral jobs, or are freelance gigging, knowing the big works from the standard canon is essential. While I was in the Moores Orchestra I played only 5 concerts of standard repertoire, that's out of a total of 24 concerts. Instead, the ensemble plays obscure, rarely played music, new music, band music, or music rarely played outside of a ballet orchestra. While some of this music might have merit in its own right, it is replacing the bread and butter learning of standard repertoire. I have attended prestigious summer music festivals and have had the opportunity to talk with my peers from universities and conservatories from around the country. They are in disbelief when they hear what the UH orchestra plays. No serious music school can have an orchestra so deficient in real repertoire. If you were to compare the repertoire covered by the Shepherd School of Music (or any other music school) in the last four years and the Moores School of Music, the discrepancies would be blatantly obvious. The Moores School should be interested in being nationally competitive, but more importantly, the students graduating from the Moores School must be able to compete with their peers after graduation. Fixing this would be a simple matter of programming frequently performed pieces from the standard orchestral canon. The poor management of the orchestra and the lack of real repertoire are the single most important reason that I chose not to apply to UH for my masters degree. I know there are other musicians like me that leave the school purely because of the orchestra. I otherwise loved my time at UH, and would love to see this problem solved.*
- Offer more music classes in the summer.*
- The BIGGEST AREA that NEEDS work is definitely Financial Aid. Dealing with them has come to the point of dread, and sometimes I get physically nauseous. There is no warm smiling face, nothing. Every time someone goes there in person, you feel like you are being "processed" and that there really is no "aid" lying around for them to give to you. Calling them (if you are out of town, etc.) is even more of a pain. You can sit there for 40 minutes waiting for your turn, then have someone transfer you or hang up in the middle of your explanation of why you are calling then end up having to wait ANOTHER 40+ minutes after calling back just to get someone to understand you. From being within the music school, I would have to say the the Box Office needs some work. I have worked many hours there and I have watched it fall further and further to pieces. It is at the breaking point now. I believe the biggest help would be to separate the duties of the higher-ups. Certain people have far too much to work on to be trying to involve themselves with the box office as well. Others work their bums off and put everything*

they have into it for absolutely horrid pay. This in turn causes tensions and misplaced attentions which causes employees to become confused and in turn perform poorly.

- The Honors college is a hot mess.
- I wish there was more flexibility in the music performance degree plan. Specifically, I think that the accompanying and large ensemble requirements are onerous.
- The selling of academic honorary cords was an insult to students like me. I went to a public high school for free, did my best there, and were honored with 2 sets of cords specifically designated to Summa Cum Laude and Distinguished graduates at no charge. The school (CLASS and UH as a whole) had no difference of cord designation for the 3 different honors (Cum Laude, Magna, and Summa) and made the students pay \$15 for a simple cord. I don't think the school understand how much money it had asked me/the government to pay for and in return still try to make a profit out of its graduates. None of my friends' schools asked students to pay for their cords; they handed them to the students at no charge. And I am extremely dissatisfied with the other cords that were sold, so students can just pay money to get cords now? Is the University so desperate for money that it's willing to let ANY students look good (as honored as hard-working students)? Such a good tire-one school, huh?
- N/A.
- Reading in the content area is not applicable to music majors and should be taken out of the music education degree requirements.
- I don't know of any.
- All the students I have known have look out at some point for the easy science classes in order to just pass them or get easy As. This is due of the general idea of CORE being only a "requirement." In my opinion, if CLASS students are required to spend two semesters of science, students should have the option to a larger pool of CORE classes that allows them to choose subjects of their interest and related to their goals. I felt the science subjects I had to take were not related to my objectives and after I finished the semester I eventually forgot what I learned. I feel this happened because there was no follow up to what I learned because I never had to. After taking a Geology class, I never utilized what I learned and fade away eventually. If I have had the chance to take a science class that I would believe was more related to my major, probably I would have retained more information. The design of the curriculum should have more options for science general classes that support CLASS student's majors.
- I think all incoming freshman should start off with getting Core Classes out of the way. so that it gives them time to think about if it is the right major for them.
- Favoritism in the music education area.
- Conversations between the music school and the college of education. I don't know how much CLASS has a part of that, but there needs to be a bit more consistency in the College of Ed's approach to the music school.
- I would like to see more classes offered more often. It's really saddening to see my colleagues fail a course and being set back a whole year in their degree because it's only offered once a year. I would also like to see smaller classes in the music history sequence. It's impossible to really learn when there are so many different things going on around you.
- No improvement needed.
- Band classes should be worth more credit. It was 3-5 times a week for two hours with little credit hours.
- Within the degree plan for music education, I believe there are many classes that are simply unnecessary. We end up repeating classes in piano, and the tuition adds up (especially if you are a choral music education major). Also music education majors need more classes focusing on classroom management, rehearsals, and teaching techniques within music. Putting us in regular education classes focusing on these topics does not help. The subject matter in those classes (Reading in the Content Area, Educational Psychology) are rarely helpful in music classrooms because of how it is presented in class. The professors for those classes are brilliant, but most music majors are usually isolated in those classes. Music education majors are well-prepared once they leave Moores and UH, but I know most of us feel as if we've taken too many detours (and paid extra money) for classes we may never use.
- Help with Aural Skills and Theory (i.e. Tutoring).
- I just wish that classes in the music school, such as music history, were available both semesters instead of just one. Waiting a year to take a class again if necessary is a little stressful.
- It would be great to have a full time string pedagogy/education faculty member in the music school. I feel that there are gaps in my knowledge regarding my future string teaching due to a lack of available string-education-specific classes.
- 1. I believe we should have more availability of classes in the music school. For example, I could have graduated a semester earlier had I not been withheld by availability. For example, Theory 1 is only taught in the fall semester, Theory 2 is only taught in the spring. If we could have them both taught both semesters, I believe people would be better off. The same thing with history classes. 2. I believe our Financial aid systems could be improved; for example, all too often scholarships, grants,

and loans would be put in pretty late. If this could be put in a more efficient manner, it would make a great deal of people much more happy.

- Music History classes - Some of the professors was not teaching for success.
- Financial Aid Parking.
- That some times there are professors with very poor academic level, and even so UH HAS HIRED THEM, WHY?

### Philosophy

- I think the structure of Philosophy degree needs improvement.
- We need better buildings and more area for philosophy get togetherness.
- Clean up class rooms Get better chairs in the building.
- Writing!
- Availability in classes, I often had difficulty getting in to classes I had interest in despite attempting to enroll early.
- You need more comfortable and spacious desks in Agnes Arnold Hall. And not just on the 1st floor - in the WHOLE building. Especially since many CLASS courses are taught in the 2nd and 3rd floor of AH.
- NA.
- The philosophy department is bit small; which leads to overcrowding when there are a lot of Professors and students there.
- I'd like to see the philosophy department have more special events.
- Classes are too big... Course offerings aren't diverse enough... Need more professors....
- During the four semesters when I was taking Spanish classes, the policies changed every semester, I believe. Some stability in that department would be nice, but still I would say that it was a good experience overall. The philosophy department's computer lab needs to be maintained, on a software and computer level, much more regularly. Too many computers cannot print.

### Political Science

- I would advise a more vigorous academic program.
- N/A.
- More budget resources for the languages.
- There is only one academic advisor for the Department of Hispanic Studies, so I always had to wait a few days before I could meet with her. The selection for upper level Spanish classes were limited.
- Additional degree planning.
- Definitely think you need to hire more advisors for students.
- Advising needs improvement. While the political science advisor were always available they proved ineffective requiring me to fill out forms multiple times. In History, the advisor was effective and was readily available over email. Yet he was difficult to plan a face to face meeting with due to inappropriate hours.
- Have classes secdule for student convince and not instructors convenience.
- I found the availability of quantitative methods to be annoying. Give Mr. Manouelian and the rest of the advising staff a 3 month vacation or a big raise. They deserve it. They always look exhausted.
- -Make the National Security Minor into a major -do NOT listen to those kids that keep complaining that there is no International Relations program at UH. it is entirely too impractical and expensive to compete with the Baker Institute in This field. Give them a Minor at most to appease them.
- Degree Planning could use some help.
- N/a.
- I wish there were more history and political science class on the Middle East. Having been to a school in DC, the political science department doesn't even compare, I might see if you could get local politicians (current and former) to teach classes I feel that they have inside information that is helpful that professor who have studied politics can't give the students. During orientation, the week before Fall 2010, I met with an advisor (political science) and felt very rushed and did not find it very helpful. He did not advise me about the language requirement since I was debating whether or not to double major with History. Then, the first sign language was only offered during the fall, so I had to wait until the following fall to take it. I find that the advisors aren't very helpful. I basically got the checklist and did it myself. I think there needs to be more information given by the advisors to the students. The information needs to be what exactly are the classes you need to take, and what are the alternatives that will count. I don't like that an advisor tried to talk me out of going to law school, I understand if someone is on the fence and they go to them for advice, but it angered me. Law school was something I always knew I was going to do, I know that there is a lot of debt and competition for jobs, but I also don't feel like I could go out and get a job with my B.A. in

political science. I didn't look for information about job fairs, etc and what help the university could give me in terms of finding a job, but I am not optimistic that the university would have been helpful.

- CLASS must have better opportunities to form one on one relationships with the faculty and staff.
- It was pretty good no need for improvement.
- Financial Aid and Student Finances need a LOT of improvement when it comes to efficiency and service. Political science courses were very dull and dry and lacked creativity. If the university is committed to improving CLASS, then it must diversify the courses offered in political science. It is sad and somewhat strange how there are far more history courses that include various topics and subjects, whereas political science does not. I am not happy with most of the courses I took in political science.
- N/a.
- Some availability for the popular professors. Could also ask students what they want to see in taught, i was only asked once for input.
- An international relations program!
- Financial aid. Needs to be organized.
- There is one advisor and im not the best of students but every time i would go in she would make me feel like i wasn't worth her time, it was very discouraging because i wished to share to her why i was in my major and why it was important to me but this was never brought up nor an opportunity for such connections , the rest were very positive and i enjoyed the visiting.
- Class availability definitely needs more improvements because a lot of required classes for majors are not available for students that also work.
- N/A.
- I have had numerous issues with the administration at UH. Generally, when I tried to make a complaint or fix an issue, the staff were rude and unhelpful. I had to push and dig to find the answers to questions I had. I'm glad I had peoplesoft and one Academic Advisor that I felt comfortable with. However, my experiences with administration here have been bad enough that I don't plan on ever donating my time or money to the school. For a tier one school you need to step up the way you treat students. We are not a number.
- I think the key is having advisers that are really knowledgeable in their area and help to get students through school in the best way for each individual student.
- More availability of walk-in hours. Sometimes you just do not know when you will be free. If the opportunity opens up, then having an adviser available would be great.
- Advising could be more engaging. I feel like scholarships and grants fall off after the first two years at the university, if there was more engagement from the advisors on that front, the students would follow up with grants and scholarships through out their college career.
- Get all professors on blackboard!
- 1. More classes and more diverse classes offered in the Spring semester. 2. More help and information from advisers on finding jobs related to my degree.
- More relevant and varied classes (specially in the Hispanic Studies Dept. - they need more classes geared toward linguistics) More strict admissions criteria (specially for Political Science), the major should require at least 1 4000 level course.
- Some of my POLS professors sucked. No control of class / too many readings / no learning obtained.
- Political science teachers who do not test well. They are too easy, their courses are to easy as well.
- Choosing classes & applying for graduation is extremely unnerving, I think a more focused graduation advisement or per-graduation fair focusing on this process would be very helpful.
- Offer more political philosophy courses Create concentrations, e.g. Major in Political Science with a concentration in Constitutional Studies/Interstate Relations/Social Policy/etc.
- Class sizes were great, advisors were great. I was disappointed that I wasn't able to obtain teaching certification alongside my PoliSci degree. I had to add a Minor mid way through my time at UH and am now using an outside teaching certification institution to become certified. I also think that the Spanish department was the most negative experience that I had at UH. I did not care for the textbooks or "busy work" that the classes required. My spanish classes felt like the environment of a high school class...VERY different from all of my other classes.
- I strongly believe that advising is the vital foundation needed for a successful college completion. The scheduling process and number of advisers in general should be expanded to accommodate such a large student body. Walk-in advising is essential to commuter schools with students often having crazy schedules and find it difficult to take whatever appointment is available. If advising on a walk-in basis is not possible, then perhaps there should be a general advising center where students can receive "general" academic planning answers to their questions. A more personalized academic planning session would be with

his/her personal academic adviser. At least whatever question he/she needed answered would have been answered immediately.

- I think there are too many political science classes that require writing extensive papers at the end of the semester. By the time it came to graduate, the papers became redundant and busy work.
- Become more organized with advising hours. On multiple days I attempted to seek advising during walk in hours only to discover that it was a day devoted to transfer students. You should email students in advance to notify them of walk in hours not available on certain days. It is inconsiderate for those to be commuter and made a trip for nothing. For individuals who have full time jobs walk in hours best fit my schedule. Edward is the worst political science adviser ever. I emailed him for a question and never got a response after 2 weeks I approached him in person and his response was priceless by saying I remember getting your email but forgot to response. I thought advisers were there to help us and not be irresponsible.
- I would have liked to see more face to face courses offered after hours or better use made of online classes for those of us who are also employed full time. I had to give up on several classes that I would have loved to take because I could not be available at the days/times they were scheduled. The classes that are offered online, however, need to be more interactive. Courses that simply required that I watch videos and answer multiple choice tests have had little long-term impact.
- More night classes.
- I was very pleased with my experience in CLASS and do not feel that any improvement is needed.
- I understand that there are many students enrolled at the university, but many times the advising faculty are in such a rush to get you in and out that it was difficult to really sit down and make degree plans. I will graduate with a major in political science and minor in anthropology and if I had known that I could not get a teaching certificate while enrolled for a bachelors, I may have considered changing my major. I received more help from professors with my degree plan than from the advisors.
- Availability of evening classes.
- I would like to see more ideological diversity among professors. Hire a few conservatives!

### **Psychology**

- The lady at the front desk in the psychology advising office is always rude to everyone. The psychological statistics course is poorly structured and is inadequate at preparing those who plan to continue onto graduate school. When I took Psychology of Personality it was not taught as a personality class, it was taught as a history of psychology class and that was boring and did not contribute positively to my education.
- I would like more hands-on psychology courses. It felt like all of them were just introductory to a certain topic, but they were not hands-on.
- It is perfect the way it is.
- No.
- I would say availability of classes needs improvement. There were a couple of psychology courses I was interested in taking but had to take other ones because they were not available. Also, I would say that the advising appointments need to be a little bit longer because there were times my advisors made me feel rushed and the meeting was a little haste.
- The degree planning portion could use some revising. Throughout my entire college experience it felt as though no one truly explained how crucial it was to plan ahead. You walk into your advisors office thinking they will plan out everything for you but instead they remind you of what types of classes you require such as advanced or senior level, so many electives and so forth. Telling students to get a hard list of courses and really compare it to what they are interested in and require in the long run will help create better planning and organizing.
- Advising needs to be better, I could advise students better than the Psychology advisors.
- No comment.
- Get better psychology advisors. Or at least have them thoroughly check through each student BEFORE the student comes. I was told three different things three different times all within a months time the summer before graduation.
- I had no problems with advising or class sizes; however, the lectures of some professors could use some work or spicing up. I remember one particular class where I liked the substitute professor than the actual professor. I understand that there are practical subjects that can be boring, but I've had some classes like that and the professor would use interesting examples (such as a case they had worked on, interesting stories) to get us to listen. She hadn't dwell on the subject too long to keep us from being distracted by the main subject and kept everything around the main subject. I tired of professors asking students questions and actually waiting for a reply, which most likely isn't going to come. One of my professor only waited a second before moving on and eventually, students do begin asking questions. Not all the time, of course. It's a hit and miss. There's a lot of reasons why students don't answer questions. It comes between not wanting to embarrass themselves and simply not wanting to. One of the first classes I took was one that was mandatory for Uscholar students. It was terrible. I'm not sure if

*it has improved. The point of this class was to allow students to learn about their interests, possibly pick a major, good studying skills etc. The class I took dealt with reading books and writing out our goals. We took quizzes that meant nothing to us, because the lessons never stuck. I would suggest letting the Uscholar students experiment with other majors. Having workshops, like testing to see if they would prefer an English major by having them read and write essays, have an acting to see if they like that. It's a lot of cram into one semester, but it beats what we were doing, which did not help at all.*

- *Welcome center.*
- *More appointments for advisors.*
- *I think class availability can be altered. Many people could have graduated spring 2013 but since some classes are only offered in the fall, they had to wait until next semester to graduated.*
- *N/a.*
- *Advising needs to have more open time periods\ walk ins.*
- *More communication between advisors and students.*
- *Advising and availability of advisors, it was too difficult to get an appointment at times. And appointments lasted 3 minutes! Not much guiding in my opinion which is what they are there for.*
- *I have a huge problem with the availability of the Psychology of Personality class. As a required psychology class, I am extremely disappointed with the fact that only one of the three classes were actually offered on the main campus and in-person. When I was enrolling in this class for the spring '13 semester, I had an afternoon time on the first day of enrollment and the class that was on the main campus, in-person was completely filled. In fact, the only reason that I was even able to enroll in the main campus, in-person class was because I checked every single day to see if someone dropped the course. I cannot explain how disappointed I am in the university to offer such a poor variety of times and availability for a class that every single psychology major needs. I do poorly with online classes and I refuse to drive to the Sugarland campus during rush hour when the main campus of UH should have more than one physical class for a required course. I do not pay tuition to get such poor and disappointing choices in a course that is required for every psychology major.*
- *Since this is a commuter school I would suggest more classes available online and on remote campuses. I found it hard to try and schedule classes on only tuesdays/thursday schedule and maybe even providing more one day a week classes.*
- *More open times for advising.*
- *It would be great to have more Psychology classes available at varying days/times. There were many classes I was interested in taking but was not able to, due to availability. The psychology advisors were all great.*
- *Advising times (to sign up online) were very difficult to get around to, it was not time friendly for those students who had classes or work during that time. Students need more options available to sign up for advising, etc.*
- *I think that the advisors could be a bit more consistent. Every advisor that I have been to has told me something different than the last one. I planned to graudate in the Fall 2013, but because of a miscommunication I had to attend school for another semester.*
- *- Allow for more online classes for psychology students*
- *None*
- *I tried several times to get ahold of advisors, the one time I was able to get through I received a one sentence email back. When I tried to schedule an advising session I was never able to get one through.*
- *Psychology advising is horrible*
- *Advising needs to be more available and knowledgable. Degree plans need to be confirmed and stay consistent, instead of constantly changing.*
- *The classrooms that I was enrolled in my major field seemed to be a good size and allowed time for the professor to answer people's questions or to clarify in detail the material.*
- *I think the advising could be improved a bit, by being organized and more helpful. There's been times when I walked out and I was still not satisfied. An maybe require some career counseling since CLASS is such a broad field.*
- *1) It was very hard to find an open spot for advising. 2) It was very hard to get in contact with any advisors, or the psychology department. 3) Some introduction classes need to learn a new way of teaching, to make introduction to psychology a little more interesting for new comers.*
- *I had problems getting credit for my minors and had to reapply for two of them multiple times because the administration had messed up and/or lost my applications. Overall my problems came from when the psychology counselors had to ask another major about something. The inter-college communication was almost nonexistent. Every time i asked for advice on classes i was merely given a list of what i could take. Most of the time i went to other students for help because they had more information.*

- *The woman at the advising office in the psychology building (blonde hair, kind of chubby) is extremely unhelpful, condescending, and rude. It is important she be reprimanded, not because I am vengeful, but because first year students and transfer students should feel comfortable going into the academic office and asking for help. I avoided that office like the plague and instead emailed my psychology advisor and went to my honors and art advisor for assistance rather than have to interact with her.*
- *Classes are far too easy and do not allow for any real insight into the field of study. I believe internships/ RA hours should be required of all students before they are allowed to graduate.*
- *Just fix the road on Cullen blvd.*
- *Perhaps hold a fair for laboratories and research going on within CLASS to show students interested in research could potentially pursue and join as assistance.*
- *The academic advisor was always really difficult to get into, and for a moment the appointment making software on peoplesoft was not working.*
- *None.*
- *Offering more sections of required courses.*
- *I do not have any suggestions, because I had a great experience being in the CLASS program.*
- *More advisers or more time slots and more information about degree possibilities.*
- *Better advising.*
- *Need a better building =D even easier access to counselors.*
- *I think walk in should be allowed for meeting an advisor.*
- *Advisors should not only tell students what classes they have left to take, but also talk to them about their personal and career goals. They should help students become more involved with the university by offering clubs associated with their field. Advisors should pay attention to student's progress and offer advice if they see that the student is not reaching their full potential. They should be counselors that have the student's best interest and should not just check off classes and collect a pay check.*
- *It might be a good thing to add more times on courses that fill up quickly. Also, decrease the class size of classes with a large amount of students.*
- *N/a.*
- *There should be more availability for seniors who need advisement before graduation.*
- *Class size and update rooms technology and size.*
- *Availability of classes and preparation for the workforce after graduation.*
- *Math department- The man who is the head of the math department, I won't name, names but he needs to learn how to talk to people. He is a very rude person with a short fuse. He has no understanding of consideration towards students to be in the position he is in.*
- *For the classes, if a graduating senior emails a professor to let them know they absolutely need the class to walk the stage they shouldn't be sent through hoops and hurdles and add extra stress because the professor tells them no.*
- *It's a major obstacle to get an appointment with advisors at times. I would recommend staffing more advisors so that students do not have to suffer a Senior Hold while all of the classes begin to fill up. Also, I found it disappointing that the opportunity to conduct scientific experiments in the department of Psychology wasn't available. I feel that adding this component to classes like Social Psychology would enrich the learning process. It also sucks to know that a friend of mine at the University of Texas was able to conduct psychology related experiments as an undergraduate, while we weren't given the option at UH. Aside from what was mentioned, I thought everything ran smoothly in CLASS.*
- *Advising and class availability needs improving.*
- *I would have liked to have better advisement geared towards post-graduate plans. I think the university needs to better guide students to succeed in the transition between our undergraduate career and our post-graduate options. The more successful the students are after graduation, the stronger our UH reputation will be.*
- *There should probably be more advisers. It was sometimes difficult to get an appointment as they filled up very quickly. I think that seniors or those close to graduation should be given priority for advising appointments. I think that transfer students (especially from out of state) need extra assistance because records become extremely complicated. Not only do some classes not count the same way as they would have in another state, but people transferring from a quarter system end up with partial credit and numerous petitions have to be filled out. I think I filled out more than 10 petitions. I also had to wait a very long time to find out if a class counted for a requirement, sometimes so long that I ended up re-taking the class before being finally notified that I already had credit for it. This was frustrating. My adviser did her very best, but it would have helped if the process was more streamlined or if someone else could have helped or sped up the process.*



- *Too many problems scheduling appointments with advisors.*
- *Have more advisor appts, have appts outside of the 8-5 timeslots to accomodate all students inc those that work full-time; have more online class options; offer more classes at UHSL; create new classes when you see such intense demand for a class that is a requirement for many majors.*
- *In advising, I believe that the advisors need to have a clear and precise explanation of graduating with honors (suma, magna, etc.). I was under the impression that I was doing so because of what the advisors had mentioned, however, I was not explained the full requirements and did not end up graduating with honors. Also, the advisors should guide students in which psychology electives to take in order to be better prepared for the desired field the student would like to pursue.*
- *Advising was terrible for me. My advisor would takes months to reply to my emails and was not helpful at all. I got the impression he did not care at all about my success.*
- *The advising is awful. I always had to keep my sheets to show to my advisor because they would fill them out wrong and due to a mistake they made I had to take an extra semester of school.*
- *Some of the classes that I needed for my major requirements were only offered certain semesters but not both.*
- *CLASS Advisors are the meanest and laziest people as compared to advisors in other majors. I know ALOT of students and 99% have the same complaint!! Classes are made either too easy or too hard. I didn't study/learn one thing from my online classes, and made straight As.*
- *None.*
- *I think availability is a big thing, there are only very few select courses for Psychology students, and I think internet classes are even more rare. Please increase the number of internet classes.*
- *Classes were too large. It would be great if classes were smaller. It would be better to assign advisors because I had several through my undergrad and they didn't really understand where I was going or what I was doing.*
- *Availability with advisors.*
- *I do not like the online scheduling for advising. It was difficult to find a time and I had many difficulties in getting the page to load.*
- *-I think advisors need to be clear in communicating what students need in terms of requirements and scheduling. -I had 4 different advisors at some point while I was a student within my two years at U of H. -In terms of degree planning, there was a lot of research I had to do on my own because I was not informed on the processes as a transfer student.*
- *I feel like my experience was excellent and I wouldn't change anything.*
- *More advisors, although i always got an appointment i would have to wake up very early to be one of the first ones to sign up when the appointments were out. I managed to plan well. I don't know what I would have done if i had an urgent reason to see an advisor immediately.*
- *Helping to promote internships in Psychology*
- *I think advising needs to be improved tremendously. I was never given the pamphlet to my degree that specifically tells you the three Psychology classes that need to be taken first. Also, I was very frustrated with the very first advisor I ever spoke to that recommended me stay at Kingwood College for another semester after I had received my Associates degree; she recommended me stay at Kingwood College and complete 3 more classes but never mentioned that I needed a certain amount of credits at UH to qualify to buy a class ring. I have always wanted a class ring and I would have taken those classes at UH to have enough credits for a ring and now I do not.*
- *N/A*
- *Getting in contact with counselors to is rather difficult since appointments can only be made one week in advance and usually fill up in about an hour or less. Some of the classrooms could use a technology make over, there were classes that focused somewhat heavily on videos or music and either the projectors were very weak or the speakers rather bad. Also, some of the desks should be replaced. There are too many rickety wooden desks that are just about to collapse. And whatever you do replace them with make them have a larger writing surface. These desks barely hold a journal and make it rather difficult to take tests on.*
- *When I first begin here at University of Houston the advising area was not to good. It was hard to speak to anyone and when it was important you could not get an appointment. Also email did not work really good because you did not get a response back in time. However I was a student to stay on top of things, which this helped me and learning new things. I would make a appointment every semester to So I would have to say this have improved a lot. But I do think the Staff should be more informative. You are a new student to a new University. You don't know anyone or anything. The advisor would be the first person that most students will seek out for help and to get them on the right direction.*
- *I think you should be assigned to a single advisor the whole time.*
- *I w [response ends abruptly].*

- *Helping students prepare for grad school, encouraging research participation, developing mentor ships with students rather than just moving students through to earn a credit. Smaller classes, with more available sections would help with that.*
- *Some classes were very difficult not because the classes were difficult itself ,but because some professors made their lectures more difficult than what they really were.*
- *Availability of online courses.*
- *Better inform students of jobs offered after graduation.*
- *I found that my community college offered more classes online. I was working part time in Katy and my school schedule was limited, there should be more online classes. Also had problems with graduation because one of my classes was not able to count towards my major because I had a D in the course. I transferred with my Associates Degree, therefore, I think that it should not have been a problem. Perhaps evaluating this so future students don't go through the same thing would be beneficial for both the school and students.*
- *Advising for my major (psych) gets kind of hectic, due to no walk-ins, but the advisers are great in emailing students to make sure their problems are solved. I also had some issues with course availability but with the help of advisers, I always tend to get what I needed.*
- *The appointments for psych advising is horrible. they are not r [response ends abruptly].*
- *N/A.*
- *Financial aid department. Last semester, there was an issue with some of my paperwork. They sent me a generic form email informing me that they had not received the appropriate forms and could not award me aid until I sent them in. So I resent the necessary forms, but I received the email again. After sending my forms and receiving the same generic email three times, I had to call the office directly to see what the problem was. It turned out they had received my forms, but there was some incorrect information on the forms which was causing the issue. Had they sent me a personalized email with accurate information, I could have remedies the issue much sooner.*
- *Maybe a little more suggestive in advising for degree planning and a little more guidance.*
- *You need to offer Intro to Clinical Psychology as an on-site lecture instead of online. This class is not designed to be an online class.*
- *The academic and administrative was excellent.*
- *Of all the advisors I visited in Psychology none of them were any help except for linda canales. She was always helpful, always available even if it was just to email me back. She was kind and welcoming and gave great advice. Other advisors just say "well look at the classes you have left", or "I don't know, that isn't a part of our department". Linda never sent me away empty handed she always gave me a lead to pursue. And, nobody (except linda) in psychology bothers to tell you that it's clinical and mostly research based and that if you want to counsel people you have to enroll in the education department which is in a completely different building!! I didn't find that out until my last year in school!! Yes, I was angry. The different departments DO NOT communicate nearly enough which makes it very hard for students to when they have to ask 3 or 4 different departments questions and they all say the same thing, that they "don't know". I think that is very sad since it is a university, a center for knowledge and so many there just turn you away. Also the receptionist in the psychology student office is very rude. I could write forever about how she never smiles, never pretends to care, no matter how many times she sees you she still acts like she has no idea who you are. She doesn't even greet you when you walk in she just stares at you like it's your job to inform her about what's going on. She is useless. The university shouldn't employ people like her. Also, while searching for classes in psychology I wanted to sign up for classes that were listed but apparently were no longer offered. I called and the employees there are just confused, there isn't enough organization. If a class is listed it should be offered. I wanted to take Abnormal Child psychology but like I said it was no longer offered.*
- *I do not believe that there needs to be any improvement. Adviser Linda Canales helped me more than I expected.*
- *The areas that need improvement are advising but I feel like for about a year now the advisers have been much better.*
- *Advising definitely needs improvement. Especially for psychology majors, because every time I thought about getting an appointment they were always full. I think there are not enough advisors to accommodate to all the students.*
- *I felt like the classes did not prepare me to work in psychology. They familiarized me with the theories and history of the field. However, I still have almost no idea how counseling or other areas of psychology function today.*
- *While I think CLASS does a great job, the only problem I came across is when I was required to take a Psychology of Personality class. I wanted to take the class face to face (and it is required of psych majors) but there was only one face to face class available and it would fill up before I could enroll. Although I eventually managed to enroll in a face to face Personality class, I think it might be a good idea to have more than one face to face Psychology of Personality class per semester, especially since it is required. This view was shared by my professors as well as fellow students.*
- *More research assistant opportunities.*

- *I do not have a suggestion for academic or administrative areas that need improvement.*
- *The classes I really wanted weren't offered this semester, so I had to take classes I didn't really want. More F2F classes offered*
- *Psych department needs to have same-week advising available. However I did appreciate that I could email an advisor if necessary.*
- *Walk in to see advisor rather than just appointment, smaller class rather than large class in auditorium, more interaction in class*
- *I think that there should be walk-in advising at all times not just by appointment only.*
- *I felt too often my classes were not difficult enough. We looked at material at a shallow level and were tested as such.*
- *The size of some of the major courses in COMD could be constricting. It could make receiving a response from a professor or a teaching assistant somewhat more difficult. The size also made it less comfortable asking questions for clarification both during and after class. After class, there was always a long wait to speak with the professors or the teaching assistants. For many students who had to rush to the next class, this could be a difficult time to speak with the professor. Some of our adjunct professors did not have office hours on campus. This could also make face to face meetings difficult.*
- *I'm not entirely sure why there is so much turn over for advisors but during my education I've had more than four advisors. This had negative outcomes for me that contributed to my disappointment while enrolled at UH. I think more consistency is mandatory to ensure clear communication.*
- *At times it is extremely hard to get an appointment with an adviser. During enrollment periods, it is almost impossible.*
- *Degree planning Class availability.*
- *At first it was hard to make an appointment with the adviser. Now that you can do it on line, it has become easier.*
- *NA.*
- *I found everything to be alright, nothing needs improvement in my opinion.*
- *Degrer planning.*
- *I did not like it when I took online classes and the professor did not have a lecture available. I had to read and teach myself. I do not need college to teach myself.*
- *Blackboard has tricked me many times into thinking I was getting a lower grade than I really was. This problem needs to be synced so that the grades section is always in alignment with the syllabus*
- *Maybe have a bigger selection of teachers teaching on line classes that are required, so that there is a choice.*
- *Advising and the availability when needed. Phones are never picked up and when they are picked up the receptionist is very rude.*
- *The casa staff.*
- *Na.*
- *Weekend university. I think it is disgusting that if you pay for parking and have to attend school on a weekend that parking is not accessible to students because lots are closed for football game parking.*
- *I would like more courses to be available online.*
- *I plan to complete my graduate degree in 16 to 18 months. It took a long time to get my BA I stopped many times to deal with "life" but I am at a point in my life where I can really concentrate on my studies and I look forward to the opportunities that will open up when I'm done.*
- *I minoring in Math and my advisor suggested me to take stochastic processes for my upper level class that was required, and I did meet the prerequisites to be qualified and sucessful in taking that course. I was really upset and dissapointed that no one told me, especially my advisor, that that class was particulary challenging, even for students whose major is Math.*
- *Advising is at times very difficult to get an appointment. Students are not always able to log on at 8 in the morning to try to set up an appointment. Once I tried for three weeks to get an appointment and then just gave up for a while because I was frustrated. Some of the courses seemed a little repetitive in the information (duplicated in several different classes). I am not sure if that is deliberate to make sure it is learned.*
- *The degree planning needs to be updated on a fabulous new database that carries over your requirements and fills them in for you. To find the information needed is currently in several places and requires a trip to the advisor. It's actually pretty bad, really.*
- *I had many professors that lacked expertise in the subject area they were responsible for. I would have been better off if a student in the class had been the teacher at a lower tuition rate. At least that way I would have gotten my money's worth.*
- *The transfer credit process was too long. The transfer credit petition process was broken in my case. I submitted a request and never received a decision, even after several emails to two Advisors.*
- *N/a.*

*• In the psychology department it was very difficult to get into required classes. Even more disappointing was that a number of required courses were primarily offered through distance learning. I learn best with interaction so taking online classes was a struggle for me. Also, the number of classes that the psychology department offered that were taught by graduate students and not tenured professors was disappointing.*

*• N/A.*

*• Classes are too big and impersonal; not challenging enough; HORRIBLE advising especially regarding my options for medical withdrawal or late drop when I became ill. Cost me a full GPA point when my advisor gave me the WRONG information and I did not find out that I could have done a late drop for medical reason until the deadlines had passed!! Professors are mostly burned out, cynical, grumpy and otherwise unpleasant. Most have a very condescending attitude, speaking to us like we are teenagers, which I am most certainly not. Arrogant, rude, unhelpful, or just plain stupid people run this campus. I would never recommend it to anyone. I went to university in 3 different places before moving to Houston for my job and transferring to UH, and have never seen such appalling apathy and total incompetence.*

*• Where to begin: advising was terrible, horrible, borderline criminal. My GPA is substantially lower & my debt on student loans much higher thanks to poor advice and info from Leslie Dabney who gave me completely inaccurate information about my options when I became seriously ill. Thanks to her I did not know I could petition for a late drop or partial withdrawal. I had major surgery and major illness and received 3 Fs because I handled it wrong. Went from a 3.7 to less than 3.0 and of course, spent a fortune on lost tuition. I wish I could sue because I feel I was very mistreated by this university. Not kidding. Student aid impossible to reach---waited for two hours to talk to someone who just said "I don't know." This is an expensive school---the tuition is almost twice that of Cal State schools. Ridiculous. The hours for most classes are hard to work around, the location/commute/parking is ridiculous. The classes are easy and I did not learn much. Wish I could have gone elsewhere. I will not recommend this school to anyone.*

*• Advising needs to be consistent. I had a different advisor every semester that had to get to know my file each time. Also, please make advising more convenient.*

### **Sociology**

*• In CASA have more tutors available around testing times.*

*• Advising needs to be more clear. I had no idea how much longer I had in school until the second to last semester and I had been in college for seven years.*

*• Some classes could improve on the size by not having so many people.*

*• N/A.*

*• More class availability would be nice for other CLASS students. Most classes that I was enrolled in only held about 30-40 students.*

*• Availability of a variety of intriguing classes would be great.*

*• Directives should be performed in a more timely manner.*

*• Nope.*

*• Availability of classes, some classes were only available at a certain time (Soc Intro to Social Work), which created conflicts with my work schedule and I could never take it.*

*• Some classes did have too many students, so it was hard to have one on one time with the professor*

*• I there should be more classes available during the summer and do away with certain classes just being taught in the fall or spring.*

*• N/A.*

*• There should be more availability of online sociology classes for those that work but would still like to have options in regards to choosing courses.*

*• Advising in Psychology is bad.*

*• I do not have any suggestions. I had a wonderful experience with professors, other staff, the advisor, and students. Everything worked out well for me.*

*• Classes size. Sometimes it felt that 300+students were too many.*

*• Reading material for some of the classes was too much to keep up with, especially when you work a full time job and have other classes to read for.*

*• N/A.*

*• Sociology would benefit from a greater number of online courses. Also, Dr. Karner was disrespectful and not a good representative of the department.*

*• No improvements I know of for this department.*

- *Have 2 or more advisors.*
- *Use clickers and have more class time slots.*
- *Yes for Seniors who have to take a low level course just to satisfy a requirement for graduation should not be penalized if they have to miss class. Most seniors are in internships, and have many senior task to deal with and if they choose to miss a several classes of a sophomore level course they should not be penalized as they have earned the time and need the freedom to finish up strong balancing many necessary task their senior year.*
- *More online and weekend courses.*
- *Terrible availability and breadth of classes available for sociology. Classrooms, bathrooms and many other facilities are the worst I've ever seen.*

### **Theatre & Dance**

- *Nothing as far as I'm concerned. Just keep the students informed of pending faculty changes, because it might effect their decision to stay. This is their future.*
- *Need to iron out degree plans and when classes are offered. Was a major problem every year. Also need to work out relations and classes when crossing over in to other departments. EX making a first aid class a requirement for a theatre major but then the class never being offered.*
- *Having more availability for Dance major classes, they are only offered once a semester and only one semester a year. It is difficult to plan other CORE or minor classes around Dance courses. This lack of availability also can make it very easy to fall behind in graduation because of the limited availability.*
- *Class availability. I was here for an extra year because I could not fit the classes I needed in my schedule. Most of the classes I needed were only available at one time, every other semester.*
- *N/A*
- *All the workers in the welcome center; scholarships, Finacial aid need to be nicer. My experience has never been good in their building. They get paid to help students, but they act like its a burden to talk to me.*
- *I don't really appreciate the dean of Liberal Arts backstabbing my mentor and head of my theatre. So I guess my suggestion would be to put your personal vendettas on hold and think about your students for a second. That decision was a HUGE mistake and the integrity of this school and my department will be diminished in the future because of it.*
- *None.*

## **Assistance Achieving Goals**

Question 22 asks students what specific programs, services, or people assisted them in achieving their academic goals. 624 students responded. Students most frequently mentioned faculty members and advisors, over 200 were mentioned in general. 247 professors and 26 advisors were mentioned specifically by name, often repeatedly.

### **Anthropology**

- *Landis Odoms, M. Jean-Michel Lanksin, and Madame Tucci. Additionally, Dr. Costello of the Art History department has been incredibly helpful in assisting my research into archaeology and graduate studies.*
  - *CASA Tutoring, Stats. My adviser Landis Odoms helped a TON! The writing center helped. Having the flexibility of the University Park was also a bonus. AccessUH would have helped if it was developed promptly.*
  - *Dr. Storey and Landis were great helps along the way.*
  - *Advisor- Landis Odoms Janice Hutchinson Andrew Gordon My minor advisor.*
  - *Debra Frazier helped a lot.*
  - *Landis Odoms is an outstanding academic advisor. His advise, support and guidance is unprecedented and was important to my success in the department of Anthropology. Parul Fernandes is also a remarkable director of the international studies and programs. Her assistance and support were vital to the success of my independent year-long study abroad program. She made very clear what I needed to do to make it all happen.*
  - *My advisor Landis is absolutely amazing! Without his guidance and patience I would not be graduating this semester.*
  - *Landis Odoms and the rest of the wonderful faculty were awesome for their willingness to go the extra distance to assist each and every student.*
  - *Studying abroad was the only thing I'm really happy about in my college experience. It should be required.*
- Landis, the advisor.*
- *Landis Odoms is a guardian angel. The greatest advisor in the school, if not on the planet. Dr. Brown & Stephani Cole (graduate student) are a big help with Archaeological studies. Dr. McNeal is perhaps one of the best new additions to the teaching staff. He really cares about helping the students understand the material.*
  - *WeekendU Writing Center.*
  - *landis odoms kenneth brown.*
  - *LAS is wonderful. The Veteran's office has helped me as well. CAPS is essential.*
  - *My advisor was always on hand and ready to help. His doors were always open and he took me step by step through the process to make that I graduated.*
  - *Landis Odoms. I don't know what we Sociology and Anthropology students would do without him. He has guided us through road blocks, confusion, and was always available for advice. It's that helpfulness and open-door policy that makes him one of the best advisors on campus.*

### **Art**

- *Jack Hanna, counseling services, Paul Kittleson, Katrina Morehead, Jillian Conrad.*
- *Amanda Clay, Katrina Moorehead, Paul Kittleson, Jilian Conrad, David Graeve, Fiona Chochran, The Sculpture Department and all the students in sculpture block, and graduate students in sculpture.*
- *Katrina Moorhead, Jamal Cyrus, Killian Conrad.*
- *Many of the teachersi took were great. Amanda Clay is a great advisor.*
- *School of Art, third floor, computer lab, was a life saver.*
- *Proff. in the Painting department and all advising staff.*
- *Myself, I will never attribute my future success to U of H, I had a great college experience, and I made some great paintings, but when it comes down to job skills I learned those on my own thanks to the internet. During the final 2 years of my degree program I knew I had to develop my own skill set to gain employment within the art profession. So I crammed as much 3D knowledge as one could, thanks to Digital-Tutors, Youtube, and a handfull of other resources I am much more prepared today to go into the field of my dreams.*
- *Professors and my academic adviser.*
- *Rachel Hecker.*
- *Beckham Dosset, Cheryl Beckett, Fiona McGettigan, Sybille Haggmann, and Lisa Garrett.*
- *My ceramics teacher and many of my art classes.*
- *Amanda clay. luisa orto. monica ercolani. gael stack. cathy hunt.*
- *Professors in our program that were dedicated to the success of us.*

- *Stephan Hillebrand, Ariane Roesche, Patrick Masterson.*
- *University career services were really helpful when I was putting together my resume. They responded to my emails very quickly and answered all my questions.*
- *My advisor cindy at the art college was very helpful. Rachel Hecker, Jack Hannah, Lotus were all great professors.*
- *Art advising and study abroad.*
- *N/a.*
- *Advisors in the Art department, Career Services, Writing Center, the Math Tutoring.*
- *My parents Financial aid (until they gave me \$\$ & then took it back, leaving me stranded for a semester, leading me to have to drop my minor degree & graduate a semester late & take classes towards a minor degree I couldn't get, also leading me to owe \$3,000 in order to get my diploma, which I have yet to get). Work/Study with TLC2 in PGH - I loved recording the seminars in other fields, very informative. My instructors were instrumental - yet I wish I received encouragement. I did feel like I was treated with respect most of the time, so that I was thankful for. I felt that what I was doing was taken seriously & I was given good feedback. I enjoyed being able to grow with the instructors - they also knowing my work, but I know I also received a lot of feedback that was not helpful at all.*
- **GRAPHIC COMMUNICATIONS PROGRAM/ STUDIO ARTS PROFESSORS AND ADVISORS ARE AWESOME.**
- *Well it was the academic advising which helped me a lot on choosing the right courses and checking and rechecking. Some teachers have given me some assistance and encouragement to keep trying when I wouldn't do good in an assignment. I would also receive advice on how I could improve on my assignments.*
- *None, I did it all on my own.*
- *Art Adviser Ms. Amanda*
- *Graphic Design Block professors, cindy bowden, andrea.*
- *Internships.*
- *Stephan Hillerbrand, David Politzer, Kelly Sears, Ariane Roesch, and Amanda Clay.*
- *Merriann Bidgood, Luisa Orto, Rex Koontz, Dr. Clements, Mrs. Johnson/ French language faculty and the visual resource library.*
- *Learning center, writing center, orgo lab.*
- *I was fortunate to have Mrs. Bowden as my advisor. She has been a wonderful person who has helped me along the way at U of H and assisted me up until my graduation. I also would like to recognize Mr. Jack Hanna for honoring me with a scholarship that supported my studies for a semester.*
- *I loved my minor I took with Dr. Waite. He is always there for all his students.*
- *CAPS helped me so much, it is very important that students know about this program offered and take advantage of it when needed.*

### **Communication**

- *Mostly everyone that works at the department of communication, all the staff and faculty were very understanding and friendly, they helped me succeed on every level.*
- *American Advertising Federation Dr. Laura Ashley Professor Larry Kelley.*
- *Professors Crixell, McHam, Burch-Graham, Douglas, Carson, and Perin-- all within the JJV SoC, their passion for teaching and vast knowledge provided a terrific learning environment and each of these professors were genuinely interested in their students. The amount of encouragement I received from them has been phenomenal. My advisor, Salima Haji, has been with me almost every step of the way; without her patience and guidance I would have simply been lost! The staff at the JJV SoC lab were always available and helpful- many times helping to prevent printing and/or computer catastrophies! The ever-changing staff of The Daily Cougar and, the two amazing ladies that work in the main office of TDC.*
- *Fellow students that want the same editing classes put together and professors that are in the workforce that have first hand experience.*
- *Professor Larry Kelley - Amazing Teacher Orlando Zamora - Best Adviser Patric Danial - Foreign Language Requirements Professor Koomawala - Foreign Language Testing.*
- *All of my classes and professors. They're very passionate about and very knowledgeable of the information they taught.*
- *My advertising professors have helped me accomplish many things and made me aware of many opportunities that have helped to propel my career.*
- *Academic Achievers Program, El Gato Media Network.*
- *N/a.*

- *The FYRE program for on-campus students prepared me with a peer leader and resident assistant who guided me in the appropriate direction for my academic career at UH.*
- *David McHam and Charlie Crixell are the two best professors at UH. They are incredibly helpful with references and have some much industry knowledge.*
- *Na.*
- *Professor Crowe and Houk definitely helped out with a lot of knowledge in regards to the editing software and camera technicalities. The services used either in the Communication computer Lab and the equipment room were definite life savers in order to shoot packages or short films.*
- *Academic advisor made choosing classes and graduation plan easy to follow and understand.*
- *Definitely Ms. Sarah Fishman. She has always encouraged me to work hard and forget about past mistakes, and learning from them, instead of dwelling on them. Prof. Kelly has also been very inspirational to me.*
- *Advisors.*
- *1. Keith Houk 2. Andy Little (Honors College Adviser) 3. Shannon Buggs.*
- *- Zamora - Professor Vardeman - Professor Ni - Professor Fix - Professor Crixell.*
- *The Senior level professors were really great, the Comm Lab & the MD Anderson library.*
- *Some teachers.*
- *There are some professors that go above and beyond to make your career a success. Craig Crowe and every class I have taken with him has allowed me to start an outstanding career.*
- *My teachers in the advertising department*
- *Professor Crowe, Houk, Polk, and Schnieder.*
- *Orlando Zamora and Michael Vidrine, in the Advising offices, were two of the academic advisors that helped me along the way into graduating.*
- *IABC- Mike Emery NLA- Melanie Barr Fitzpatrick Temple Northup Jennifer Vardeman Strickland Shayne Lee Kwan-Sociology*
- *Julie Fix*
- *My final semester with Catherine Burch-Graham was great. She spoke from true life experiences and has become a great resource as I pursue my professional endeavors. Salima in advising was also a great resource and helped to understand graduation requirements. She was very thorough as well. I was extremely grateful for the the CTC and 24 hour section of the library.*
- *Faculty, SGA.*
- *My advisor Orlando Zamora was always there to help. He is truly a wonderful advisor!!!*
- *The CTC lab was perfect! They were always very helpful and gave me all of the resources needed to complete my projects. It was a place that made it fun to do my homework!*
- *I didn't use any of the programs or services although I was charged for them on my tuition.*
- *The Graduation Pledge was extremely helpful in my tuition getting paid. Orlando Zamora from the Comm school was a great academic advisor and helped me since day one by reviewing and making sure I stuck to my degree plan. I was also helped by my Batine scholarship received through the Comm school.*
- *NA.*
- *Sara Fishman Orlando Zamora Salima Haji Suzanne Buck Cheryl Amoruso.*
- *A couple of professors/adjunct professors were of big help to me in graduating.*
- *Professor Fix, Professor Crixell, Professor Carson, and Professor Strickland.*
- *My teachers and advisors for my major and minor.*
- *Advising definitely, I was very happy with Mr. Zamora and Ms. Haji. They were helpful, thorough, and made my requirements perfectly clear while working with me to figure out a range of options. The organization that I participated in, American Advertising Federation UH chapter also helped me network to receive my first internship. My involvement during Homecoming Week Competition in 2011 also helped me become more aware and involved with campus opportunities, networking, as well as overall school appreciation.*
- *Salima Haji, my academic advisor was great. She helped me figure out what classes I needed, and which ones I needed to substitute since some weren't offered.*
- *David McHam taught me everything I know about writing stories and the legal landscape in communication. Matt Dulin is the reason that I graduated college. His advice was invaluable. Professor Xiao taught me that COMM 1302 was not a useless class, only that professor Haun was teaching it in a completely unprofessional manner.*



- *My advisor from the Valenti office, Ms. Haji, was the absolute best advisor on the entire UH campus. In all my time at UH, no other advisor worked as efficiently and accurately as Ms. Haji.*
- *None.*
- *Professor Larry Kelley is one of the brightest and the best teacher I have ever had!*
- *Salima Haji my advisor was great!*
- *CAPS Study Abroad Office Financial Aid CLASS advisers.*
- *Professor Fix. Professor Barkley Professor Vardeman-Winter All the professors in the Program for Excellence in Selling Amy vandaveer to be even more specific-she was amazing and should teach her Personal Branding class to all students not just those in the program.*
- *American Advertising Federation and Professor Kelley!*
- *The professors and TAs who had real world experience gave the best advice and having access to computers, cameras, and the studio at all times was helpful.*
- *Charles Crixell and David McHam were really helpful in guiding me and getting me an internship at the Houston Chronicle.*
- *Bauer College of business and the Program for Wxcellence in Selling.*
- *My parents, counselors and teachers helped me plan my future.*
- *Professors.*
- *N/A.*
- *Advisors were usually available and the comm lab was useful when the computers weren't all being used.*
- *The university as a whole was a help. I sought help and found it in many areas that I looked.*
- *The Daily Cougar, Dr.s Butler and Santana, professors McHam and Crixel, and The Daily Cougar advisers.*
- *The advisors really help me sort my classes out And comm teachers had good background that have me insight*
- *I really enjoyed and admired Dr. Douglas.*
- *AAF-UH National Student Advertising Competition Internships Professors- Kelley and Crixell.*
- *Tutoring in cougar village.*
- *Definitely the academic advisers were a big help in guiding me through the academic requirements and steps needed to take courses.*
- *My advisor, Orlando was extremely helpful any time I needed him. He answered my questions promptly and effectively.*
- *Salima Haiji. Queen of Houston A-#1.*
- *One of the key individuals which helped me reach my academic goals was Salima Haji. Unfortunately she is no longer at the university but she was essential to my fundamental planning and goal setting. She is patient, kind and very helpful. Another was Professor Crixell. His teaching methods were hands on and gave us, the students, a true grasp for the editing and writing aspects of the field. His stories are unforgettable!*
- *Internship page on for the Valenti school is a great resource. It helped me get my current job at PBS. Craig Crowe gave me a general recommendation leading me to find work with the athletic program, which has given me much experience.*
- *My major department, the Communications department. Specific professors in the communications department are Professor Houk, Professor Fix, Professor McHam and Professor Buck. My minor department, the History department. Specific professors in the history department include Dr. Cox (who is no longer at the campus), Dr. Buzzanco, Dr. Holt, and TA Jessica Schubert. Finally, the French department. Specific professors include in the French department include Professor Panchang and Professor Lanskin.*
- *Professor Fix was an influential part, and probably the best and most positive aspect, of my time at UH Julie Fix is an exceptional professor, adviser and mentor. She truly taught me so much about time management and realistic goals. Also, the career services website was pretty useful. I got an internship and a student job from it. The Public Relations Student Society of America became a huge part of my life-- I received so much experience and a good skill set from being involved. Also, Professor Ni was really great.*
- *Professor Keith Houk is an amazing teacher, as well as Craig Crowe, and Paul Schneider.*
- *Salima Haji. She was amazing. Dr. Ni. Dr. Vardeman-Winters. Professor Catherine Graham.*
- *Study abroad & Orlando Zamora.*
- *Mostly professors. Sometimes the work studies were knowledgeable.*
- *Nothing really.*
- *My professors.*
- *Mainly my advisor.*
- *One of my academic goals was to create more demo material. Keith Houk assigned many projects, with an emphasis on building a portfolio.*

- *People in the communication department.*
- *A few teachers like Shawn McCombs, and Dr. Crixell were inspiring and helpful. Professor McCombs is an awesome teacher and cares a lot about the students and the staff. He's a nice guy and helps out everywhere. I wish more teachers were like him.*
- *The Communication Lab.*
- *None in particular.*
- *My professors that have worked in the journalism field.*
- *Professor Keith Houk taught me the most about my future profession. He also taught me a lot regarding digital cinematography. We did a lot of hands on things in his class with real world scenarios so I'm better prepared for my future line of work.*
- *Craig crowe.*
- *Michael Vidrine was instrumental in assisting me to graduate this semester, after the changes in advising allowed me to see him.*
- *The COMM Lab was always a great place for quite studying, available computers and printing, and open rooms to do group projects and meeting. The staff was always friendly and helpful, which is always appreciative.*
- *I loved working at The Daily Cougar. I think it's a program that should be nurtured and emphasized further. I think students from any field, not just journalism, should be introduced to the benefits of a student-run newspaper.*
- *David McHam, instructional associate professor Michael Vidrine and Orlando Zamora, communication advisors.*
- *Center for students with DisAbilities-even though they have the rudest people working there, it was nice to have somewhere like that available, since I didn't know I had a learning disability until closer to becoming a senior. I wish my experience had been better.*
- *Most definitely the advisors and the support from my family.*
- *FCP 7, Motion, Color, Compressor, DVD Studio Pro, DNG converter, Celtx, MS Office, FCP X, student renting services center, Adobe Suite, professors, lab instructors, IT department, library and classmates.*
- *CAPS proved helpful, although it would have been much more helpful if the academic adviser had told me about it as an option before I did 2 courses that I didn't end up needing to take.*
- *Michael Strickland, AAF.*
- *Advising and it was successful!*
- *There were none that I was made aware of.*
- *Aaf.*
- *Orlando zamora, advising, the amount of computer acces made available to me, i was able to use one at bauer, comm school, library & tech center, very much enjoyed and appreciated that, as well as the free prints!*
- *Advisor - Orlando Zamora.*
- *The libraries are excellent. I also appreciate the availability of research materials. I believe more needs to be done to make students aware if them and how to use them. Counseling services for Art dept and Communication department were awful. I would get conflicting information from counselors. I requested to take the foreign language test three years ago from Patrick Daniels office. They made me wait, only to have me fill out a form and never talked to me and sent me on my way. There was no follow up. Michael Vidrine was by far the worst counselor, even forgetting to properly process my form so that my senior waiver was not released and I was unable to register for the classes I had needed. I would have graduated two semesters earlier if J had been able to register for classes when I was supposed to. Instead I missed them and never once did I receive an apology. Time and again I would get recommendations that turned out to be awful or the wrong information.*
- *My advisor Salima was terrific. A few professors by the name Keith Houk, Simon Bott, Emily Bernate, and Professor Kelly in Advertising were by far the best professors that helped me along.*
- *The faculty including Dr. Martha Haun, Dr. Beth Olson, Dr. Ni, Dr. Lois Zamora, Professors Fix, Crixell and all the Comm professors. Everyone was wonderful!*
- *A person that assisted me in achieving my goal was Keith Houk.*
- *Mike emery.*
- *I did not seek additional services through the university; however, professors were always willing to help. I am completely happy and satisfied with my education at the University of Houston.*
- *My classmates & advisors.*
- *Advisors.*
- *My favorite professor would have to be Julie Fix! She is an amazing teacher with so much knowledge to share with her students & she is so kind. We need more professors like her at the university!*
- *Tutoring.*

- *The Career Services center was really helpful. I also got a lot out of using the Valenti Website -- information on internships, suggestions for how to have a successful academic career, etc. I enjoyed pretty much all of my professors, but a few of my favorites were Charles Crixell, Jennifer Vardeman and Julie Fix. They all had an integral part in my success in the school of communications.*
- *Advisors.*
- *My advisors.*
- *All of the media production instructors were the best. As was Paul Butler in helping me realize my writing abilities. The comm lab is great, but scary when computers aren't available.*
- *Dr. Lish.*
- *Orlando Zamora, Dr. Haun, Professor Buck, Professor Bridges, and Phi Beta Alpha Epsilon.*
- *Outside of the classroom, I greatly benefited from lab services that School of Communication and the UH Libraries offered (i.e. the Learning Commons) and student activities like SVN (Student Video Network).*
- *My professors played a huge role in helping me her to where I am today.*
- *Aside from professors I did not receive any additional help.*

### **Communication Science & Disorders**

- *I used the writing center a few times, which was very helpful. Marla Moreno advised me well.*
- *COMD.*
- *Thank my academic advisor and my professor who were there for me.*
- *Nsslha, oteam.*
- *SURF, writing center, LAC.*
- *Career Center, Marla Moreno-Jordan, Faculty in the COMD department.*
- *Just advising.*
- *CASA, center for students with disabilities.*
- *Academic advisor-Marla Moreno-Jordan Communication Sciences and Disorders professor-Martha Dunkelberger.*
- *Financial aid honors program Marla Moreno.*
- *My advisor, Mrs. Jordan-Moreno.*
- *My Communication disorders advisor is amazing. She made my plan so easy to follow and always made sure I was okay and doing everything I needed to be doing.*

### **Economics**

- *I used the Comm computer lab to do most of my work. However, it is very small and the only reason I was able to work there is because I showed up early.*
- *Economics undergraduate advising (M. Foley) was excellent, providing guidance that greatly enhanced my academic experience.*
- *I found more assistance in programs outside of the CLASS structure in terms of preparing for employment readiness, economics specific. The tutoring lab had some assistance, but most students helped each other. Most professors were helpful, but lacked overall collective concentration efforts, such as unified teaching concepts.*
- *Everyone at UH.*
- *I'd like to specifically recognize three faculty and staff members, all of which contributed to my success: Marion Foley, Dr. Roy Ruffin, and Dr. Ross van Wassenhove. Excellent! Smart!*
- *Economics undergraduate advisor.*
- *Seek.*
- *My department advisor.*
- *Dr. John McNamara Dr. Thomas DeGregori.*
- *Dr. Ross Vanwassenhove in the economics department was the most assistance to me during my undergrad career. He pushed me to challenge myself and I always felt like he wanted me to do well. I learned so much about statistics when I was in his ECON 2370 class and was extremely well prepared for when I took econometrics the following semester. It is a shame that he is no longer teaching that course. He has been the best professor that I have had in college.*
- *The great people/ students in the classes themselves where extremely helpful. Professor Sabo was extremley proficient in her knowledge, and Dr. Polly was a helpful professor during and after class.*

- *The Honors College was instrumental in helping me achieve my academic goals. Jodie Koszegi and Andy Little were very helpful in advising and I had a plethora of great professors within the Honors College. It was by far the most positive experience I had in my undergraduate career.*
- *Dr Gregory.*
- *The library and my friends definitely helped me get through school.*
- *Advisor ms foley.*
- *Honors College programs were by far the most helpful .*
- *Advising.*
- *The UH transfer advisor I met with at lonestar is the only person I feel that helped me. She then told me I was unable to receive any help from her once I was granted admission to the university.*
- *My advisor (Ms. Foley) helped me tremendously. Also, Dr. VanWassenhove's statistics was a challenge but he is a great professor and I learned a lot in his class. Dr. Rottinghaus, Dr. Kolhase, and Dr. DeGregori also assisted me in achieving my academic goals.*
- *Advisor, Marion Foley. Without her I wouldn't have graduated. She kept me motivated.*
- *I thoroughly enjoyed ILAS but they no longer have it I hear. It was a very effective course and helped raise my GPA. Additionally Thomas DeGregori's class is formatted the most effectively and is most engaging.*
- *Ms. Foley my advisor. I wish there was easy access to other programs advisors and a little more information easily available.*
- *Not a lot of people but mostly the advicer.*
- *Marion Foley helped me from day 1 and gave me a clear path to graduation. She is the best!!!!*
- *Mainly my class mates. The programs and services in CLASS are really lacking.*
- *LASS.*
- *Dr. Hardee, dr. Jiu, Dr. Prodan, and dr. Thornton were all very supportive throughout my academic studies. They were all just wonderful Professors.*
- *All my profs!! Mrs. Foley was great!*
- *Mrs. Foley was literally the only person at UH who could ever give me a straight answer, helpful advice, or even actually get in touch with. LITERALLY.*
- *My professors.*

### **English**

- *A HUGE thanks to the Language and Culture Center, not only for employing me, but for furthering my love for English education.*
- *I was a part of Chi Alpha Christian Fellowship and that group greatly assisted my growth and achievement all throughout my college career. Other than that, the faculty and students also helped me achieve my goals.*
- *Dr. Baker and the internship program. Dr. Shepley taught me the most usable skills in a professional world.*
- *My mother.*
- *Aaron Reynolds, Mat Johnson.*
- *Glass Mountain.*
- *AISEEC was fundamental to me having a successful life path after my graduation. I taught english abroad through them, picked up management and sales skills, and have a position slotted for me abroad because of them. Ann Christensen is a genius. She was one of the few professors who made me happy to be studying something that I felt was utterly useless. That red headed dude who just got his doctorate (looks like a lumberjack, can't remember his name) gave us list after list of publishing opportunities. Great guy.*
- *Na.*
- *Internship program, independent study flexibility, Prof. Cremins, Dr. Monroe.*
- *The Den.*
- *My advisor, Kimberly Williams. My professor Alexander Parsons. My thesis director Aaron Reynolds. The Writing Center helped with my essays.*
- *Antonio Elefano, Wayne Ashley, Kimberly Williams.*
- *Professor Aaron Reynolds.*
- *My creative writing teachers were very helping in shaping my craft with suggestions on how to improve my writing and ideas to expand my stories that I might not have thought of.*

• Paul Guajardo, Paul Butler, David Mikics, Tamler Sommers, Jamie Ferguson, John Harvey, Lorraine Stock, Margot Backus, Ann Christensen, Hazel Pierre, Gabriela Baeza Ventura, Roberta Weldon, and Stephen Sanders (UH Ph.D. candidate in fiction).

• Internship program with D. Baker.

• The career services center, my advisor.

• Dr. Maria Gonzalez, Wayne Ashely Professor Irving Rothman and Professor Patricia Lee Yongue.

• My professors, especially Rothman and Guajardo, provided the most assistance.

• Dr. Hazel Pierre Aaron Reynolds.

• Mainly it was just my professors, with the guidance of the advisors making sure I was taking the correct courses.

My academic advisors were awesome!

• I didn't really use any, besides the Library.

• Kimberly Williams and L. Wayne Ashley of the English Department should be recognized for their assistance in advising students.

• Alexander Parsons Aaron Reynolds Ann Christensen Hosam Aboul-Ela The secretary to the advisors Kim and Ashley. She was always corky and helpful.

• Everyone involved with the Women's Studies minor was extremely helpful, and it was because of them that I was able to complete its requirements.

• Sally Connolly, Ann Christensen, Kevin Prufer, Martha Serpas, Marjorie Chadwick, Robert Cremins, Kimberly Williams, and Roberta Weldon.

• The staff in the African American Studies department, Professors Hogue, Pierre, Guajardo, Conyers and Crawford were excellent assistants in achieving my academic goals.

• Kimberly Williams was a great help.

• Myself.

• The dept of education did not help in reaching my academic goals. Mr. Ashley was a great help.

• The professors have been a great help in assisting with any questions about grad school, as well as the process that goes along with that. The advisers did their best in assisting my academic goals.

• Kimberley Williams was extremely helpful in my journey to graduation. Also Jessica the secretary in the English dept was helpful.

• My parents. Some of my professors were most helpful as well.

• The LAC was excellent and most professors had great insights to share.

• Dr. Martha Serpas, Professor Mat Johnson, and Dr. Pinkmon were all very helpful in assisting me in my academic career.

Jessica in the English Department was very helpful and all of the Graduate students who worked with literary magazine Gulf Coast gave me invaluable advice. My internships through Professor Baker at the Gulf Coast offices was exceptionally helpful.

• Kimberly Williams was a great help and was always available when I could get to her.

One of the main programs that helped me was the degree planning application available on Peoplesoft that told you what classes you needed to fulfill your requirements.

• Dr. Hogue, Dr. Bridges, Kimberly Williams, and Dr. Bacchus.

• Dr. Barry Wood, a professor, helped me out so much. I was ready to give up a few times, but he and a few other professors really worked with me to help me achieve my goals and finish classes.

• Advising and My English Professors.

• The professors! If I can say one good thing about U of H it would be that they hire great professors.

### **Health & Human Performance**

• Teachers and counselors.

• Caryn Honig has helped me so much!

• All my professors did a wonderful job of teaching me what I needed to know. I just feel like there should be more in depth/hands on learning experiences for those of us going into clinical nutrition.

• Writing center, LSS, Dr. S Bode, Dr. P Wilson, Ms. L Moore.

• Claudia Scott- amazing professor.

• N/a.

• Tutoring services, Scholar Enrichment Program (SEP) Workshop, library research assistants, Professors Laura Moore, Sharon Bode, Claudia Scott.

• Dr. Scott and Dr. Bode!!!! They are awesome.

- MD Anderson Library computers & librarians.
- Fellow classmates.
- Texas Obesity Research Center Writing center Dr. Bott Dr. Scott Dr. Kriz.
- My own will despite several departments effort to deter me.
- Dr. Bode helped me so much as well as Professor Scott.
- All of the professors are great and helped me achieve academic goals.
- N/A.
- Certain teachers made classes very enjoyable and a pleasure to be in. Those classes served as motivation for our futures. I didn't really use alot of services but i knew they were there if I needed them.
- I only relied on advising.
- NOT REALLY.
- UCS.
- Professors and advisors
- study groups
- CSD.
- -CASA-tutoring. - Mrs Claudia Scott, RD is very dedicated to what she does and it shows in the class room. Although the testing format is a bit intimidating. -Ms Laura Moore RD/ Audra Hollinsworth RD both were extremely hands on in Food Science labs. -Dr Sharon Bode, RD provided the platform for open discussions in the class room, very awesome. -Dr Penny Wilson, RD, was extremely knowledgeable in the field of sports Nutrition, which ultimately made the learning experience great.
- Claudia Scott, Carin Honig.
- Dr. Lowder and Dr. Simpson
- All of the kinesiology and nutrition teachers were super helpful and wanted students to succeed.
- Dr. Lowder. SURF.
- Na.
- My fellow peers.
- Career Services.
- Dr. Lowder was my favorite professor. He was challenging but an incredible lecturer. Dr. Bott was also one of the most encouraging professors I have ever had.
- Dr. Trevino helped shape out my future, he pushed to be more involved with classmates and the community.
- The career center with Reggy and one scholars my freshmen year with Dr. Velez.
- Student service center. CASA, and the tutoring services.
- Advising.
- Nothing in particular that i can think of at the moment. Many of my professors were very helpful and available for assistance which is a major plus. These professors were Dr. Lowder and Dr. Liu.
- Everyone from students to teachers.
- Hhp.
- N/a.
- I would have to say my parents have given me the most support and assistance that got me through school. They have always pushed me to acheive the next level and dont settle for less if you can do greater. Also I would defenitely say that my professors highly encouraged me to attend grad school and give me a strong head on my shoulders, especially Dr. Lowder.
- Professors were more helpful than advisors
- Dr. Trevino.
- None.
- Athletic Advisor and tutors.
- Undergraduate Scholars.
- C.A.S.A. and other tutoring services, career center, Rey Trevino,
- No one did.
- Academic advisors.
- My family, KIN profs (i.e., Dr Rey Treviño), and University Services like CAPS,
- All the HHP teachers! They were GREAT!!
- Professors were always there to help.

- *My advisor, Alma Gonzalez was very very helpful with my scheduling. Especially in my junior and senior year. She was always available to answer questions and help me with graduation plan.*
- *Na.*
- *My family! My husband!!!*
- *The only real service that I used was the advising office. They are helpful!*
- *CASA tutoring.*
- *Teaching faculty.*
- *Doctor Thomas Lowder.... the best professor on campus!*
- *A few professors and graduate students.*
- *Creating study groups with friends in my classes greatly helped me.*
- *My family and friends.*
- *Peers who were also taking the same classes.*
- *Dr Lowder. Awesome professor, great information.*
- *Used the library to study a lot.*
- *N/a.*
- *UCS, Dr. Trevino, Mr. Bentley*
- *I didn't use any of the university programs, services, and I only met with my advisor when I needed holds removed from my account.*
- *The professors helped me achieve my academic goals.*
- *NA.*
- *The Challenger Program, Dr. McFarlin, Dr. Lowder, Dr. Trevino. I truly appreciate and having the oppoortunity to have met them during my college experience. Especially of being able to graduate and prepare myself for the "real world".*
- *Not applicable, unless you count my wife. No one at UH was ever helpful, from the welcome center to the advisors and professors.*
- *My advisor for kinesiology sports administration Mrs. Duron, casa tutoring lab, accounting tutoring lab, Dr. Trevino and other teachers in the past whose names I have forgotten but not faces.*

### **Hispanic Studies (Spanish)**

- *Dr. Belipitoli and Professor Cuesta.*
- *Dr. Claudine Giacchetti was a very influential professor. I would say she was the most influential professor of my undergraduate career. She was always available and responded to questions in a timely manner. She has also taught me great things about languages and her classes were always interesting. Aside from her, Dr. Parle, Dr. Monsanto and Debra Frazier were among the best people in my undergrad career.*
- *Ms. Frazier did an amazing job. She really goes the extra mile to help students reach their goal.*
- *There are so many activities and seminars outside of class that have helped me. I have had the wonderful opportunity to have professors who take time out of their busy schedules meet with me on all my academic needs.*
- *Dr. Maria E. Perez and the Creative Writing Program.*
- *The spanish department was great. Mabel Cuesta, Guillermo De los Reyes, Prof. Quintanilla, Belpoliti, and Pedro Revuelta I took them mostly for all my classes but I know and had the pleasure of meeting Anadeli Bencomo, and Ruisanchez. These department is full of greatly prepared faculty. They are awesome!*
- *None from UH.*
- *My counselor from my major was very helpful, she knows a lot and is very efficient.(Debra frazier)...In my last semester the education department helped me a lot too. At the begining was not good, some of my classmates believed the same..it was confusing.*
- *Dr. Frazier is a gem.*
- *My professors helped so much in my academic goals. I'm so thankful that I was able to work with such an amazing talented people.*

### **History**

- *Nearly every teacher I had over the course of my academic career at UH was incredible. They were kind, compassionate, and brilliant in their particular field.*
- *Academic record report on myUH enabled me to track my own progress.*
- *Dr. Frazier and my classmates.*

- *Advising was great, knew exactly what classes I needed to graduate.*
- *Dr. Romero, Dr. Walther, Dr. Hopkins, Dr. Cook, Dr. Martin.*
- *Did not use any.*
- *My family.*
- *Internship opportunities, Hobby Center for Public Policy and the Texas Legislative Internship Program.*
- *My adviser was critical to my success.*
- *My professors and other students.*
- *Spirit of Houston Marching band and Tau Beta Sigma.*
- *My academic advisor was critical in my completion of my degree. Our meetings were to the point and informative and I always walked out knowing exactly what steps I needed to take in order to graduate. From the moment I had my first appointment and discussed coming back to UH to my last appointment heading into this semester, I was given all the information I needed and had all my questions answered. He was instrumental in getting me to commencement.*
- *N/A.*
- *Richard Frazier has played a major role in getting me through the process.*
- *Dr. Catherine Paterson.*
- *Professor Buzzanco Dr. Klieman.*
- *Mr Frazier always made the process seem manageable. Professor Vaughn gave me the tools to write an academic paper but Professor Howard (Cuba) taught me how to write a paper that I could be proud of.*
- *CAPS which was recommended by my adviser.*
- *Dr. Buzzanco and Richard Frazier.*
- *Professors Zaretsky, Glass, and Kleinheider were all extremely wonderful professors, who stood out not only as professionals in their areas of study, but also as enthusiastic mentors. They encouraged me constantly to look deeper into the topics of history and social sciences, and I have left college feeling more inspired to keep learning because of them. Each semester I signed up for their classes when I could, not because they were easy, but because I always knew I would come away with a greater appreciation and understanding of the humanities.*
- *I took most classes online. I am a very independent student. The online classes were very good.*
- *Mr. Frasier.*
- *Dr. Buzzanco and Dr. Due Hackney were two very powerful and influential mentors. They were always there to answer questions and offer help. In choosing my major and they helped me have the confidence I needed to be successful.*
- *No comment.*
- *My academic advisor, Mr. Frasier. The English Department.*
- *The library was the best resource for me.*
- *My History Professors were really helpful.*
- *Advisers were helpful.*
- *See number 1. [Julia Kleinheider and James Kirby Martin]*
- *The history department as a whole were very supportive and made it very clear that their doors are open to me for anything. I enjoyed talking with dr. Hart, mr dylee and dr. Howard. Mr Frasier (sp?) would take me in even though it wasn't his open advising period.*
- *Dr. Kairn Klieman Dr. Charles Cook The African American Studies Department LAC.*
- *My advisor, Richard Frasier, and the CLASS Associate Dean, Sarah Fishman, helped me resolve an academic issue with NROTC. I am in the NROTC program at Rice and they require Physics 1 & 2, but I had already taken them at UH the max number of times. They were able to help me find a way to take them at HCC and transfer them in without breaking the 30-hour residency rule so that I could still graduate this summer and retain my Navy commission.*

### **Liberal Studies**

- *Dr. Baker was a huge help. She deserves an award for everything she does.*
- *1. Nina Tucci 2. advising 3. the Honors College.*
- *N/a.*
- *Tamara Cobb was an excellent advisor.*
- *One of the people that motivated and made my learning experience wonderful was my Spanish teacher, Luisa Quiroga. Luisa had such a positive outlook on life and she made the classroom experience very fun and enjoyable when it came to learning the language and culture of Spanish. She displayed genuine concern for her students and wanted nothing but success for everybody. She is definitely an asset to this University.*



- *Just my academic adviser.*
- *Liberal Studies program; Online classes; Dr. Thomas Behr; Tamara Cobb; Dr. Sally Vaughn; Dr. Francesca Behr; Winter Mini Sessions; Summer sessions*
- *1. Liberal Studies Program.*
- *Dr. Behr, Tamara Cobb*
- *Dr. Waite most of all, from the Technology College was most inspiring and encouraging.*
- *My advisor within my academic department was keen on answering all of my questions through email, as well as in person. My director within my academic department was also a kind individual who was able to answer all of my questions and concerns. These two individuals allowed me to feel comfortable within the program of study.*
- *Student Video Network because when i couldn't get into classes they taught me a lot of stuff I would have learned in those classes i was not aloud in.*
- *Na*
- *I think Liberal Studies is a really good major. I love the Creative Works minor (the classes and the teachers.) The library helped a lot. I had so many great teachers. They helped me a lot. I think Dr. Harvey helped me every term. My Spanish teachers helped me a lot. I think I would name so many, maybe all, of my teachers because so many of them are incredible teachers and nice people. Financial Aid helped (including my work study job.) I think the Creative Works minor is something very worthwhile. And I think the History and English minors taught me so much also, due to the teachers and the things we studied.*
- *Advising and certain professors.*
- *Tamara Cobb my advisor assisted me in achieving my goals.*
- *Instructures-Dr.Behr Office of Internatiol Studies.*
- *Me, Myself and I.*

### **Modern & Classical Languages**

- *Dr. Glass, Dr. Kleinheider.*
- *Professors Wen, Zhang, and McArthur of the Chinese studies program. Professors Ortega, Lish, Le, and Cox of the global studies programs. Also a special thanks to Ms. Debra Frazier for guiding me through out the years in getting into the Class program and graduating. Also a special thank to my fellow students.*
- *The library, teacher's assistants and of course the professors.*

### **Music**

- *Music counselor.*
- *Carrie Young, the academic advisor for the Moores School of Music, was a phenomenal mentor and guide for the undergraduates. If not for her influence, the process of completing our degrees would be much more difficult.*
- *1. The availability of scholarships was very nice. I think an important element that our university needs to continue to advance as we become more and more recognized internationally is the connection to generous donors. I had the honor of speaking at the Board of Regents Annual Luncheon and I believe that activities like this show donors that students are very appreciative. I know that when I have a steady career, I will donate whatever I can to this university. 2. David Bertman and John Benzer are the two best teachers I have ever had. I am completely serious, any additional funds you can give their programs, or any extra levels of cohesive collaboration that can be attained should be given to them. John Benzer in particular is the shining example of what every teacher should strive to be. Also, do whatever you can to insure that Dr. Khator stays with the University of Houston - seeing the before and after effects of her stay here have been like night and day. She needs to stay here until she retires. 3. I believe the combination of being with an outside organization like the Spirit of Houston, along with being a part of campus living really helped me make friends faster, and increased my happiness at the University of Houston. Perhaps campaigning harder for students to live on campus, or making it more financially available for local students would attract more bodies into the dormitories. I think we are moving in the right direction under Dr. Khator.*
- *MSM Undergraduate Advisor, Carrie Young Associate Violin Professor, Dr. Kirsten Yon.*
- *Carrie Young was a wonderful undergraduate advisor.*
- *I received a lot of help from my academic advisor, Carrie Young. With so many students she knew all details of my academic life and worked to ensure I succeeded. She is amazing!*
- *Carrie Young Jim Vassallo.*
- *Moores School of Music, Tau Beta Sigma Honorary Sorority, internships, and my advisor, Carrie Young.*
- *Our academic advisor, Carrie Young.*

- *Carrie Young and Jennifer Keeney. If it were not for the two of them, I would not have graduated this semester.*
- *Professor Weems, Hester, Pollack, Davis, Duranni. The best classes I had were the upper elective classes where we had to write research papers.*
- *Carrie Young, Undegraduate Academic Adviser Stacia Morgan, Admissions and Scholarship Coordinator David Ashley White, Director of Music School Hector Vasquez, Affiliate Artist in Voice Cynthia Clayton-Vasquez, Associate Professor in Voice Betsy Cook Weber, Director of Choral Studies Jeb Mueller, Assistant Professor Andrew Davis, Associate Professor of Music Theory They were all my most helpful teachers. They helped motivate me to get a lot of work done, and help me focus on great goals. All are great at what they do!*
- *Advisor in Moores School of Music was very helpful.*
- *-Carrie Young is an exceptional adviser. She is always available to help and excellent at her job. -Betsy Weber is an outstanding educator, and her ensemble works at an extremely high level. -The theory and history faculty, especially Dr. Davis, Dr. Ko.*
- *Carrie Young.*
- *Dr. Marcus Maroney.*
- *Carrie Young, Music school advisor.*
- *My Professor Dr. Robert Bates.*
- *Carrie Young*
- *Professor Buck Ross Professor Lynda McKnight Carrie Young*
- *Carrie Young, Dr. Rob Smith, Dr. Blake Wilkins*
- *My advisor. Carrie Young.*
- *Carrie Young, my academic advisor, was ALWAYS available for help in person or by email and was extremely helpful in ALL aspects of my education.*
- *Men of Moores! Helped me realize I am an educator at heart. Don't let them die! The Choir Program did so as well.*
- *My undergraduate music adviser, Carrie Young, was a huge help in guiding me through my entire degree. The Honors College faculty and staff also played a big part.*
- *My academic advisor always went above and beyond for her students. Having recently won the well deserved Academic Advisor of the year award, she has definitely been there for me through the ups and downs of my degree. She was always helpful in knowing what to do, even in other departments, which came in handy when I would add and drop my minors.*

### **Philosophy**

- *Jackie Vela - the Philosophy Advisor. She is amazing at her job and always available to help.*
- *My philosophy academic advisor, Jackie.*
- *Casey Due Hackney.*
- *Jackie vela, Cynthia freeland, william Nelson, frank holt, Casey due hackney, Francesca behr,*
- *My friends and family, the occasional professor.*
- *Language Acquisition Center was nice. Jackie Vela, again, the best adviser, ever. The philosophy department's computer lab was a lifesaver.*
- *Jackie vela, iain morrisson.*
- *NA.*
- *Jackie Vela and Dr. Sommers helped me a lot!*
- *Phi Alpha Delta- Pre-Law organization.*
- *My advisor, Jackie Vela, helped me a great deal in navigating my degree requirements. Josh Brown, who has sadly left, was a great help in determining my future in philosophy.*
- *Jackie philosophy adviser is fantastic!*

### **Political Science**

- *1. The library was a fantastic (much better than I expected) resource for my research papers, with lots of current academic books. 2. Edward, my political science advisor, was friendly, always said hello to me by name when he passed me in the hallway, and was knowledgeable and always approachable. 3. Dr. Vardy was an exceptionally gifted and committed teacher, who always sought to get the best out of his students. He fostered a sense of excellence and friendly competitiveness in his class that was a strong motivating force for me across my entire range of classes.*
- *Advisors, Financial Aid Department, and Professors.*

- *As mentioned above, I would not be graduating this semester without the after hours help and dedication from Sandra Gold-Singleton. My favorite and most impressionable professor is Christina Hughes. She truly allowed her students to ask questions, which allowed for all her students to really care and want to participate in her class. She is beyond knowledgeable in the political science field, and I will always use her as a mentor.*
- *Challenger Program Ms. Monica Floyd.*
- *N/a.*
- *I. The TAs in the Spanish, Political Science, and History departments were excellent.*
- *My advisor and several of my professors.*
- *Dr. Manouelian helped me immensely. I had a very irregular degree plan, and he went out of his way to make my degree work by coordinating with my NSM advisor. All advisors should take lessons from him.*
- *Political Science Advisors and the administrators in the Board of Regents office were the people who helped me out the most throughout my time at UH.*
- *Teachers and advising.*
- *My parents were the most helpful and supportive in achieving my academic goals. In terms of the university, I thought CAPS was helpful. In terms of advisors, regardless of the institution I have found that they aren't very helpful. In terms of professors, I found Dr. Sally Vaughn to be understanding when I had an issue in a summer class, she helped, made the difference between an A and a B. Dr. Fishman seemed understanding especially since I didn't know anything about my capstone.*
- *Center for Mexican American Studies*
- *The African American Studies Program assisted me greatly in my endeavors.*
- *N/a.*
- *Susan Scarrow, Donald Lutz, Dietrich Vollrath, Tanja Klaus-Hellman, Julia Kleinheider*
- *The professors and advisors.*
- *The whole experience was great.no need for improvement.*
- *Beyond my professors, the advisers in my department, especially Edward Manouelian, assisted me tremendously.*
- *Academic advisors Financial Aid Writing Center Learning Services Career Services.*
- *Chip LAC.*
- *Sandra Gold-Singleton was a GREAT advisor! I needed someone who was able to understand my plan and help me achieve it in the shortest amount of time! I was pregnant and had a baby during my two years at UH, and Mr. Gold-Singleton and all of my professors in PoliSci and History were very accommodating. I was VERY pleased with the PoliSci department and the professors! I'm almost sad that I'm leaving! :)*
- *My advisor, Edward Manuelian, and faculty including Dr. Gregory Weiher, Dr. Lynn Mitchell, and Sophie Rosenblum were probably the most important factors.*
- *No one really in particular. I'm just an underachieving country boy.*
- *My academic advisor.*
- *Sandra Gold-Singleton in political science CLASS advising made all the difference in the world. Only an adviser can see the full picture. To students, academic plans are like staring at a Monet painting while having your nose right up to it...you can't see anything but dots. Sandra made me see the full picture and actually visualize my success at UH. Dr. Christina Hughes as well as Sandra-Gold-Singleton understood my learning disability and pointed me in the right direction for services at UH. Mr. Scott Crain at the Center for Students with Disabilities helped me more than he knows. CSD was probably THE most influential program for me at UH. CSD allowed me to complete on the same playing field for the first time since I began college. Thanks to Scott Crain, Dr. Hughes, and Mrs. Gold-Singleton, I am graduating this Spring 2013 "Cum Laude."*
- *N/a.*
- *The Honors College, specifically Dr Kimberly Meyer. She is an excellent professor and motivator and really helped me find deeper meaning to life.*
- *Advisor Manouelian and other POLS Professors (Dr. Jeff Church, Dr. Susan Collins, & Dr. Irene Guenther).*
- *Ms. Sandra Gold Singleton has been really helpful and available to me when I had questions. Dr. Little from the Honors College has also given me great advice regarding which classes to take and whom to take them with.*
- *Edward Manuolien was the greatest person I met while in Houston. He planned me every year to follow the Seeger plan for achieve my academic goals.*
- *I was actually very independent of the college, having to work full time throughout. If anything, the MD Anderson Library and staff there were always very helpful. Also, my instructors who held office hours to speak on lecture after class.*
- *poli sci department, german department.*

- *The faculty was excellent, always available to assist. Special thanks to: Manuel Gutierrez, Pedro Gutierrez, Anadeli Bencomo, and Alejandra Gonzalez Perez in the Hispanic Studies Dept. And: Christina Hughes, Kenneth Abbott, Timothy Howard, and Eduardo Aleman in the Political Science Dept. The Language Acquisition Center offers great academic assistance in projects and research.*
- *My CLASS advisor was very useful, but I feel the most useful help I got was from my advisor in the Honors College.*
- *Mrs. Donna Blair the Diplomat in training was very helpful. As was Professor Jerry Jackson and Rita Griffen.*
- *Learning support services.*
- *Phi Alpha Delta Pre-Law Fraternity and working as a Student Desk Assistant for the Student Housing Dept.*
- *Professors.*
- *One advisor in my department, the diplomat in residence and myself helped me achieve my academic goals.*

### **Psychology**

- *All of my professors for the most part brought value to my educational experience. I also receive outstanding assistance from Dr. Fishman, I felt that she took an interest in my concerns and did what she could to offer a solution. I am grateful for my experiences at U of H and I hope to continue getting tremendous educational assistance from the faculty at the Victoria campus.*
- *Academic advisors, professors*
- *Me, myself and I! But also the computer labs and all my professors and T.As!*
- *I think I was well prepared and had all the tools needed for success*
- *Several of my professors helped me through.*
- *Advisers in the Psychology Department*
- *Library, DE department, advisors, financial aid*
- *N.A.*
- *I used the tutoring programs a lot for some of my electives.*
- *None, I figured it out on my own.*
- *- Robert Cramer and Helen Valier were a tremendous help. They made choosing a minor in the honors college extremely easy and gave me a new perspective on the UH system.*
- *Advisor.*
- *N/a.*
- *Gregory Rhodes was very helpful after I started going to him as my counselor but had bad experiences before I finally chose to go to him.*
- *Graduate school seminars have been really important. The Office of International Studies, though not a part of CLASS, has also immensely influenced my goals. Dr Leigh Leasure, my PI, has helped me in numerous ways, from helping me with scholarships to allowing me experience in her lab.*
- *n.a.*
- *Academic advisor.*
- *Advisor Linda Canales- Psychology department was an excellent and very helpful advisor throughout my whole undergraduate career.*
- *Amanda Clay - the best advisor I have ever had. Faculty: Abinadi Meza, Sarah Costello, Raymond Knee, Julia Babcock, Tonya Inman, Jonathan Zecher.*
- *None.*
- *Having computers regularly available were very helpful.*
- *My academic advisor, Marla Moreno Jordan was very helpful in my undergraduate career and understanding what was expected of me on a regular basis per the Department's standards. I appreciated the online courses in psychology also. The online material's setup made learning the material more efficient.*
- *Linda Canales (psych advisor), Patti Tolar, Caroline Watkins, Barbara Woodward (retired). These ladies all work in the psychology department and was of great help and motivation to me whenever I needed someone to go to.*
- *-Challenger Program, Ms. Floyd -Ms. Canales from Psychology Advising Department. Overall, she was well-versed on what I needed and helped me while I was abroad.*
- *The advising department helped a lot with keeping me on track to graduate. They also helped answer any questions I had.*
- *Ms. Canales, my advisor.*
- *Distance Education, advisors.*
- *None.*

- *Ms. Linda Canales! LOVE HER! such a great advisor!*
- *Career Services helped prep me for interviews!*
- *My advisor, Gregory Rhodes played a key role in helping me achieve my academic goals and I am very thankful that he helped me to achieve my goal.*
- *I guess my advisors.*
- *None!!!! Sara Diaz in Academic Affairs was very helpful, but I contacted her too late due to the bad advising of Leslie Dabney so it turned out that Academic Affairs could not longer help me. I give her credit for trying and she was very responsive to emails and phone calls. Unfortunately, it was all just way too late. So now I have a 2.9 GPA instead of a 3.8.*
- *Professors like Dr Alcantara Few of the Workshops and Seminars organized by the Psychology Department which I attended*
- *The advisors in the Psychology department were a great help in advising me through this whole process.*
- *Honors college.*
- *The psychology advisor, Linda Canales was especially helpful and always made me feel comfortable.*
- *Orlando zamora-advisor from the comm dept. and different professors from the psych dept.*
- *TRiO Upward Bound at the University of Houston Nichole Mendoza-*
- *Some counselors were more helpful than others.*
- *I completed a minor in GLBT Studies in the Women's Gender and Sexuality program. I loved these classes and instructors. In particular, Dr. Guillermo de los Reyes, Dr. James Zebroski, and Dr. Sylvia Morin were all exceptional and very supportive. I was a research assistant for Dr. Knee in the Psychology department for my final year. This was very interesting and educational. I loved it. My adviser in the Psychology department (Linda Canales) was great. I was an out-of-state transfer student and my records were complicated. She took the time to help me understand my requirements when many of my classes didn't transfer correctly.*
- *None*
- *I didn't go to tutoring, even when I was taking chemistry. What I had was my friends helping me study, friends that I had form in class. Some classes were too large to have study groups so I sort of stuck it out instead of going to any tutoring, which I should've. I didn't go, because my friends weren't able to make it and such. It was a stupid reason, but my friends, who did go, said it was a positive experience and I've heard a lot of good things about it.*
- *Linda Canales, academic advisor.*
- *The only help I really sought and received was from the advisor who made sure I knew what courses I needed to complete my degree.*
- *The writing center was helpful.*
- *Joining the Cognitive Development Lab as a Research Assistant has been a great addition to my undergraduate education*
- *My professors, and advisors helped me greatly!*
- *Sessions held by professors such as Dr. Leisure, Dr. Penney and Dr. Knee. CASA was a great help. I appreciated the computer lab in Heyne building and the option to print for free. I found that the writing center is fairly helpful as well.*
- *Lesley Dabney Audri Villalon.*
- *Math tutoring.*
- *I didn't use many services at UH as I was online. Everything closes before I leave work so I couldn't really utilize anything.*
- *Advising office Professors.*
- *Nothing in particular. Some of my professors gave me insight into the field.*
- *Center for Students with Disabilities*
- *I assisted myself. Some teachers were very good and helped motivate their students but I did not get any help from the advisors or school centers.*
- *N/A.*
- *Linda Canales.*
- *Kim- U Scholars advisor Gregory Rhodes- class advisor Daniel- financial services Judson- U scholars Mike- U scholars advisor.*
- *My advisors.*
- *Dr. Anderson was a magnificent person who helped me pursue my academic goals. Also she managed to talked about graduate school.*
- *Linda Canales, she's the only one who ever helped in advising. And Weixing Ma and Amy Vandaveer were the only inspirational teachers in Bauer.*
- *Gregory Rhodes was an awesome academic advisor. He helped with all of my transfer credits and knew what I needed to take in order to graduate on time. He understood the options that I had and explained them all very clearly.*

- *The only professors that were even remotely nice--Dr. Arturo Hernandez and Dr. Julia Kleinheider. Sara Diaz in the academic affairs office tried to help me but because of the lame and wrong advice of my adviser, there was nothing she could do because the deadline had passed.*
- *My professors were the strongest influences during my career. They really helped guide me in my academic career. The chemistry tutoring was also outstanding. I took Dr. Bott's summer chemistry course and without the tutoring I would have done horribly.*
- *Academic advising.*
- *All the services offered were very helpful but for me, specifically, I enjoyed the resources available for jobs and getting a job. Psi Chi was helpful in graduate programs, what to do after graduation, etc.*
- *NA.*
- *Dr. Beverly McPhail was a huge help from the women's resource center.*
- *No one but my friends helped me academically. I did not require any services other than disability accommodation the last semester.*
- *I believe meeting with my advisor helped to guide what classes to take each semester and keep me on track on graduating on time.*
- *My academic advisor most of all helped.*
- *N/A*
- *Father, Mother, Brother.*
- *None.*
- *The professors and advisors.*
- *Undergraduate advising for undeclared majors was a lot more helpful than my major advisors.*
- *My teachers really helped me understand and feel more encouraged towards achieving my goals.*
- my advisor helped me out*
- *Linda Canales gave me plenty of options which helped me narrow in on exactly what I wanted to do.*
- *Working as a RA at the Cognitive Development Lab provided a far greater insight and understanding into the field compared to the actual classes.*
- *My college advisor.*
- *I really liked my professors. I also liked the LAC.*
- *N/a.*
- *The coordinator to the students with disabilities, CASA tutoring center, and LASS.*
- *The library has helped me tremendously to achieve my academic goals. My professors, and teaching assistants were always available to me when I needed their guidance and help.*
- *Honors College, Lesley Dabney.*
- *Advising.*
- *Linda Canales was a great help in my academic advising and she also gave me some good suggestions about classes to take in preparation for grad school.*
- *Na.*
- *Advisors are really the only people I have had interaction with.*
- *Career Services, Gregory Rhodes.*
- *Linda Canales Adrian Alcantara Todd Romero Jane Pearce Ifran Hussain.*
- *Tutoring programs.*
- *A larger LSS... LSS is the best!*
- *Dr. Chip Knee's Interpersonal lab.*
- *There were many people who assisted me along the way from different departments*
- *Audri Villalon really helped me so much with getting everything ready for graduation, especially on such short notice, she always reminded me of important things and deadlines. Really recommend her as the best advisor in Psychology.*
- *Advisor.*
- *Myself, I did not use any programs to get help.*
- *Financial aid Academic advisor welcome center Office of Sustainability Cougar Place tutors students.*
- *My friends and classmates were often more helpful in picking classes and general assistance than the administration.*
- *Casa The tutoring on the 3rd floor of the social work building.*
- *My advisor Linda Canales was so helpful anytime I had a question about my degree or the classes I was taking, she responded quickly and made sure I was on the right track for graduation!*

- *No one.*
- *My advisor Gregory Rhodes.*
- *My teachers were very helpful along with my advising counselor. The career counselor helped a lot as well.*
- *Other students*
- *My adviser, Lina Canales helped me a lot.*
- *None.*
- *My academic advisors greatly contributed to achieving my academic goals because without them I would be confused. I appreciate their assistance. I enjoyed the Communication Lab at the Valenti school and the convenient location with respect to my classes.*
- *The following has assisted me in achieving my academic goals: Professors, Teaching Assistants, Advisers, Library, Psychology Computer Lab, and various other entities.*
- *The computer lab.*
- *Help from learning support services gave me some additional skills. Also, some professors and their feedback gave me the confidence to know that I could do what was necessary.*
- *SIHB laboratory in Psychology under Dr. Clayton Neighbors*
- *Advisor Zanfield..*
- *N/a.*
- *My parents and the Texas Guaranteed Tuition plan.*
- *Nobody. I did it all by myself.*
- *My advisor, but I worked mostly on my own in Katy. I did not utilize many services at UH.*
- *Career Services Counseling Services Tutoring Services*
- *My Counselors helped me with great advices.*
- *Academic advisors and psi chi/psychology club.*

### **Sociology**

- *For me to achieve my education goals, I would have to thank my husband and three children, who understood I had to study during holidays and weekends. I also want to thank my advisor Landus for all his help on guiding me to the right classes and helping me graduate quickly. I am thankful for the grant I received from the government that paid for my schooling. Last, I would like to thank my extended family who encouraged me to keep going. This was possible for because of all these wonderful people and more.*
- *My advisor and teachers.*
- *Advisor.*
- *Stella Grigorian, Landis Odoms, and the entire CLASS program helped me achieve my goal of graduating.*
- *Advising was very accessible and helpful.*
- *Sociology Teachers.*
- *Dr. Ebaugh was awesome in her religion course, Dr. Buzzanco is an amazing history teacher who really offers a great deal of enlightenment about the world, politics, and how our history is reflected in our current world. I also want to mention Prof. Haaga who teaches Logic 1, he is amazing at allowing his students to think outside of the box. He inspires his students to be analytical, which makes us better paper writers as well as critical analyzers. His efforts are immeasurable and his talent for teaching is a true gift.*
- *Landis!*
- *CAPS, Career Center, Writing Center, my advisor, and my friends.*
- *Landis Odoms.*
- *24. hr computer lab, Dr. Gregorian, and Dr. Dworkin*
- *Landis Odoms, Dr. Helen Ebaugh.*
- *None.*
- *Advisor and classmates Bauer*
- *Landis Odoms SOC Malaci Crawford AAS James Conyers AAS Samantha Kwan SOC Jessica Locheed (art)*
- *n/a*
- *Landis Odoms was a HUGE help as my advisor. Kept me on tract, and sent out an email when I wasn't.*
- *My advisor Landis Odoms was AMAZING!!*
- *Jennifer Graves, Dr. Kwan, John Mueller, & Landis were all guiding forces to my success.*

- *Landis Odoms helped me all the way through. He is the very best academic advisor I have ever had the pleasure knowing. I always wondered why he only had one "advisor of the year" award on his wall because he does an amazing job.*
- *Dr. Kwan was an excellent aid in my academic achievement. From day one she said she wanted us to succeed and provided us with all the tools to do so. Landis Odoms was extremely helpful and available when we needed him. Couldn't ask for a better advisor.*
- *Landis Odoms from Sociology was an excellent advisor, very helpful and detailed in his explanations on what was needed from me as a student. He is by far the best advisor, I have dealt with others who have been very slow to help, and even rude at times, so I really appreciate Landis' dedication. He is great!*
- *Landis Odoms, Shayne Lee, James Schafer, Harrell Rodgers.*
- *Dr. Karner and Dr. Mindiola are two of the best professor I had. my advisor is exteremely helpful.*
- *Landis Odoms.*
- *N/A.*
- *Landis Odoms.*
- *The tutoring program at the alumni center. The cougar one office: specifically (Licindy Caballero) on helping me get cougar one cards for my test in casa. Russell Royal in the athletic alumni center. Maria Peden made sure I was on top of everything for my academic goals.*
- *Landis Odoms.*
- *The sociology advisor, Landis Odoms, is very helpful. He does an excellent job of keeping students informed about deadlines and important dates. He is very proactive and motivated to help students succeed, and made sure he was always available to help students. Mr. Odoms was very direct, professional, and always made sure I was always on the right track.*
- *Landis Odoms was amazing. He really helped me in achieving my goals.*

### **Theatre & Dance**

- *Carolyn Houston Boone, STEVE WALLACE, Jack Young, Todd Waite, Rachel Bush*
- *My teachers helped guide me in the right direction. They were interested in what you were doing after graduation and were eager to help in any way they could. The adviser for the last few years of my college career was very helpful. You could always walk in when you needed.*
- *The fact that the faculty was open to all of our extracurricular endeavors was the biggest help. They supported all the work we were trying to do as students, such as the improv troupes and the Vagabond Theatre Project. Need I stress this enough? The department is what draws people in, and the faculty is what makes them stay.*
- *My advisor, my teachers and occasionally after a long long long wait the financial aid department.*
- *Dance program, Theresa Chapman, Erika Jimenez, Alpha Chi Omega Fraternity.*
- *Erika Jimenez the School of Theatre and Dance advisor is amazing! She went above and beyond to help me in my academic career.*
- *Jim Johnson, Carolyn Boone, Jack Young, Dr. Robert Shimko.*
- *My advisors from the Theater and Dance dept, and Communications.*
- *Dance faculty-Teresa Chapman and Becky Valls.*

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:

402H Agnes Arnold Hall  
Houston, TX 77204-3000  
713-743-8735  
aoneal@uh.edu