



College of Liberal Arts and Social Sciences
Office of the Dean

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2014

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

Report **Graduate Student Exit Survey**

May 18, 2015



CLASS

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

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Introduction

139 College of Liberal Arts and Social Science students participated in the 2013-14 Graduate Student Exit Survey. This is the sixth year that graduate students have been surveyed. There were a total of 31 questions in which students rated their satisfaction with various aspects of their educational experience, indicated their financial awards and contributions, described their future plans, and provided observations and recommendations. This report presents those findings including comments in the students' own words.

Changes to this Year's Survey

A number of changes were made to the exit survey in 2011, and PhD students were not surveyed this year or last. Please keep these changes in mind when comparing past data with what appears in this report.

Before 2011, students had completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. In 2011 the process was moved completely on-line. The new on-line format enables the college to have more control over the survey questions and reports, and, perhaps more importantly, allows the college to survey graduating students each semester instead of only each May. 2012 was the first time the college had been able to survey students year round. This report represents masters and doctoral students, except for PhD's, who applied to graduate in Fall 2013, Spring and Summer 2014.

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. In past years, the response rate for the Spring survey had hovered around 50%. Last year, 40.6% of the graduate students who earned degrees responded to the survey. Since the college was able to survey in all three semesters, the number of students participating has continued to rise: 96 responded in 2010; 135 in 2011; and 254 in 2012. The numbers dropped again with the exclusion of PhD students; only 159 participated in 2013, and 139 this year.

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

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

Again, PhD students were not surveyed this year as there was a new university-wide exit survey of PhD students. Some doctoral students are still being surveyed by our college, such as those in Music. There are a number of questions of the survey that are more appropriate for doctoral students than master's students, so please keep this in mind. We will resume surveying PhD students beginning in Fall 2014.

Highlights of Findings

Confidence in academic and professional preparation: The students continued to assign the largest percent of the top rating to the statement that my skills are competitive with those of my peers: 49% of students strongly agreed and an additional 43% agreed (page 27). 46% of the respondents strongly agreed that they had a thorough understanding of research methodology in their discipline (page 18), that they had acquired sufficient skills to prepare for a program-related career (page 28), and that their thesis/ project advising was satisfactory (page 19).

Graduate faculty: Students were also very positive about the graduate faculty in their program and the faculty advisors in their program: 56% rated the graduate faculty in their program as excellent (page 34) and 51% rated faculty advisors as excellent (page 35). They also gave high ratings to another related item: 50% rated the instruction in their graduate courses as excellent (page 33). Also, faculty were most frequently mentioned in response to the programs, services, and people who assisted students in reaching their academic goals in the open-ended items (page 49).

Future plans: 39% of respondents had secured employment in a position directly related to their discipline at the time of this survey (page 10-11). Even though a number of respondents were earning terminal degrees, 16% of respondents were continuing on to graduate school.

Funding: Overall, students were most likely to report receiving some sort of fellowship, scholarship or grant; only 33% of students responded that they had never received this type of aid. Of those who received that sort of aid, 26% received it for 4 semesters while 15% had it for 2 semesters. Students are also relying more and more on need-based financial aid/ loans; only 44% reported never receiving this type of aid. 24% of students had loans for 4 semesters, 9% for 2 semesters. The number of students taking out loans has increased over the years since this survey was first administered. In 2009, more than half, 55%, of students did not have to take out loans (53% in 2011, 50% in 2012, and 45% in 2013 never took out loans). Graduate students frequently received multiple sources of funding throughout their graduate careers and not all programs have the same funding opportunities. Summary charts for each program are available (pages 40-47).

Notes on Methods

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29. The overall quality of my graduate experience can be described as follows:

30. What specific people, programs, or services assisted you in achieving your academic goals?

31. I would like to see the following improvements in graduate education at the University of Houston:

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

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 139 students who expected to graduate in 2013-2014. The following table summarizes what program and which degree these students expected to earn, disaggregated by semester and program.

Summary Table 1: For those surveyed, expected degrees for Fall 2013 and Spring and Summer 2014 in CLASS.

Program	Expected Degrees for those Surveyed						Total Degrees
	MA	MFA	MM	MPA	MS	DMA	
Anthropology	4						4
Art	3	2					5
Communications	10						10
Communication Science & Disorders	15						15
Economics	14						14
English	5	5					10
Health & Human Performance	5				2		7
Hispanic Studies	2						2
History	8						8
Music			15			7	22
Philosophy	3						3
Political Science	4						4
Psychology	12						12
Public Administration				11			11
Sociology	3						3
Theatre	7	2					9
All	95	9	15	11	2	7	139

These numbers can be compared to the actual number of degrees granted for Fall 2013 and Spring and Summer 2014 in CLASS which appear in Summary Table 2. Remember that no PhD students were surveyed this year by the College of Liberal Arts & Social Sciences.

Summary Table 2: Actual degrees granted for Fall 2013 and Spring and Summer 2014 in CLASS.

Actual Degrees Granted

Program	MA	MEd	MFA	MM	MPA	MS	PhD*	DMA	Total Degrees
Anthropology	6								6
Art	5		18						23
Communication	17								17
Communication Science & Disorders	40								40
Economics	50						9		59
English	7		17				6		30
Health & Human Performance	7	2				4	2		15
Hispanic Studies	6						2		8
History	19						9		28
Modern & Classical Languages	1								1
Music				39				8	47
Philosophy	12								12
Political Science	10						6		16
Psychology	21						22		43
Public Administration					19				19
Sociology	7								7
Theatre	12		17						29
All	220	2	52	39	19	4	56	8	400

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

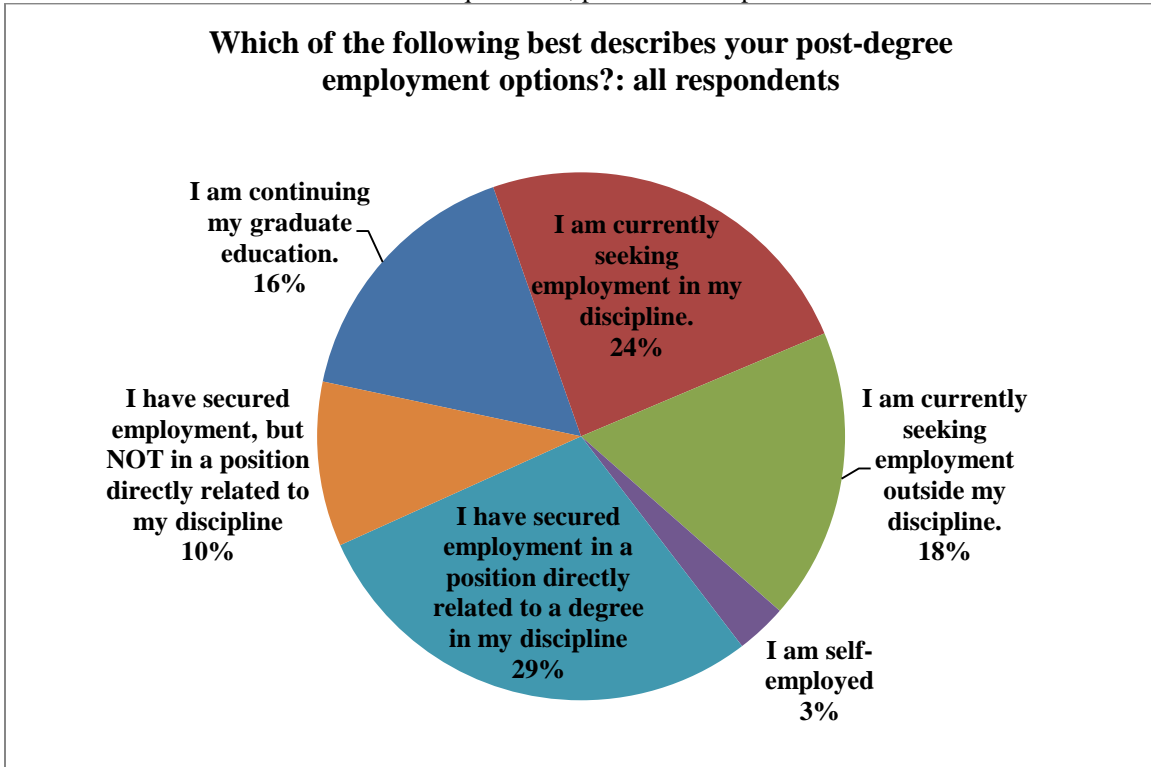
Post –Degree Employment Status

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

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

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

Chart 1: For question 1, percents all respondents.



- The most frequent response was those who had secured employment in their discipline. This number had steadily risen over the years but has dipped the last 2 years: 34% in 2009; 40% in 2010; 44% in 2011; 45% in 2012, 41% in 2013, and 29% this year.
- The percent of students continuing their graduate education had hovered around 15% from 2009 to last year. Many of the programs where no students were continuing their graduate education were programs where a master’s is a terminal degree.
- The responses varied widely from program to program. Table 1 below gives the results disaggregated by program.

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

Program	I am continuing my graduate education.	I am currently seeking employment in my discipline.	I am currently seeking employment outside my discipline.	I am self-employed	I have secured employment in a position directly related to a degree in my discipline	I have secured employment, but NOT in a position directly related to my discipline	Total (N)
All	16.3%	24%	17.8%	3.1%	28.7%	10.1%	129
Anthropology	33.3%			33.3%		33.3%	3
Art		60%	20%		20%		5
Communication Science & Disorders			66.7%	6.7%	26.7%		15
Communications	20%	20%			50%	10%	10
Economics	14.3%		42.9%		28.6%	14.3%	14
English	16.7%		25%	16.7%	25%	16.7%	12
Health & Human Performance		42.9%			28.6%	28.6%	7
Hispanic Studies		100%					2
History	14.3%	42.9%	14.3%			28.6%	7
Music	5%	55%			40%		20
Philosophy		33.3%	66.7%				3
Political Science	100%						1
Psychology	100%						6
Public Administration		40%			40%	20%	10
Sociology	66.7%	33.3%					3
Theatre	27.3%	9.1%			54.5%	9.1%	11

- Overall, 39% of students had secured employment in or out of their discipline, down slightly from 45% last year and 54% two years ago. 50% or more of the graduates in 4 programs had already secured a job in their discipline: Communications, Health & Human Performance, Public Administration and Theatre.
- Very few students were seeking employment outside their discipline, and a disproportionate number were from Communication Sciences & Disorders.

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

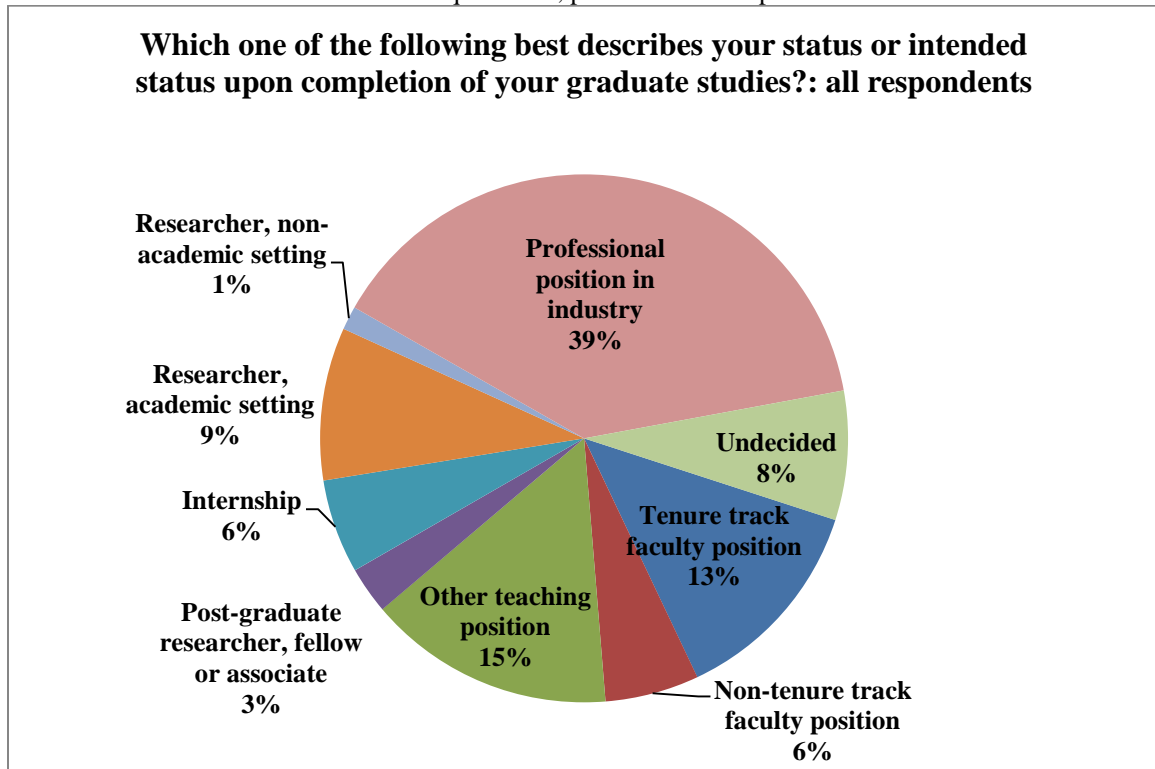
Status Upon Completion of Graduate Studies

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

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

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

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



- Professional position in industry continues to be the most frequent response and has risen from 35% in 2012.
- Tenure-track faculty position has been the second most frequent response. This number had remained steady since 2010: 16% in 2010; 15% in 2011; 16% in 2012; and 17% in 2013. It dropped slightly to 13% this year. Those seeking another teaching position, with 15%, became the new second most frequent response.
- The responses varied widely from program to program so results have been disaggregated by program in Table 2 below. 12 respondents wrote in comments to this item. Those comments have been reported to their program.

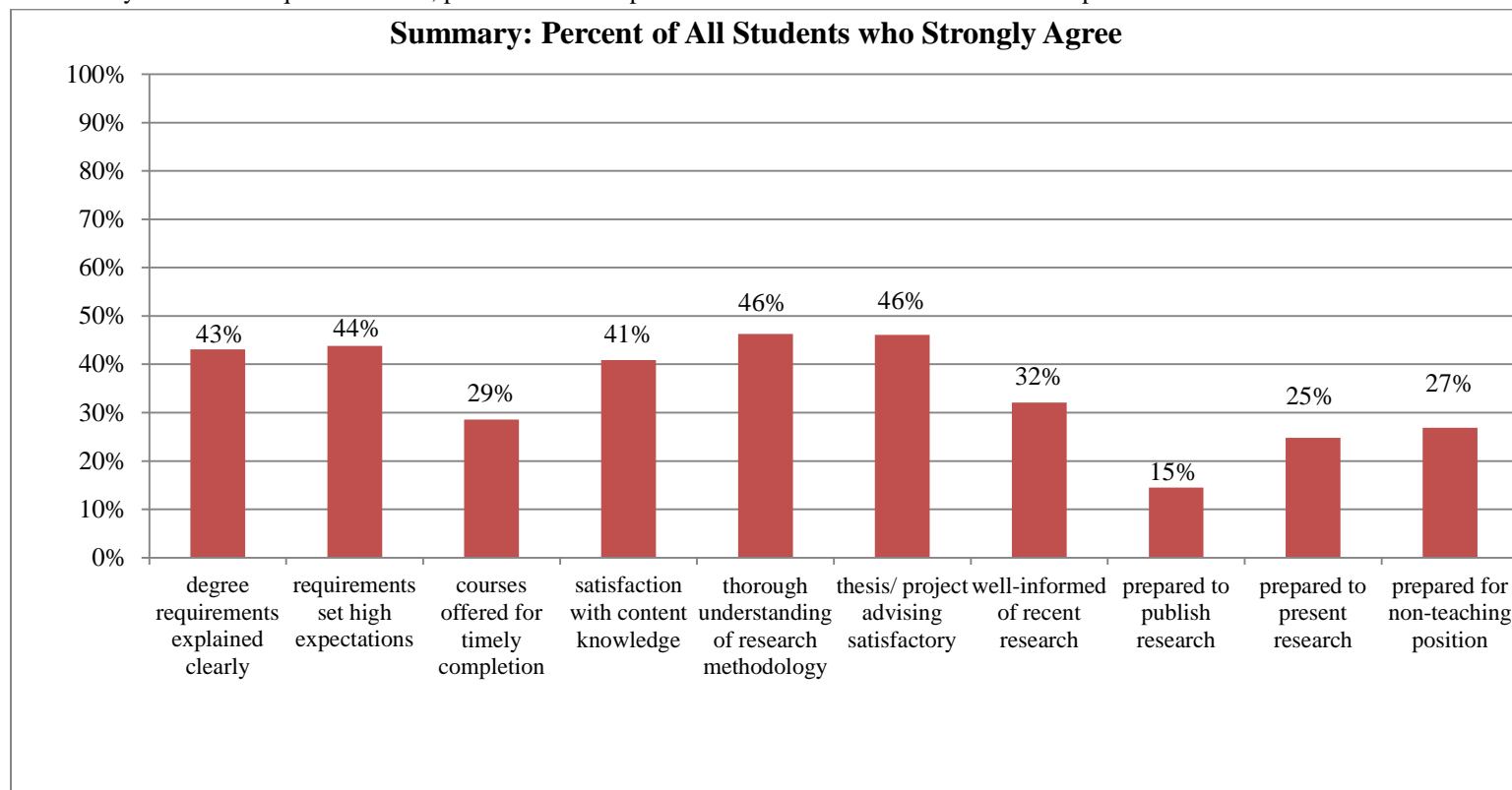
Table 2: For question 2, all responses disaggregated by program.

Program	Tenure track faculty position	Non-tenure track faculty position	Other teaching position	Post-graduate researcher, fellow or associate	Internship	Researcher academic setting	Researcher non-academic setting	Professional position in industry	Un-decided	Total (N)
All	12.9%	5.8%	15.1%	2.95	5.8%	9.4%	1.4%	38.8%	7.9%	139
Anthropology	25%					25%		25%	25%	4
Art	20%	20%		20%				40%		5
Communication Science & Disorders					26.7%			73.3%		15
Communications	10%	10%				10%	10%	40%	20%	10
Economics					21.4%	14.3%		50%	14.3%	14
English	20%		20%	10%		10%	10%	10%	20%	10
Health & Human Performance		14.3%	14.3%			14.3%		42.9%	14.3%	7
Hispanic Studies		50%	50%							2
History	37.5%		25%					37.5%		8
Music	13.6%	9.1%	36.4%					31.8%	9.1%	22
Philosophy		33.3%	33.3%						33.3%	3
Political Science	50%					25%		25%		4
Psychology	33.3%			8.3%	8.3%	16.7%		33.3%		12
Public Administration			9.1%			27.3%		63.6%		11
Sociology	33.3%			33.3%				33.3%		3
Theatre		11.1%	55.6%			11.1%		22.2%		9

Summary of Ratings for Academic and Professional Preparation

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

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



- Students were generally positive about their experience in CLASS. Students were most positive that they had a thorough understanding of research methodology and that their thesis/ project advising was satisfactory. This was followed closely by their program having requirements that set high expectations.
- Students were least positive about feeling prepared to present their research or publish their research in professional publications. These skills might not be as appropriate for graduates of masters programs as it would be for doctoral students.
- All responses can be found in Summary Table 3 below.

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

	degree requirements explained clearly	requirements set high expectations	courses offered frequently for timely completion	satisfaction with content knowledge	thorough understanding of research methodology	these/project advising satisfactory	well-informed of recent research	prepared-how to publish research	prepared-how to present research	prepared-non-teaching position in field
Strongly agree	43.1%	43.8%	28.6%	40.9%	46.3%	46.1%	32.1%	14.5%	24.8%	26.9%
Agree	42.3%	41.6%	45.1%	47.4%	42.5%	33.9%	41%	30.8%	37.2%	36.6%
Neither agree nor disagree	5.8%	9.5%	12%	6.6%	7.5%	13%	18.7%	29.9%	25.7%	20.9%
Disagree	7.3%	5.1%	12.8%	2.9%	3%	6.1%	8.2%	22.2%	8%	11.2%
Strongly disagree	1.5%		1.5%	2.2%	0.7%	0.9%		2.6%	4.4%	4.5%
Total (N)	137	137	133	137	134	115	134	117	113	134

- For questions 3 to 12, students felt positive about the academic and professional preparation that they received in their programs, especially when looking at those who answered positively, who answered strongly agree and agree. 89% of students strongly agreed or agreed they had a thorough understanding of research methodology in their discipline; 88% that they were satisfied with their content knowledge.
- Questions 10 and 11 remain the items with the lowest satisfaction rate. These items also had slightly lower response rates.
- In the following pages, each question has been taken individually and disaggregated by program.

Degree Requirements Explained Clearly

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

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

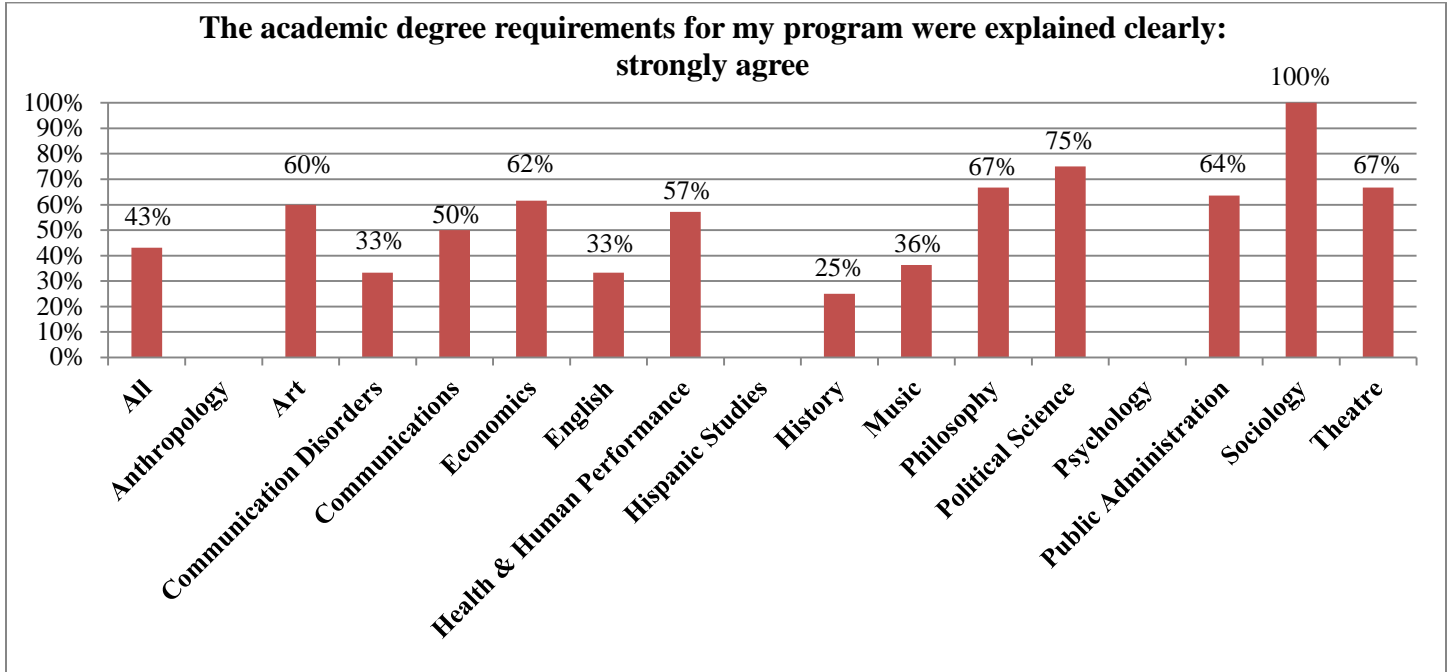


Table 3: All responses for question 3, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	43.1%	42.3%	5.8%	7.3%	1.5%	137
Anthropology		100%				4
Art	60%	40%				5
Communication Science & Disorders	33.3%	40%	13.3%	6.7%	6.7%	15
Communications	50%	40%		10%		10
Economics	61.5%	23.1%	15.4%			13
English	33.3%	44.4%	11.1%	11.1%		9
Health & Human Performance	57.1%	42.9%				7
Hispanic Studies		50%		50%		2
History	25%	62.5%	12.5%			8
Music	36.4%	59.1%		4.5%		22
Philosophy	66.7%	33.3%				3
Political Science	75%	25%				4
Psychology		50%	16.7%	25%	8.3%	12
Public Administration	63.6%	36.4%				11
Sociology	100%					3
Theatre	66.7%	11.1%		22.2%		9

- 85% of respondents strongly agreed or agreed with this statement.
- While no one from Anthropology strongly agreed, 100% agreed. 7 programs had 100% of their students who strongly agreed or agreed: Anthropology, Art, Health & Human Performance, Philosophy, Political Science, Public Administration and Sociology.

High Expectations of Student Performance

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

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

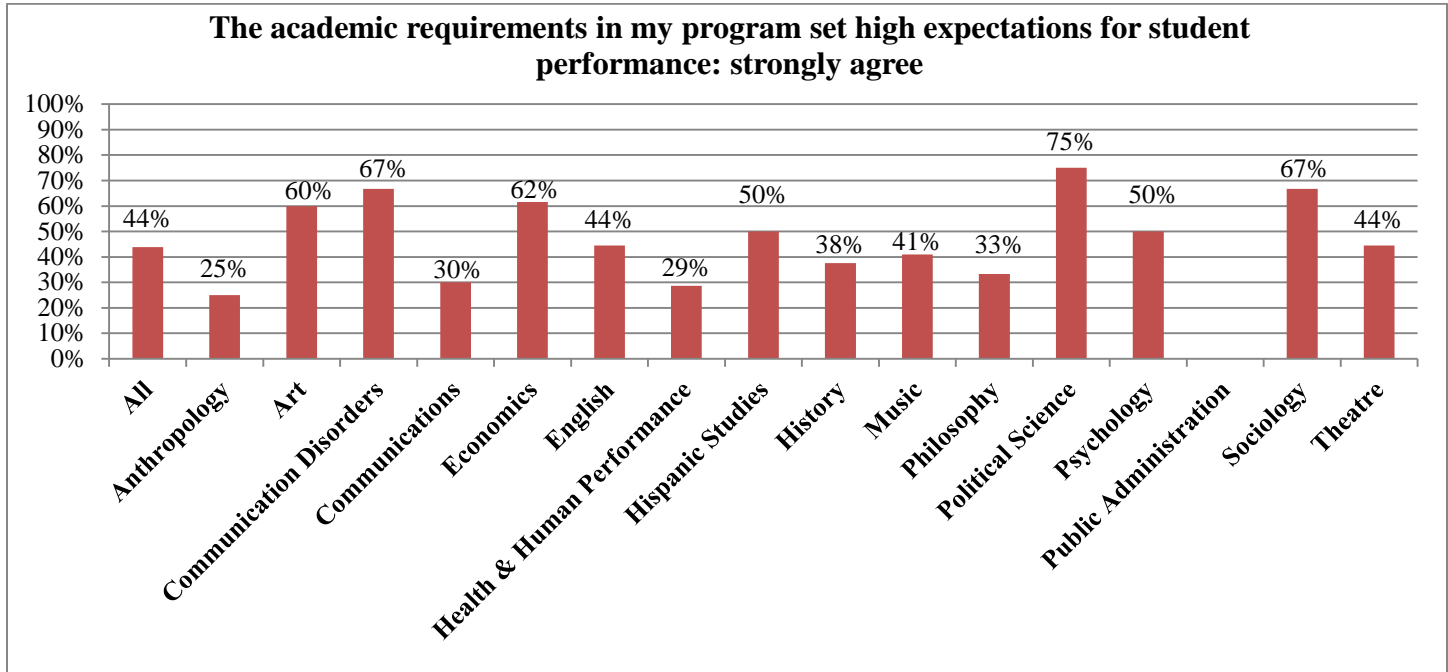


Table 4: All responses for question 4, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	43.8%	41.6%	9.5%	5.1%		137
Anthropology	25%	75%				4
Art	60%		20%	20%		5
Communication Science & Disorders	66.7%	20%	6.7%	6.7%		15
Communications	30%	70%				10
Economics	61.5%	7.7%	23.1%	7.6%		13
English	44.4%	33.3%	22.2%			9
Health & Human Performance	28.6%	71.4%				7
Hispanic Studies	50%	50%				2
History	37.5%	62.5%				8
Music	40.9%	50%	9.1%			22
Philosophy	33.3%	33.3%	33.3%			3
Political Science	75%	25%				4
Psychology	50%	41.7%	8.3%			12
Public Administration		54.5%	9.1%	36.3%		11
Sociology	66.7%	33.3%				3
Theatre	44.4%	44.4%	11.1%			9

- 100% of students in 7 programs strongly agreed or agreed that the academic requirements set high expectations for student performance: Anthropology, Communications, Health & Human Performance, Hispanic Studies, History, Political Science, and Sociology. No one strongly disagreed with this item.

Courses Offered Frequently Enough for Timely Completion

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

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

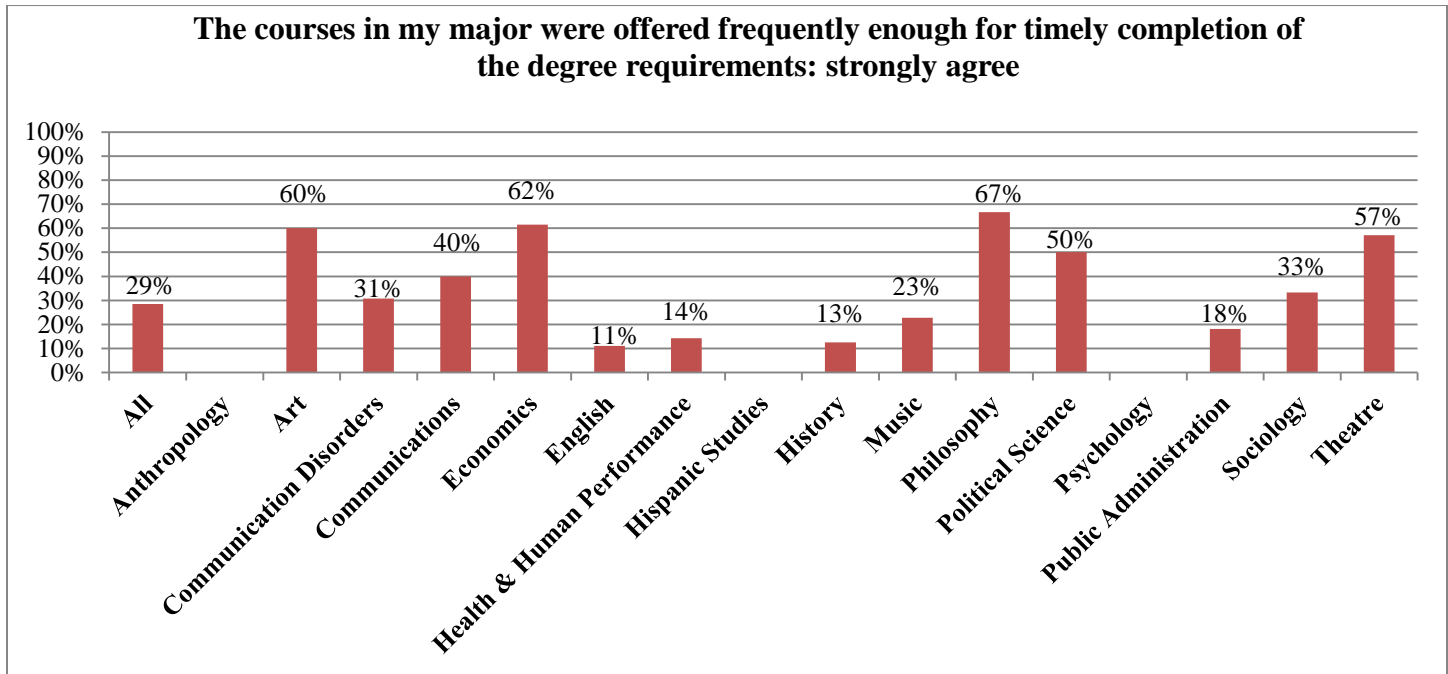


Table 5: All responses for question 5, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	28.6%	45.1%	12%	12.8%	1.5%	133
Anthropology		75%	25%			4
Art	60%	40%				5
Communication Science & Disorders	30.8%	30.8%	23.1%	7.7%	7.7%	13
Communications	40%	30%	20%	10%		10
Economics	61.5%	37.5%				13
English	11.1%	33.3%	11.1%	33.3%	11.1%	9
Health & Human Performance	14.3%	57.1%		28.6%		7
Hispanic Studies		100%				2
History	12.5%	37.5%	37.5%	12.5%		8
Music	22.7%	54.5%	13.6%	9.1%		22
Philosophy	66.7%	33.3%				3
Political Science	50%	25%		25%		4
Psychology		50%	16.7%	33.3%		12
Public Administration	18.2%	63.6%		18.2%		11
Sociology	33.3%	33.3%	33.3%			3
Theatre	57.1%	42.9%				7

- Overall, only 74% of students strongly agreed or agreed and answers varied quite a bit from program to program.
- Again, while no one in Anthropology or Sociology strongly agreed with this statement, 100% of students in those programs agreed.

Satisfaction with Content Knowledge Acquired in Discipline

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

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

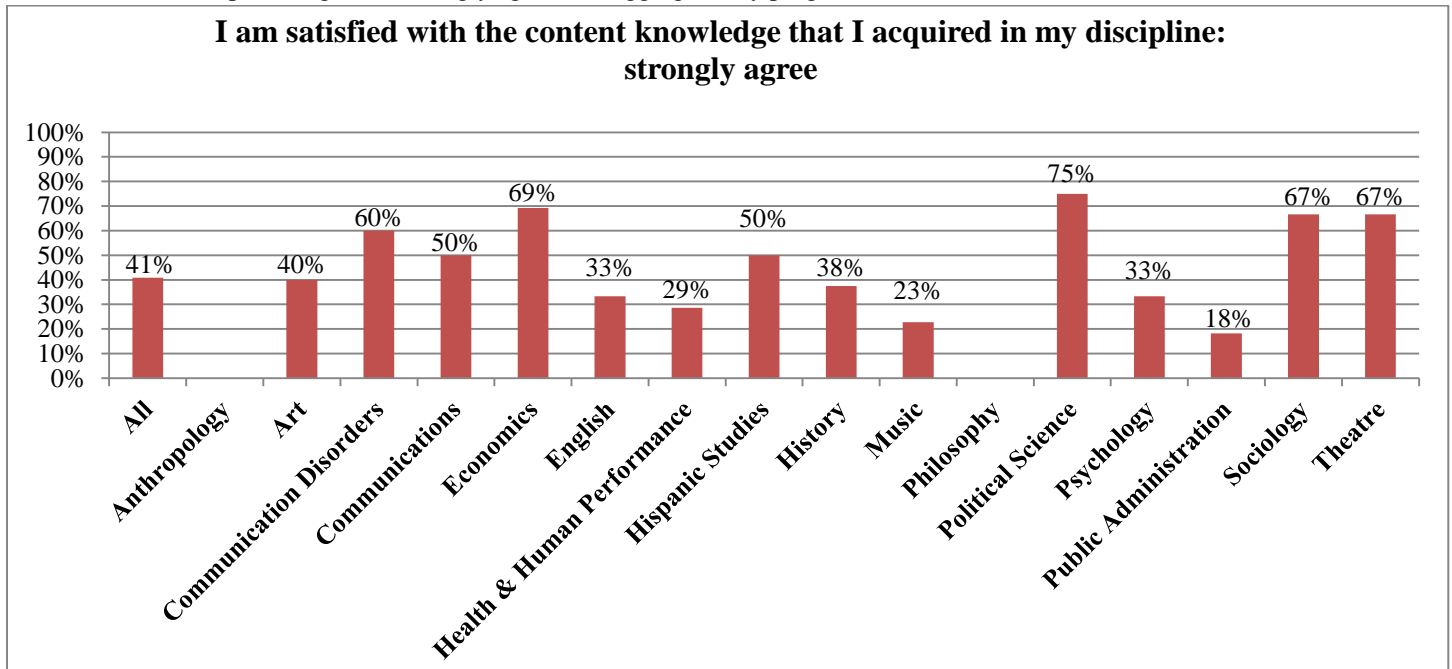


Table 6: All responses for question 6, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40.9%	47.4%	6.6%	2.9%	2.2%	137
Anthropology		75%	25%			4
Art	40%	60%				5
Communication Science & Disorders	60%	33.3%			6.7%	15
Communications	50%	40%	10%			10
Economics	69.2%	7.7%	7.7%	15.4%		13
English	33.3%	55.6%	11.1%			9
Health & Human Performance	28.6%	57.1%		14.3%		7
Hispanic Studies	50%	50%				2
History	37.5%	50%			12.5%	8
Music	22.7%	59.1%	18.2%			22
Philosophy		66.7%			33.3%	3
Political Science	75%	25%				4
Psychology	33.3%	66.7%				12
Public Administration	18.2%	72.7%	9.1%			11
Sociology	66.7%	33.3%				3
Theatre	66.7%	22.2%		11.1%		9

- 100% of students in 5 programs strongly agreed or agreed that they were satisfied with the content knowledge in their discipline: Art, Health & Human Performance, Political Science, Psychology and Sociology.
- 7 students disagreed or strongly disagreed.

Thorough Understanding of Research Methodology

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

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

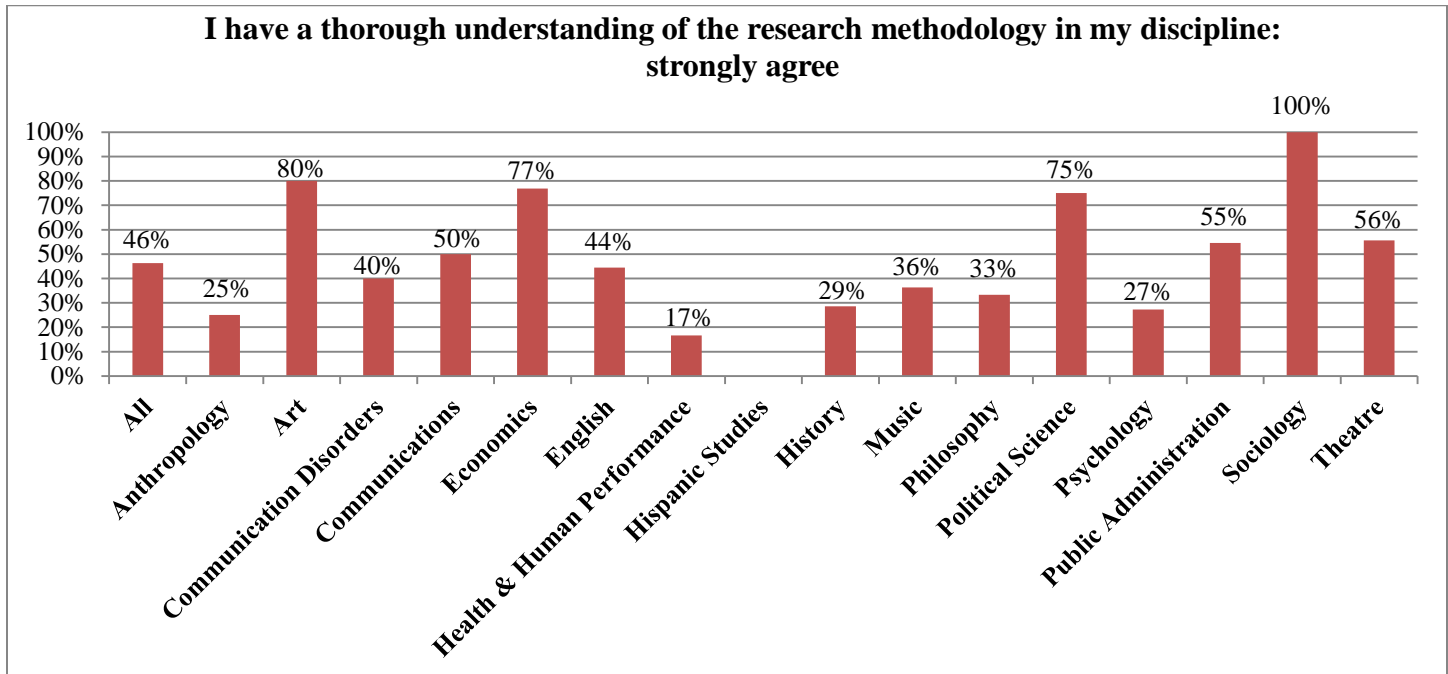


Table 7: All responses for question 7, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	46.3%	42.5%	7.5%	3%	0.7%	134
Anthropology	25%	50%	25%			4
Art	80%	20%				5
Communication Science & Disorders	40%	53.3%		6.7%		15
Communications	50%	40%		10%		10
Economics	76.9%	23.1%				13
English	44.4%	55.6%				9
Health & Human Performance	16.7%	50%	16.7%	16.7%		6
Hispanic Studies		50%	50%			2
History	28.6%	71.4%				7
Music	36.4%	45.5%	18.2%			22
Philosophy	33.3%	33.3%			33.3%	3
Political Science	75%	25%				4
Psychology	27.3%	54.5%	9.1%	9.1%		11
Public Administration	54.5%	36.4%	9.1%			11
Sociology	100%					3
Theatre	55.6%	33.3%	11.1%			9

- This item and the next were tied for the second highest rate of student satisfaction: 89% strongly agreed or agreed.
- At least half of the students in 7 programs strongly agreed: Art, Communications, Economics, Political Science, Public Administration, Sociology and Theatre.
- Only 5 students gave negative responses.

Satisfaction with Thesis or Project Advising

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

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

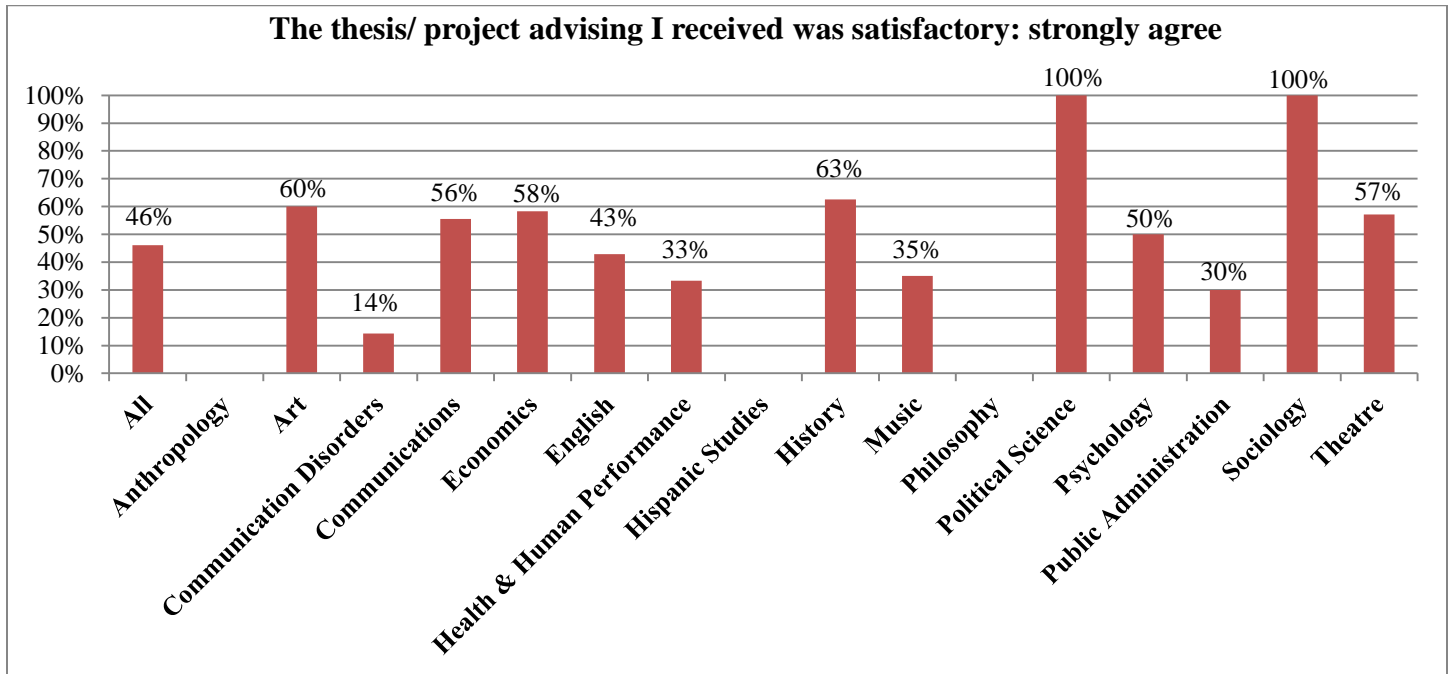


Table 8: All responses for question 8, disaggregated by program.

Programs	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	46.1%	33.9%	13%	6.1%	0.9%	115
Anthropology		75%	25%			4
Art	60%	20%		20%		5
Communication Science & Disorders	14.3%	28.6%	42.9%	14.3%		7
Communications	55.5%	11.1%	11.1%	22.2%		9
Economics	58.3%	33.3%	8.3%			12
English	42.9%	42.9%			14.3%	7
Health & Human Performance	33.3%	33.3%	16.7%	16.7%		6
Hispanic Studies						0
History	62.5%	12.5%	12.5%	12.5%		8
Music	35%	50%	15%			20
Philosophy			100%			1
Political Science	100%					4
Psychology	50%	33.3%	8.3%	8.3%		12
Public Administration	30%	60%	10%			10
Sociology	100%					3
Theatre	57.1%	28.6%	14.3%			7

- 100% of Political Science and Sociology students strongly agreed. Only one person strongly disagreed.
- Fewer students answered this item than the questions around it. 22 people answered “NA” or left it blank. No one from Hispanic Studies answered this question.

Well-Informed about Recent Research Developments

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

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

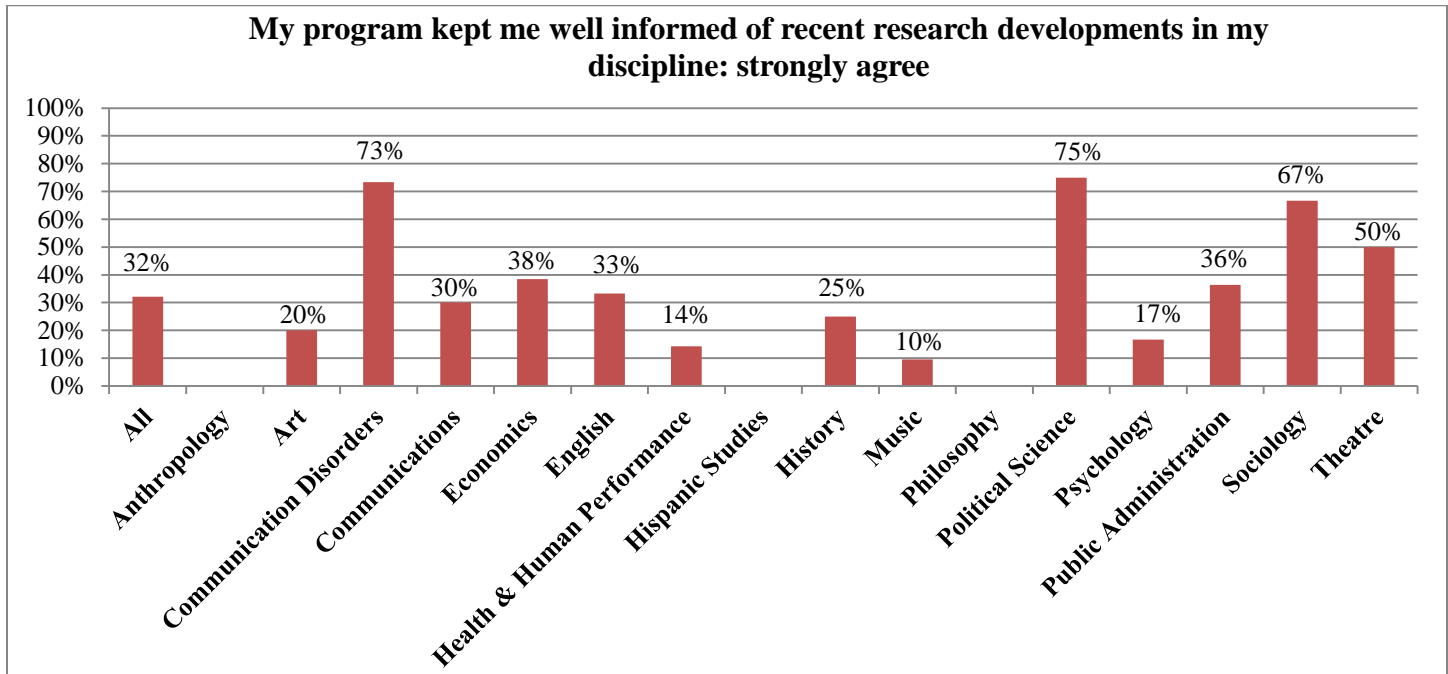


Table 9: All responses for question 9, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	32.1%	41%	18.7%	8.2%		134
Anthropology		50%	25%	25%		4
Art	20%	40%	20%	20%		5
Communication Science & Disorders	73.3%	20%	6.7%			15
Communications	30%	50%		20%		10
Economics	38.5%	46.2%	15.4%			13
English	33.3%	22.2%	22.2%	22.2%		9
Health & Human Performance	14.3%	28.6%	42.9%	14.3%		7
Hispanic Studies		100%				1
History	25%	37.5%	37.5%			8
Music	9.5%	52.4%	33.3%	4.8%		21
Philosophy		33.3%	33.3%	33.3%		3
Political Science	75%	25%				4
Psychology	16.7%	75%		8.3%		12
Public Administration	36.4%	27.3%	27.3%	9.1%		11
Sociology	66.7%	33.3%				3
Theatre	50%	37.5%	12.5%			8

- Satisfaction was slightly lower on this item; overall, 72% of respondents strongly agreed or agreed.
- While no one in Hispanic Studies strongly agreed, 100% agreed. No one in any of the programs strongly disagreed.

Prepared on How to Publish Research

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

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

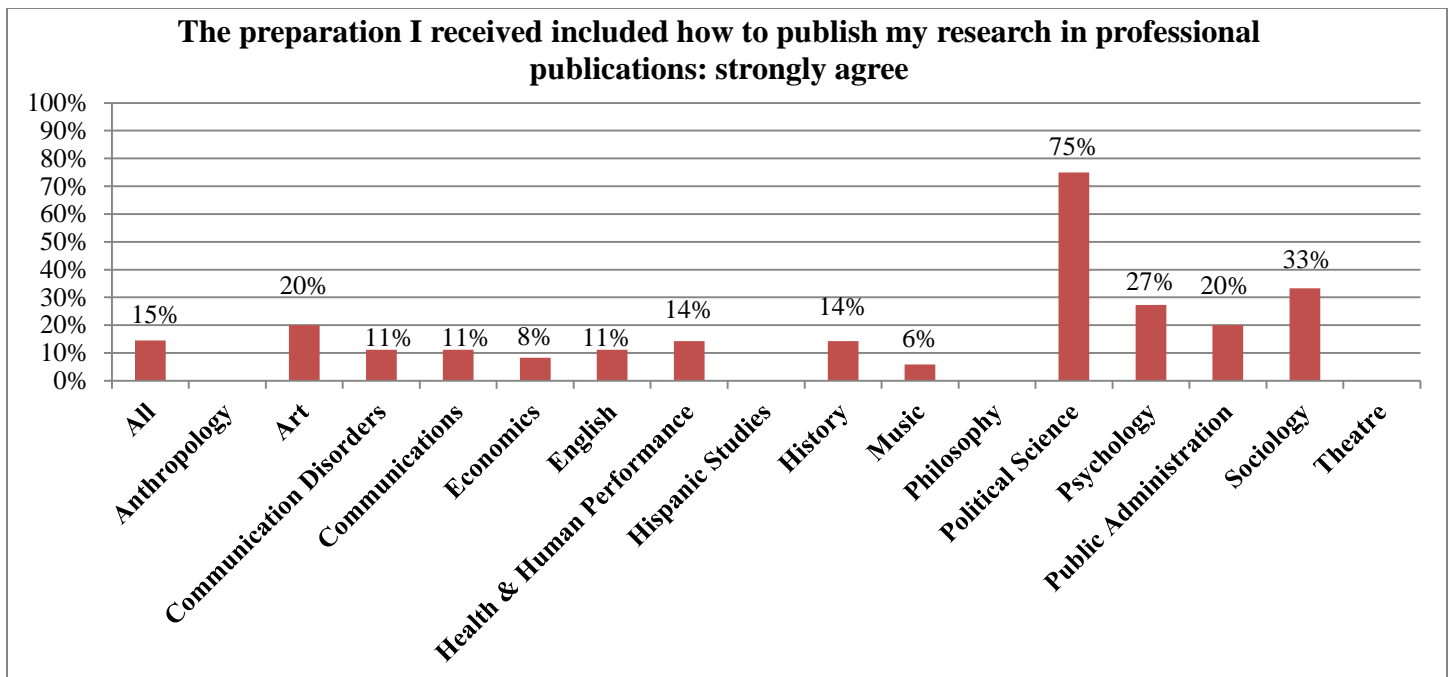


Table 10: All responses for question 10, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	14.5%	30.8%	29.9%	22.2%	2.6%	117
Anthropology		25%	25%	50%		4
Art	20%		20%	60%		5
Communication Science & Disorders	11.1%	22.2%	44.4%	22.2%		9
Communications	11.1%	33.3%	44.4%		11.1%	9
Economics	8.3%	50%	33.3%	8.3%		12
English	11.1%	11.1%	44.4%	33.3%		9
Health & Human Performance	14.3%	42.9%	28.6%	14.3%		7
Hispanic Studies		50%	50%			2
History	14.3%	57.1%	28.6%			7
Music	5.9%	29.4%	47.1%	17.6%		17
Philosophy				100%		3
Political Science	75%	25%				4
Psychology	27.3%	54.5%		18.2%		11
Public Administration	20%	10%	20%	30%	20%	10
Sociology	33.3%	33.3%	33.3%			3
Theatre		20%	20%	60%		5

- This item had the lowest percent who strongly agreed: 14.5%. This question, as well as the following item on presenting research, has the lowest response rates as well. Only 117 students responded.
- 7 programs had more than a third of their students who chose to neither agree nor disagree.

Prepared on How to Present Research

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

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

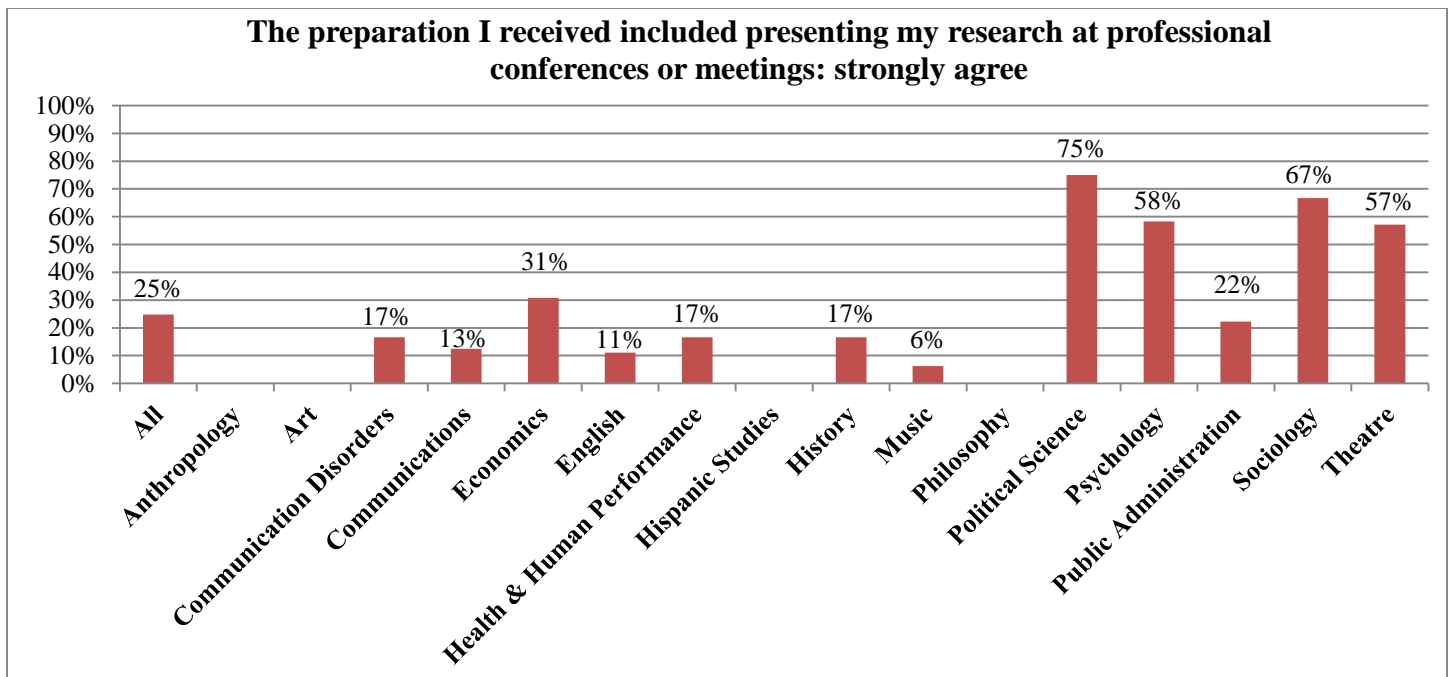


Table 11: All responses for question 11, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	24.8%	37.2%	25.7%	8%	4.4%	113
Anthropology		25%	25%	50%		4
Art		40%	20%	40%		5
Communication Science & Disorders	16.7%	33.3%	50%			6
Communications	12.5%		75%		12.5%	8
Economics	30.8%	46.2%	15.4%	7.7%		13
English	11.1%	66.7%	22.2%			9
Health & Human Performance	16.7%	50%	33.3%			6
Hispanic Studies		100%				2
History	16.7%	33.3%	50%			6
Music	6.3%	50%	31.3%	6.3%	6.3%	16
Philosophy			33.3%	33.3%	33.3%	3
Political Science	75%	25%				4
Psychology	58.3%	41.7%				12
Public Administration	22.2%	22.2%	22.2%	11.1%	22.2%	9
Sociology	66.7%	33.3%				3
Theatre	57.1%	14.3%	14.3%	14.3%		7

- This item had a lower number of students who strongly agreed, and 4 programs had no students who strongly agreed. This question also had the fewest responses; 24 students answered “NA” or left it blank. Again, keep in mind PhD students were not invited to participate in this year’s survey. 30% of students neither agreed nor disagreed.
- While no one in Hispanic Studies strongly agreed, 100% of respondents agreed.

Prepared for a Non-Teaching Job in their Field

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

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

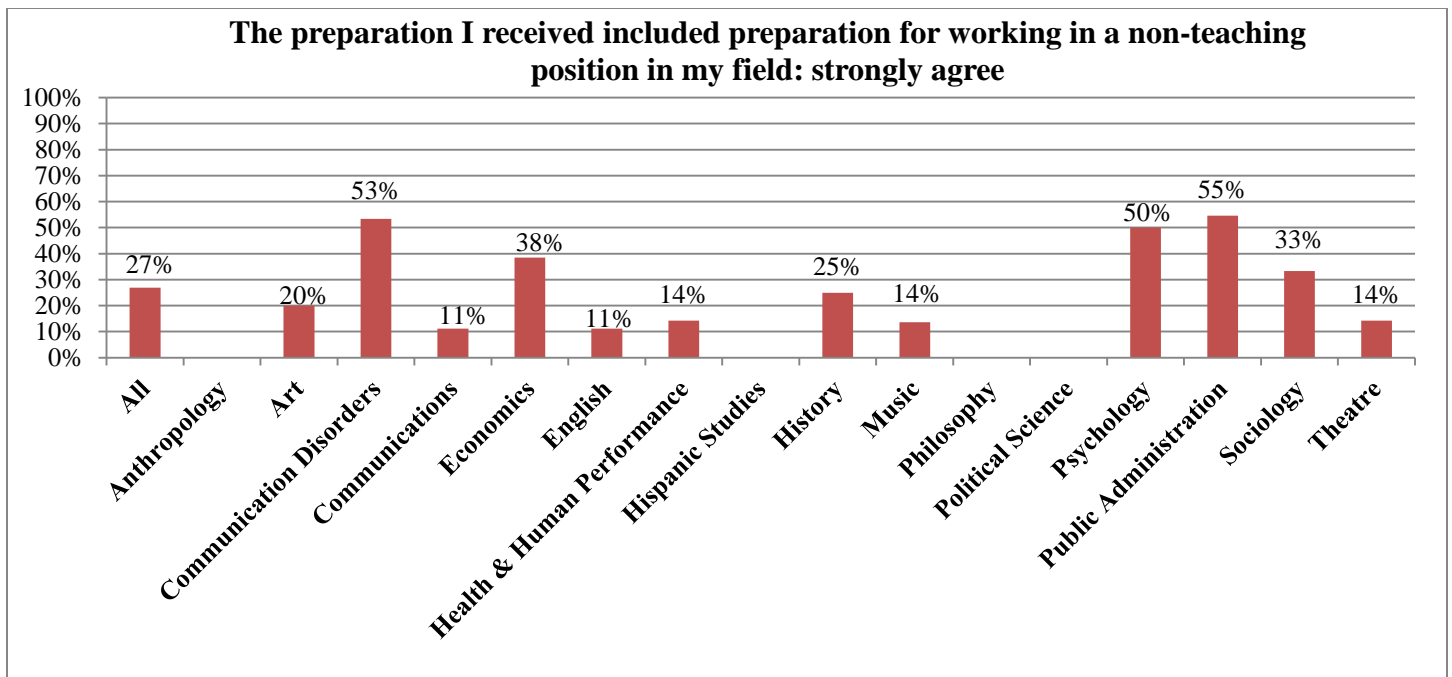


Table 12: All responses for question 12, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	26.9%	36.6%	20.9%	11.2%	4.5%	134
Anthropology		25%	50%	25%		4
Art	20%	60%		20%		5
Communication Science & Disorders	53.3%	33.3%	6.7%		6.7%	15
Communications	11.1%	44.4%	22.2%	11.1%	11.1%	9
Economics	38.5%	38.5%	23.1%			13
English	11.1%	22.2%	33.3%	22.2%	11.1%	9
Health & Human Performance	14.3%	28.6%	42.9%		14.3%	7
Hispanic Studies		50%		50%		2
History	25%	25%	25%	25%		8
Music	13.6%	45.5%	27.3%	13.6%		22
Philosophy			33.3%	33.3%	33.3%	3
Political Science		50%	25%	25%		4
Psychology	50%	16.7%	16.7%	16.7%		12
Public Administration	54.5%	36.4%			9.1%	11
Sociology	33.3%	33.3%	33.3%			3
Theatre	14.3%	71.4%	14.3%			7

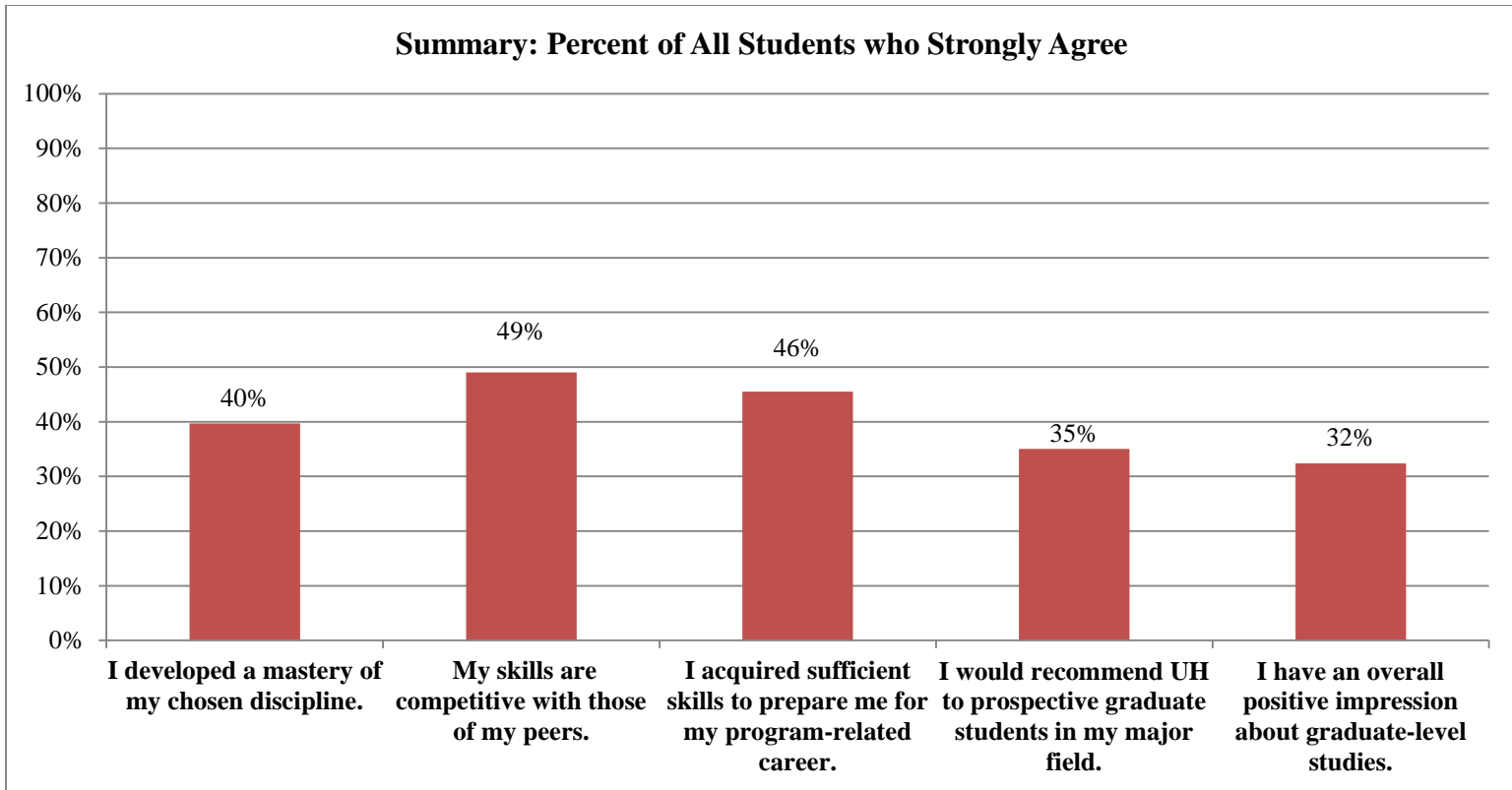
- There was a relatively lower rate of those who strongly agree, 27%, but also had a high rate, 26%, who neither agreed nor disagreed. Only 16% gave a negative answer.
- Compare these results with students' intended status upon completion of their graduate studies (pages 10-11).

Summary of Results of Degree Programs

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

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

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



- Students were most confident that their skills are competitive with those of their peers. This item had the highest percent choosing the top rating for the entire survey and has been the highest since 2009.
- There were fewer negative responses to these items as well. In fact, only one strongly disagreed with both of the first two items in this section.

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

	I developed a mastery of my chosen discipline.	My skills are competitive with those of my peers.	I acquired sufficient skills to prepare me for my program-related career.	I would recommend UH to prospective graduate students in my major field.	I have an overall positive impression about graduate-level studies.
Strongly agree	39.7%	49%	45.5%	35%	32.4%
Agree	51.5%	42.5%	42.5%	40.1%	47.8%
Neither agree nor disagree	6.6%	6%	6.7%	16.1%	11.8%
Disagree	1.5%	2.2%	3.7%	4.4%	7.4%
Strongly disagree	0.7%	1%	1.5%	4.4%	0.7%
Total (N)	136	134	134	137	136

- The first three items had around 90% of respondents who chose strongly agree or agree: 91%, 91%, and 88% respectively. Fewer students would recommend UH, only 75% strongly agreed or agreed, or had an overall positive impression about graduate-level studies, 80%.
- Responses did vary from program to program. Each question has been disaggregated by program in the following pages.

Mastery of Chosen Discipline

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

Chart 13. Question 13, percentage who strongly agreed, disagreed by program.

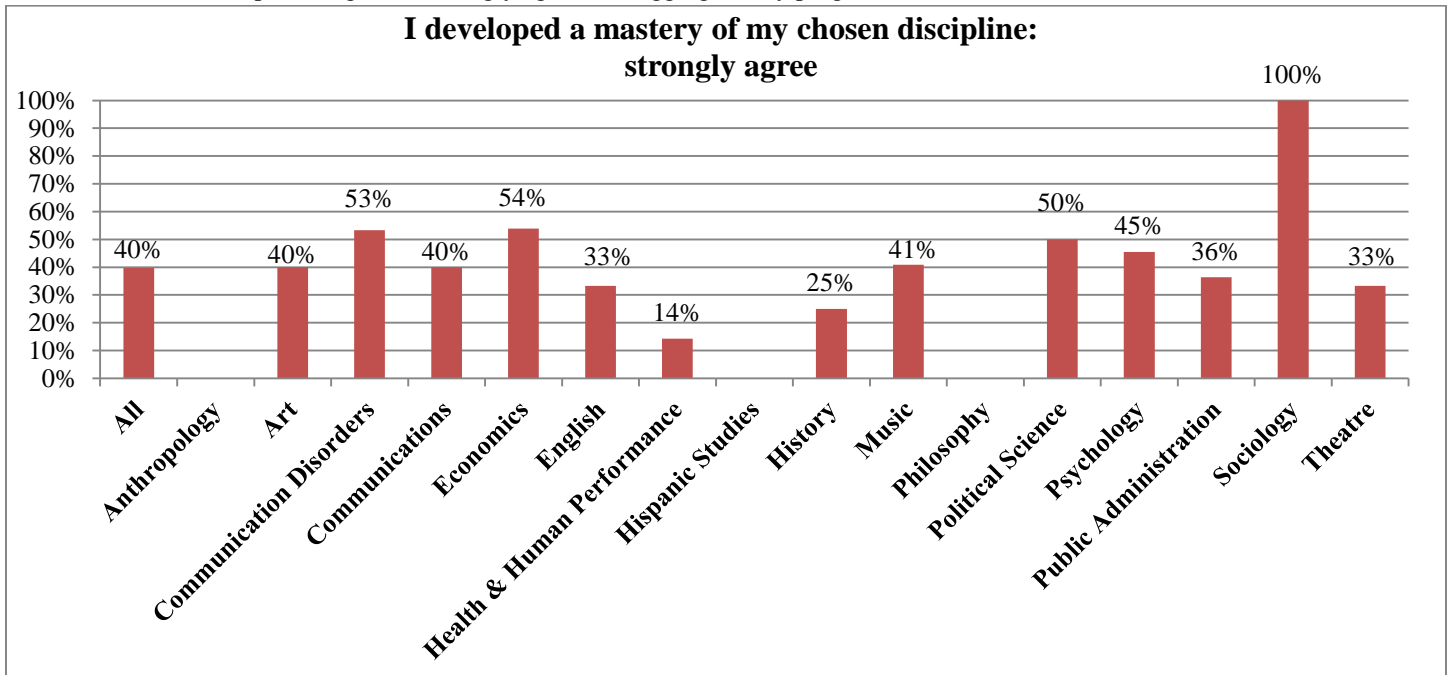


Table 13: All responses for question 13, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	39.7%	51.5%	6.6%	1.5%	0.7%	136
Anthropology		50%	25%	25%		4
Art	40%	60%				5
Communication Science & Disorders	53.3%	40%	6.7%			15
Communications	40%	50%	10%			10
Economics	53.8%	46.2%				13
English	33.3%	33.3%	33.3%			9
Health & Human Performance	14.3%	71.4%	14.3%			7
Hispanic Studies		100%				2
History	25%	62.5%	12.5%			8
Music	40.9%	54.5%	4.5%			22
Philosophy		66.7%		33.3%		3
Political Science	50%	50%				4
Psychology	45.5%	54.5%				11
Public Administration	36.4%	54.5%			9.1%	11
Sociology	100%					3
Theatre	33.3%	55.6%		11.1%		9

- While no one in Hispanic Studies strongly agreed, 100% agreed. In addition, 5 other programs had 100% of their respondents who strongly agreed or agreed: Art, Economics, Political Science, Psychology, and Sociology (where 100% strongly agreed).
- Only 2 students disagreed, and one strongly disagreed.

Skills Competitive with Peers

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

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

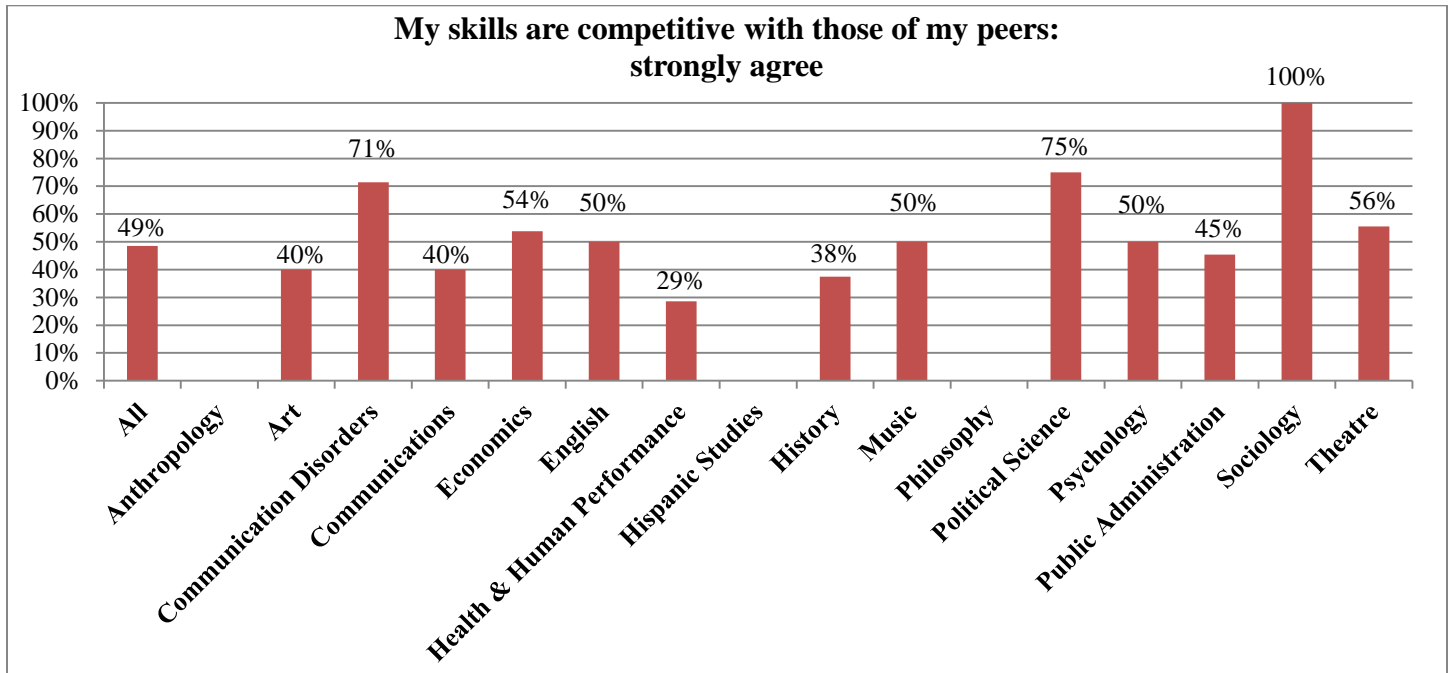


Table 14: All responses for question 14, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.5%	42.5%	6%	2.2%	0.7%	134
Anthropology		75%	25%			4
Art	40%	40%		20%		5
Communication Science & Disorders	71.4%	21.4%	7.1%			14
Communications	40%	50%	10%			10
Economics	53.8%	38.5%	7.7%			13
English	50%	50%				8
Health & Human Performance	28.6%	42.9%	28.6%			7
Hispanic Studies		100%				1
History	37.5%	50%		12.5%		8
Music	50%	45.5%	4.5%			22
Philosophy		33.3%	33.3%		33.3%	3
Political Science	75%	25%				4
Psychology	50%	41.7%		8.3%		12
Public Administration	45.5%	54.5%				11
Sociology	100%					3
Theatre	55.6%	44.4%				9

- For the third year, this item had the highest rate of satisfaction: 92% strongly agreed or disagreed; only 1 student strongly disagreed.
- While no one in Hispanic Studies strongly agreed, 100% agreed. Respondents in 5 other programs had 100% who strongly agreed or agreed: English, Political Science, Public Administration, Sociology, and Theatre.

Prepared for Program-Related Career

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

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

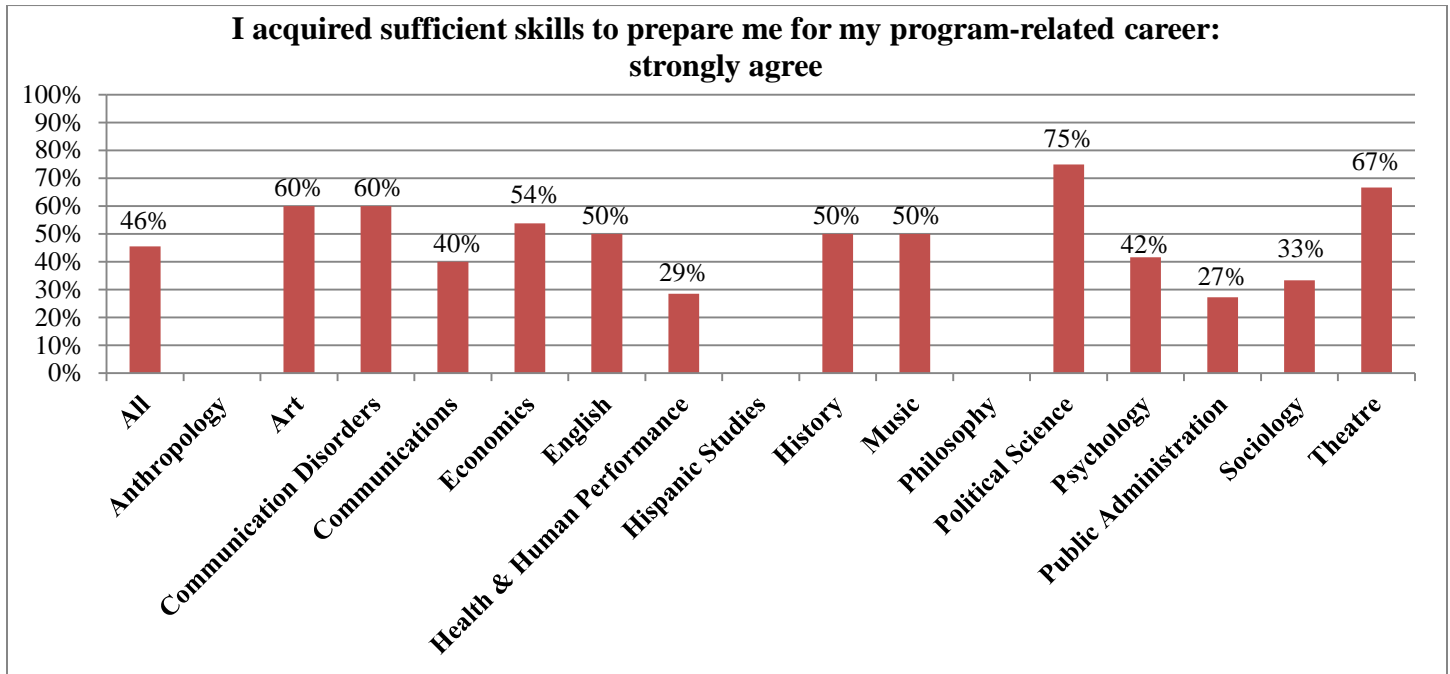


Table 15: All responses for question 15, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	45.5%	42.5%	6.7%	3.7%	1.5%	134
Anthropology		50%	50%			4
Art	60%	20%		20%		5
Communication Science & Disorders	60%	33.3%		6.7%		15
Communications	40%	50%	10%			10
Economics	53.8%	30.8%	15.4%			13
English	50%	37.5%	12.5%			8
Health & Human Performance	28.6%	42.9%	14.3%	14.3%		7
Hispanic Studies		100%				2
History	50%	33.3%			16.7%	6
Music	50%	45.5%	4.5%			22
Philosophy		66.7%			33.3%	3
Political Science	75%	25%				4
Psychology	41.7%	50%		8.3%		12
Public Administration	27.3%	63.6%		9.1%		11
Sociology	33.3%	66.7%				3
Theatre	66.7%	22.2%	11.1%			9

- 88% of respondents strongly agreed or agreed making this item have the second highest satisfaction rate.
- While no one in Hispanic Studies strongly agreed, 100% agreed.

Would Recommend UH to Prospective Students

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

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

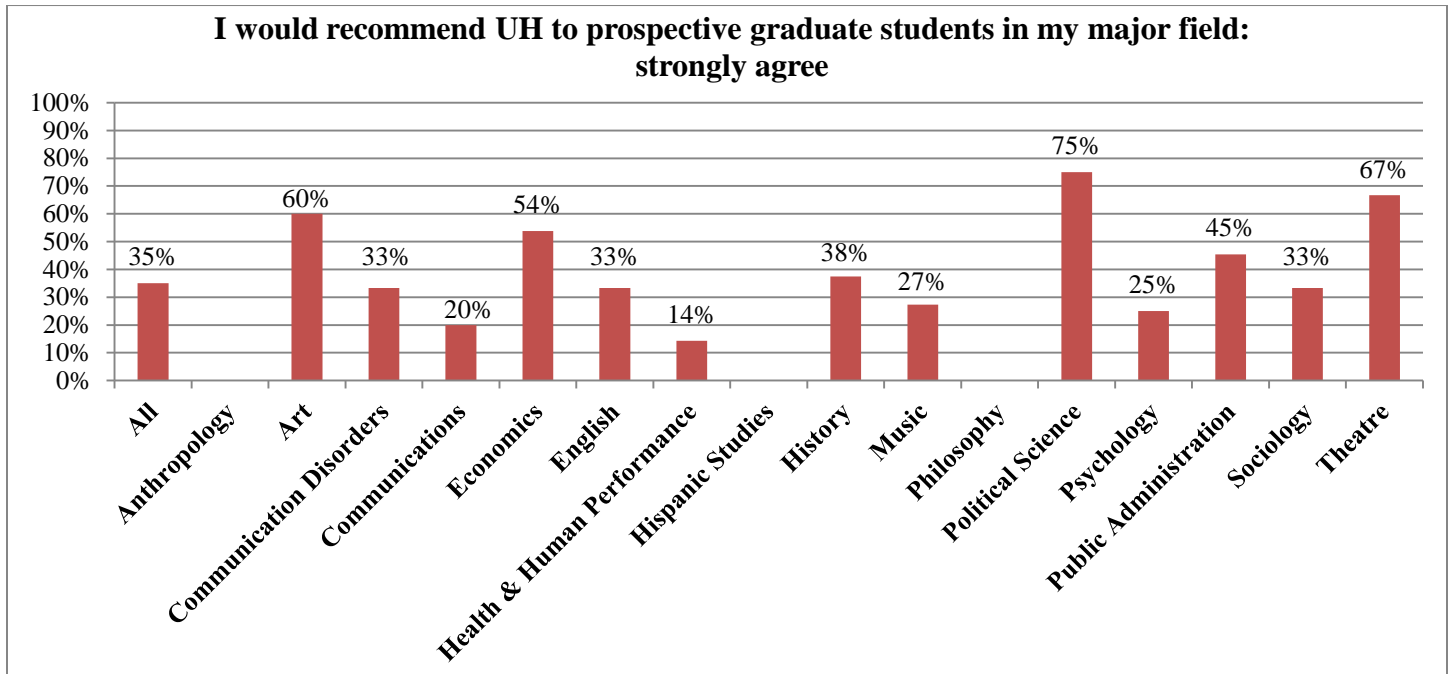


Table 16: All responses for question 16, disaggregated by program.

Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	35%	40.1%	16.1%	4.4%	4.4%	137
Anthropology		75%			25%	4
Art	60%		40%			5
Communication Science & Disorders	33.3%	46.7%	6.7%	6.7%	6.7%	15
Communications	20%	60%	20%			10
Economics	53.8%	38.5%	7.7%			13
English	33.3%	22.2%	22.2%	22.2%		9
Health & Human Performance	14.3%	42.9%	14.3%	14.3%	14.3%	7
Hispanic Studies		50%			50%	2
History	37.5%	12.5%	37.5%		12.5%	8
Music	27.3%	40.9%	27.3%	4.5%		22
Philosophy		33.3%		33.3%	33.3%	3
Political Science	75%	25%				4
Psychology	25%	75%				12
Public Administration	45.5%	27.3%	27.3%			11
Sociology	33.3%	66.7%				3
Theatre	66.7%	22.2%	11.1%			9

- On the whole, students chose a neutral response to this item than to other questions: 16% neither agreed nor disagreed although only 12 respondents answered negatively.
- 3 departments had 100% of their students strongly agree or agree: Political Science, Psychology, and Sociology.

Overall Positive Impression of Graduate Studies

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

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

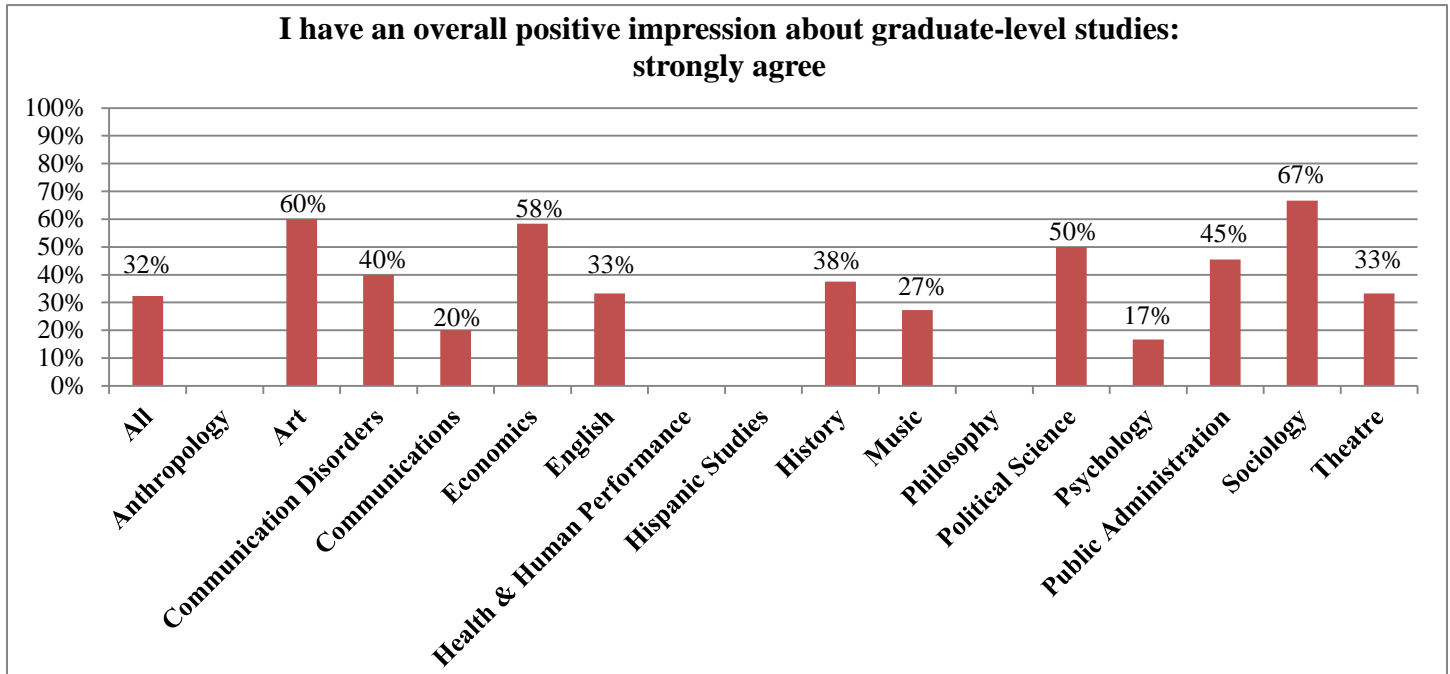


Table 17: All responses for question 17, disaggregated by program

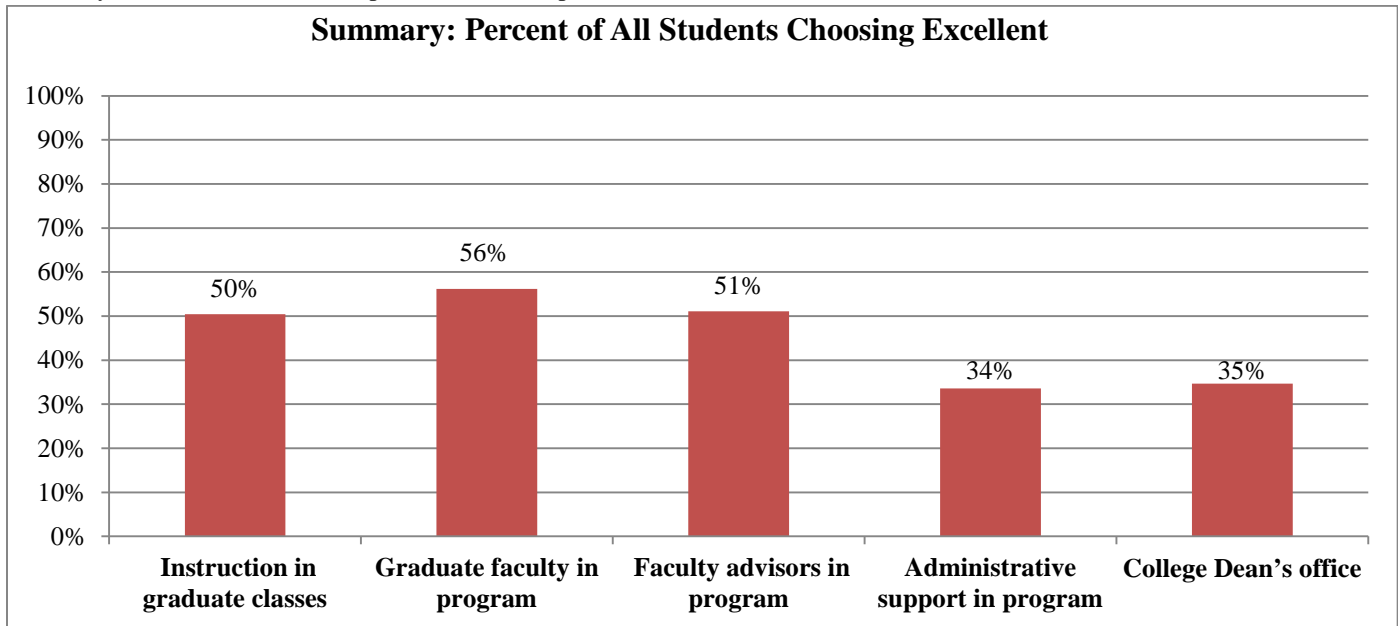
Program	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	32.4%	47.8%	11.8%	7.4%	0.7%	136
Anthropology		75%		25%		4
Art	60%	40%				5
Communication Science & Disorders	40%	46.7%		6.7%	6.7%	15
Communications	20%	70%	10%			10
Economics	58.3%	33.3%	8.3%			12
English	33.3%	44.4%	11.1%	11.1%		9
Health & Human Performance		57.1%	28.6%	14.3%		7
Hispanic Studies			100%			2
History	37.5%	25%	25%	12.5%		8
Music	27.3%	50%	13.6%	9.1%		22
Philosophy		33.3%		66.7%		3
Political Science	50%	50%				4
Psychology	16.7%	75%	8.3%			12
Public Administration	45.5%	36.4%	9.1%	9.1%		11
Sociology	66.7%	33.3%				3
Theatre	33.3%	44.4%	22.2%			9

- Again, the responses tended to be more neutral. While 4 departments had no respondents who strongly agreed, nearly half of all students agreed with the item.
- Only 1 student strongly disagreed.

Ratings for Questions 18 to 22

In this section, as before, students were asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” These five statements were assessed as excellent, good, fair and poor, however. Summary Chart 5 gives the percentage of those who gave the top rating, excellent, for questions 18 through 22. Summary Table 5, which follows the chart, provides a breakdown of all responses for each question. Differences by major are examined for each question in the pages that follow this summary.

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



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

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

	Instruction in graduate classes.	Graduate faculty in program.	Faculty advisors in program.	Administrative support in program.	College Dean's office.
Excellent	50.4%	56.2%	51.1%	33.6%	34.7%
Good	40.9%	33.6%	26.7%	32.1%	37.8%
Fair	8%	8.8%	18.5%	27.5%	25.5%
Poor	0.7%	1.5%	3.7%	6.9%	2%
Total (N)	137	137	135	131	98

- Most students responded very positively: more than 50% answered excellent to the first 3 items. Students were a little less positive about the administrative support in their program and the College Dean's office, although more than two-thirds answered excellent or good.
- The College Dean's office item also had the lower response rate with only 98 students responding, and not all students come into much contact with that office.
- Responses did vary from program to program. Each question has been disaggregated by program in the following pages.

Instruction in Graduate Classes

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

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

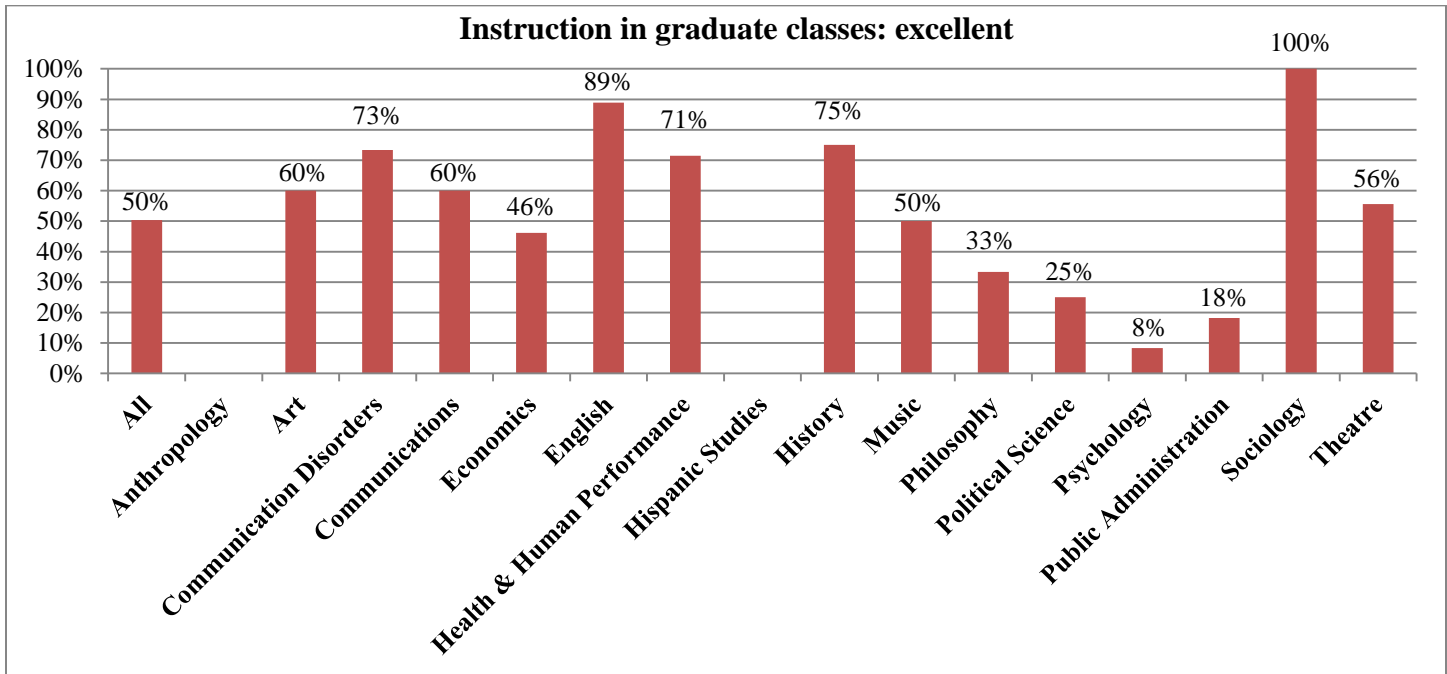


Table 18: All responses for question 18, disaggregated by program.

Programs	Excellent	Good	Fair	Poor	Total (N)
All	50.4%	40.9%	8%	0.7%	137
Anthropology		50%	50%		4
Art	60%	20%	20%		5
Communication Science & Disorders	73.3%	20%	6.7%		15
Communications	60%	40%			10
Economics	46.2%	38.5%	7.7%	7.7%	13
English	88.9%	11.1%			9
Health & Human Performance	71.4%	14.3%	14.3%		7
Hispanic Studies		100%			2
History	75%	25%			8
Music	50%	50%			22
Philosophy	33.3%		66.7%		3
Political Science	25%	75%			4
Psychology	8.3%	75%	16.7%		12
Public Administration	18.2%	72.7%	9.1%		11
Sociology	100%				3
Theatre	55.6%	44.4%			9

- 100% of 7 programs answered excellent or good: Communications, English, Hispanic Studies, History, Music, Political Science, and Sociology.
- Only 1 student felt instruction in graduate classes was poor.

Graduate Faculty in Program

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

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

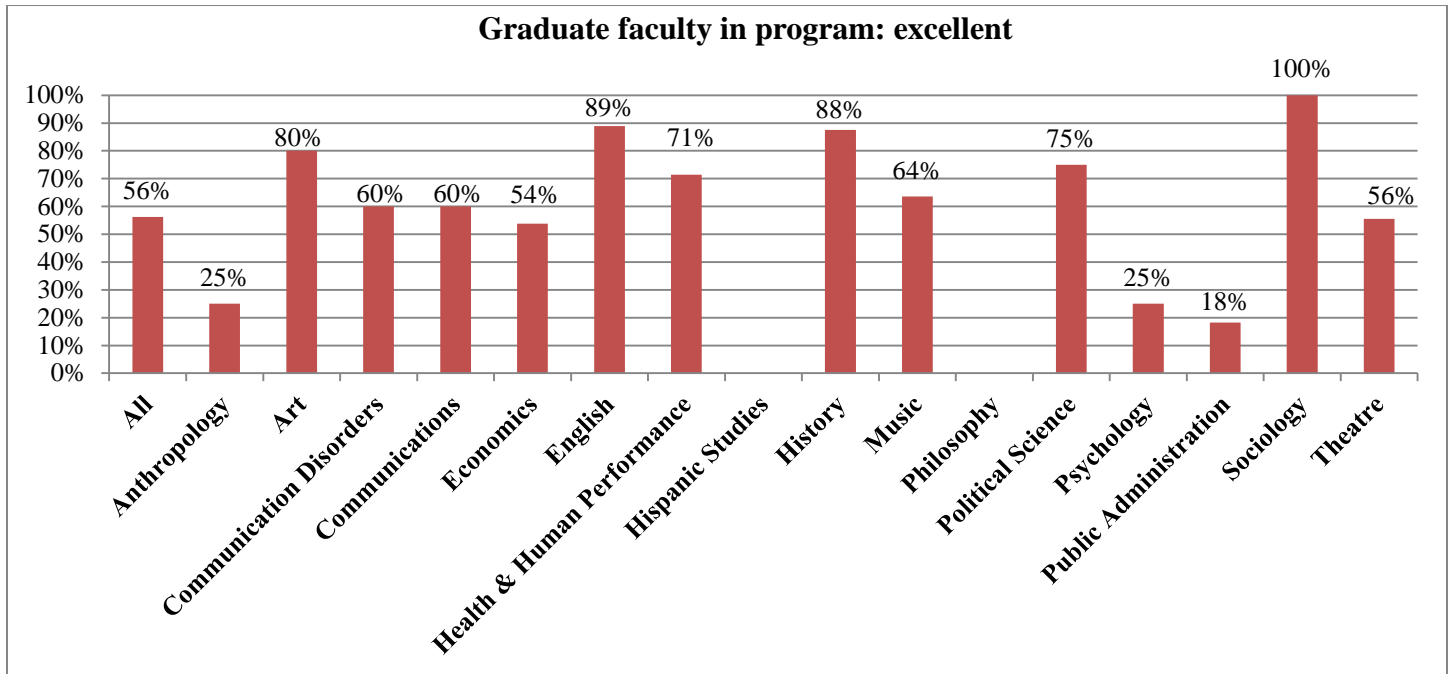


Table 19: All responses for question 19, disaggregated by program.

Program	Excellent	Good	Fair	Poor	Total (N)
All	56.2%	33.6%	8.8%	1.5%	137
Anthropology	25%	50%	25%		4
Art	80%	20%			5
Communication Science & Disorders	60%	20%	13.3%	6.7%	15
Communications	60%	40%			10
Economics	53.8%	30.8%	15.4%		13
English	88.9%	11.1%			9
Health & Human Performance	71.4%	28.6%			7
Hispanic Studies		100%			2
History	87.5%	12.5%			8
Music	63.6%	27.3%	9.1%		22
Philosophy		33.3%	33.3%	33.3%	3
Political Science	75%	25%			4
Psychology	25%	58.3%	16.7%		12
Public Administration	18.2%	63.6%	18.2%		11
Sociology	100%				3
Theatre	55.6%	44.4%			9

- Again, students felt most positive about graduate faculty in their program and frequently mentioned their professors in their answers to the open-ended questions. Two-thirds or more of students in 6 programs answered excellent: Art, English, Health & Human Performance, History, Political Science, and Sociology.
- Only 2 students responded poor.

Faculty Advisers in Program

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

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

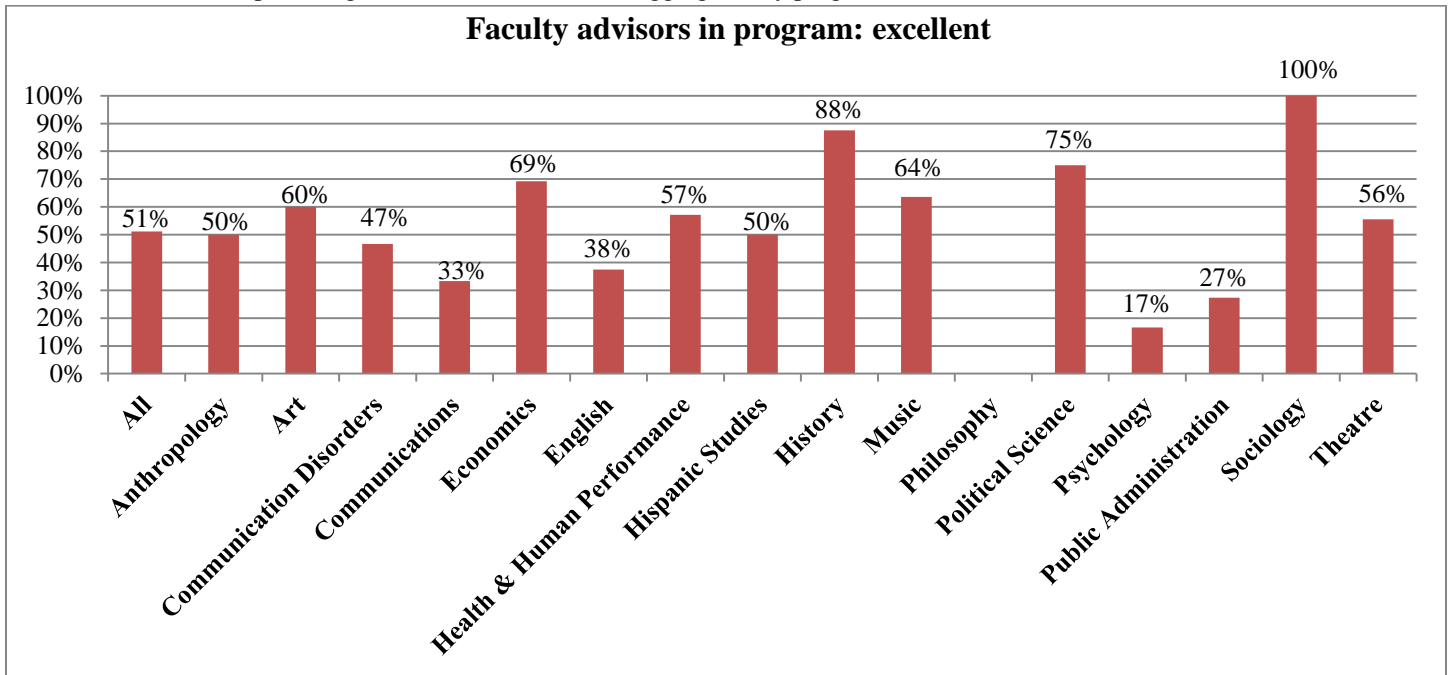


Table 20: All responses for question 20, disaggregated by program.

Program	Excellent	Good	Fair	Poor	Total (N)
All	51.1%	26.7%	18.5%	3.7%	135
Anthropology	50%	25%	25%		4
Art	60%	20%		20%	5
Communication Science & Disorders	46.7%	26.7%	20%	6.7%	15
Communications	33.3%	44.4%	22.2%		9
Economics	69.2%	15.4%	15.4%		13
English	37.5%	25%	37.5%		8
Health & Human Performance	57.1%	28.6%	14.3%		7
Hispanic Studies	50%		50%		2
History	87.5%		12.5%		8
Music	63.6%	18.2%	18.2%		22
Philosophy			33.3%	66.7%	3
Political Science	75%	25%			4
Psychology	16.7%	50%	33.3%		12
Public Administration	27.3%	45.5%	18.2%	9.1%	11
Sociology	100%				3
Theatre	55.6%	44.4%			9

- 75% or more of students in 3 programs answered excellent: History, Political Science, and Sociology.
- 5 students responded that their faculty advisers were poor.

Administrative Support in Program

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

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

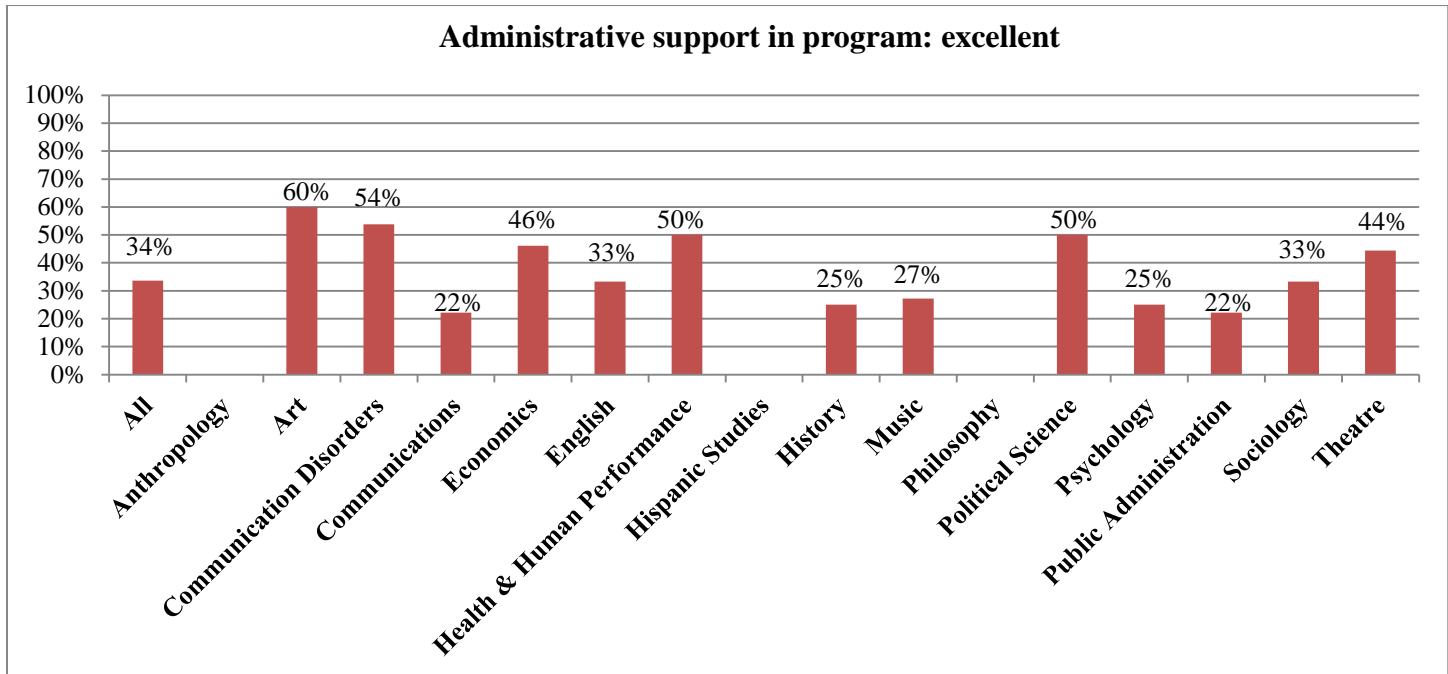


Table 21: All responses for question 21, disaggregated by program.

Program	Excellent	Good	Fair	Poor	Total (N)
All	33.6%	32.1%	27.5%	6.9%	131
Anthropology		25%	75%		4
Art	60%	20%		20%	5
Communication Science & Disorders	53.8%	15.4%	23.1%	7.7%	13
Communications	22.2%	33.3%	11.1%	33.3%	9
Economics	46.2%	30.8%	23.1%		13
English	33.3%	22.2%	44.4%		9
Health & Human Performance	50%	50%			6
Hispanic Studies		50%	50%		2
History	25%	37.5%	25%	12.5%	8
Music	27.3%	27.3%	45.5%		22
Philosophy			66.7%	33.3%	3
Political Science	50%	50%			4
Psychology	25%	41.7%	25%	8.3%	12
Public Administration	22.2%	44.4%	33.3%		9
Sociology	33.3%	66.7%			3
Theatre	44.4%	33.3%	11.1%	11.1%	9

- 100% of students in 3 programs felt the administrative support in their program was excellent or good: Health & Human Performance, Political Science and Sociology.
- 3 programs had 50% or more of their students who answered fair or poor: Anthropology, Hispanic Studies, and Philosophy. Overall, 9 students responded that administrative support in their programs was poor.

College Dean's Office

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

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

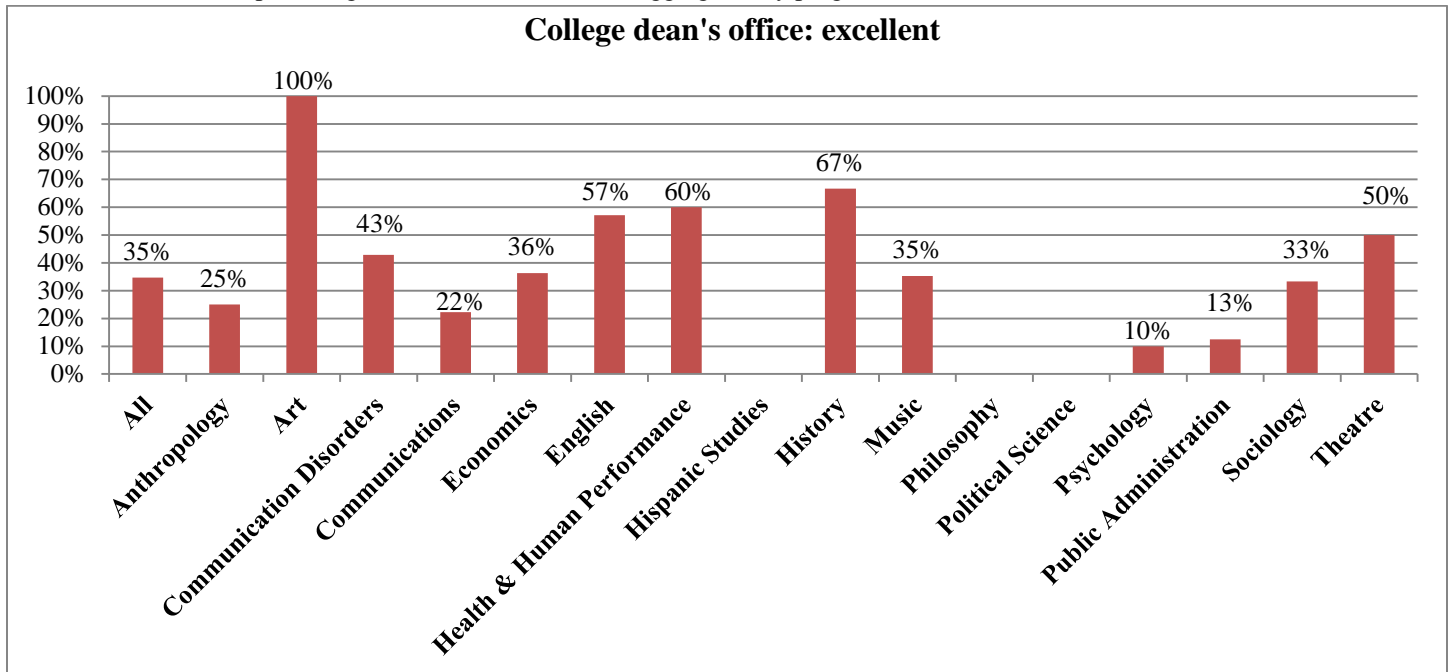


Table 22: All responses for question 22, disaggregated by program.

Program	Excellent	Good	Fair	Poor	Total (N)
All	34.7%	37.8%	25.5%	2%	98
Anthropology	25%	50%	25%		4
Art	100%				1
Communication Science & Disorders	42.9%	42.9%	14.3%		7
Communications	22.2%	22.2%	33.3%	22.2%	9
Economics	36.4%	54.5%	9.1%		11
English	57.1%	28.6%	14.3%		7
Health & Human Performance	60%	20%	20%		5
Hispanic Studies			100%		1
History	66.7%	33.3%			6
Music	35.3%	23.5%	41.2%		17
Philosophy					0
Political Science		66.7%	33.3%		3
Psychology	10%	50%	40%		10
Public Administration	12.5%	50%	37.5%		8
Sociology	33.3%	33.3%	33.3%		3
Theatre	50%	50%			6

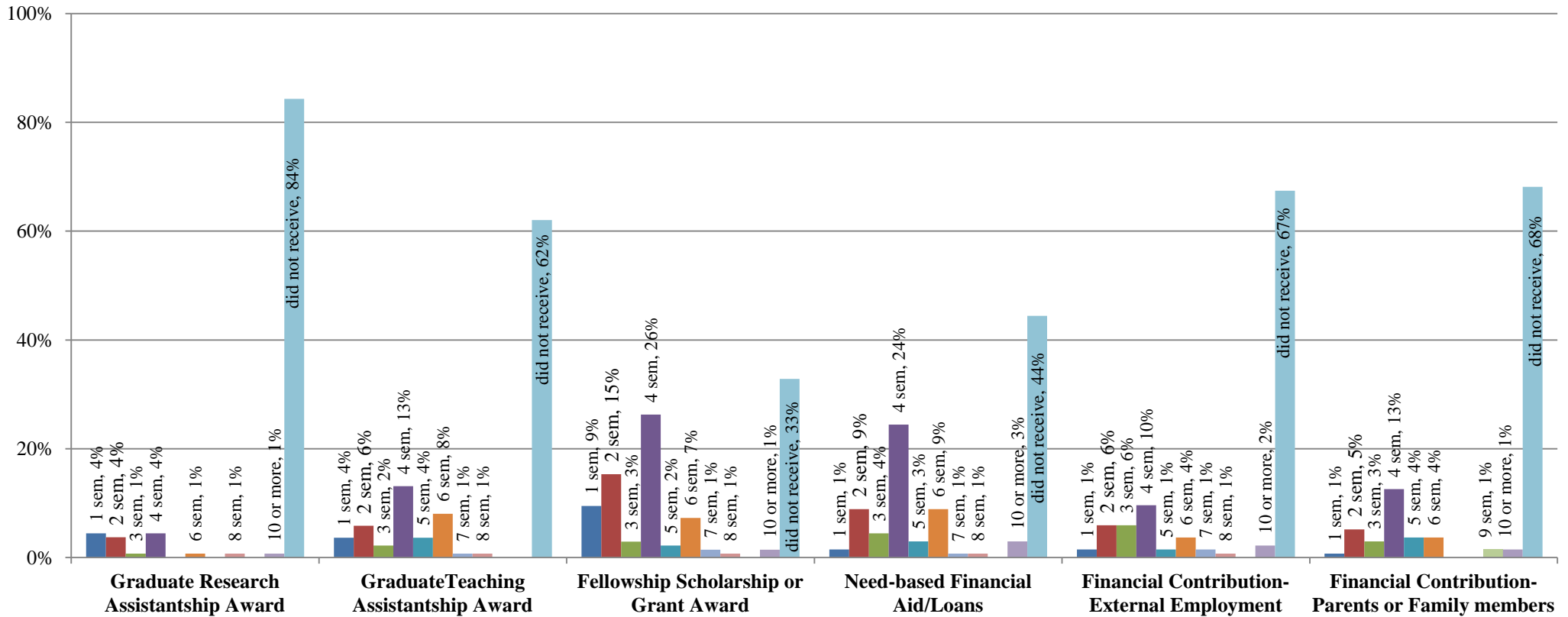
- 100% of 3 programs responded that the dean’s office was excellent or good: Art, History, and Theatre.
- 39 students left this item blank or responded not applicable. No one answered from the Philosophy department. Not all students have much contact with the College Dean’s office.
- Only 2 students said it was poor.

Summary of Financial Awards and Contributions

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

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

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



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

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

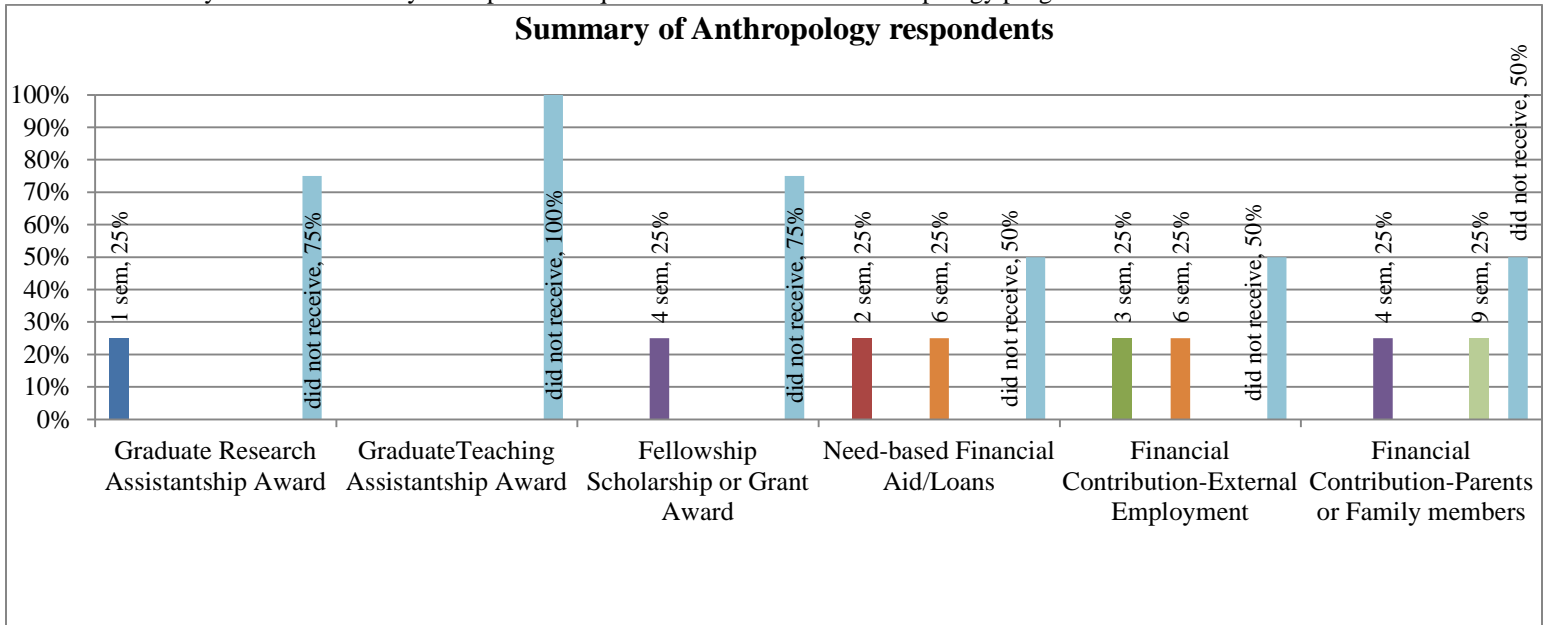
	1 sem	2 sem	3 sem	4 sem	5 sem	6 sem	7 sem	8 sem	9 sem	10 or more	Did not receive	Total (N)
Graduate Research Assistantship Award	4.5%	3.7%	0.7%	4.5%		0.7%		0.7%		0.7%	84.3%	134
Graduate Teaching Assistantship Award	3.6%	5.8%	2.2%	13.1%	3.6%	8%	0.7%	0.7%			62%	137
Fellowship Scholarship or Grant Award	9.5%	15.3%	2.9%	26.3%	2.2%	7.3%	1.5%	0.7%		1.5%	32.8%	137
Need-based Financial Aid/Loans	1.5%	8.9%	4.4%	24.4%	3%	8.9%	0.7%	0.7%		3%	44.4%	135
Financial Contribution-External Employment	1.5%	5.9%	5.9%	9.6%	1.5%	3.7%	1.5%	0.7%		2.2%	67.4%	135
Financial Contribution-Parents or Family members	0.7%	5.2%	3%	12.6%	3.7%	3.7%			1.5%	1.5%	68.1%	135

- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all programs have the same funding opportunities. Responses varied widely from program to program. For these reasons, charts in the following section have summarized the responses to all the items in each program to be of the most use.
- Many students discussed funding as part of their comments to the open-ended items.
- Very few students receive graduate research assistantship awards, 84% never received this type of funding. Nearly all of those who did receive this type of award received it for only 1 year. Over the last 6 years, no more than 24% of respondents in any given year have received it. Graduate teaching assistantship awards have continued to drop over the years this survey has been given; those who report never receiving this award has continually risen: 43% in 2009, 47% in 2010, 40% in 2011, 53% in 2012, 61% in 2013, and 62% this year.
- Again, for these questions, unlike the rest of the survey, the students responding “not applicable” have been included in the tabulation of percentages for that item.

Programmatic Summary Charts of Financial Awards and Contributions

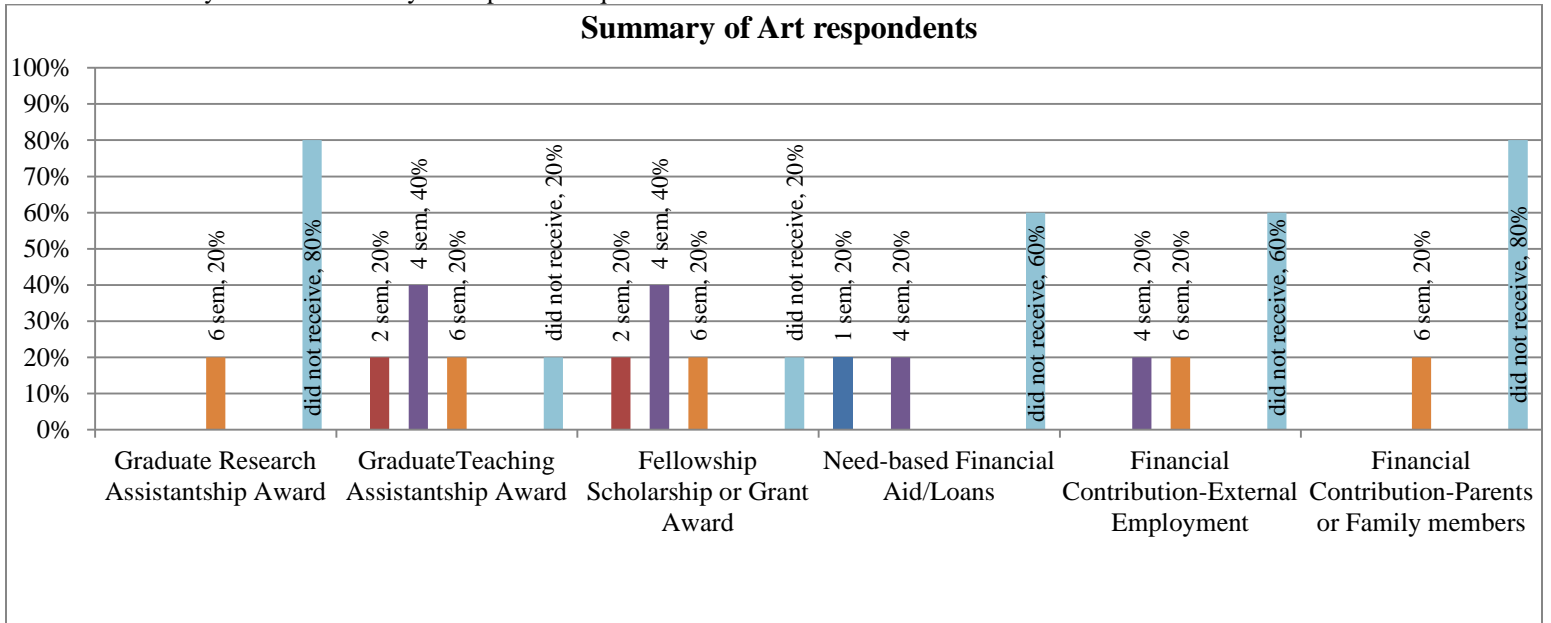
The following charts are disaggregated by program, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

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



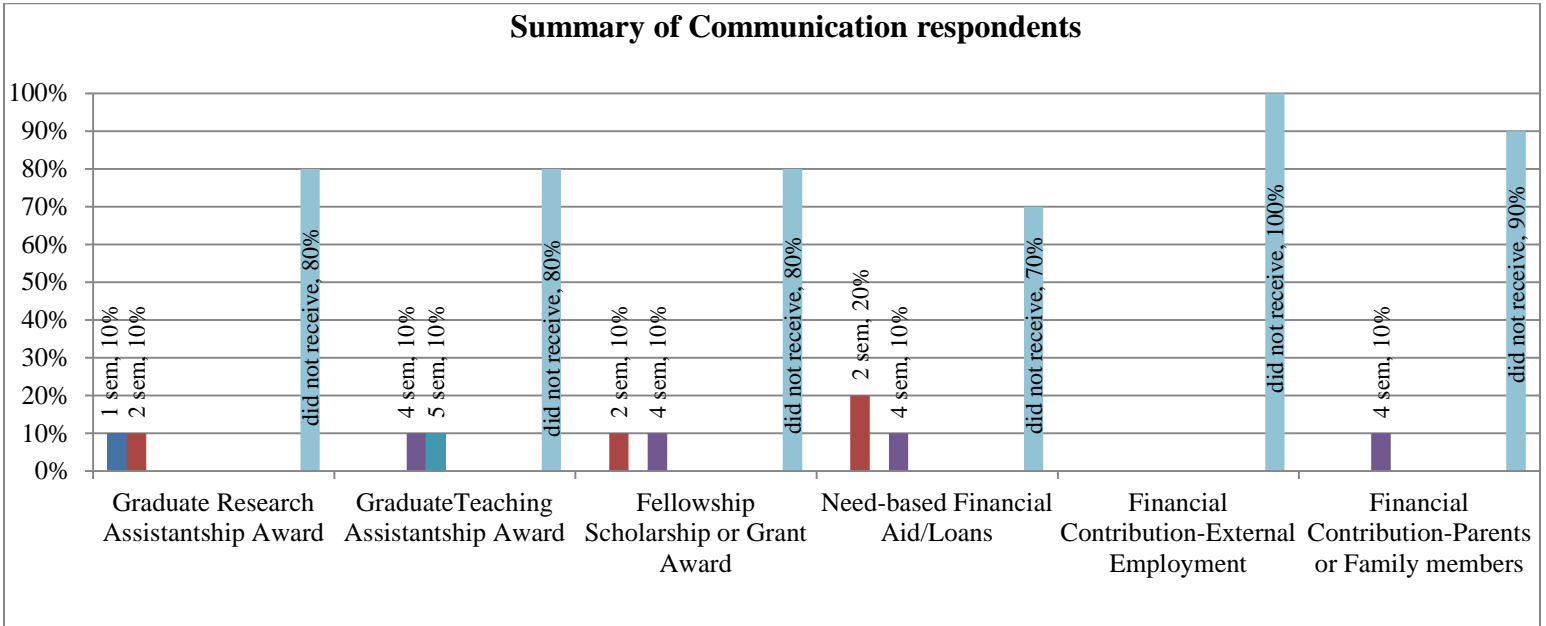
- There are 4 respondents to these items. 1 student received only financial contributions from their parents or family members; 1 student did not receive any kind of funding; while the other 2 combined at least 3 types of funding.

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



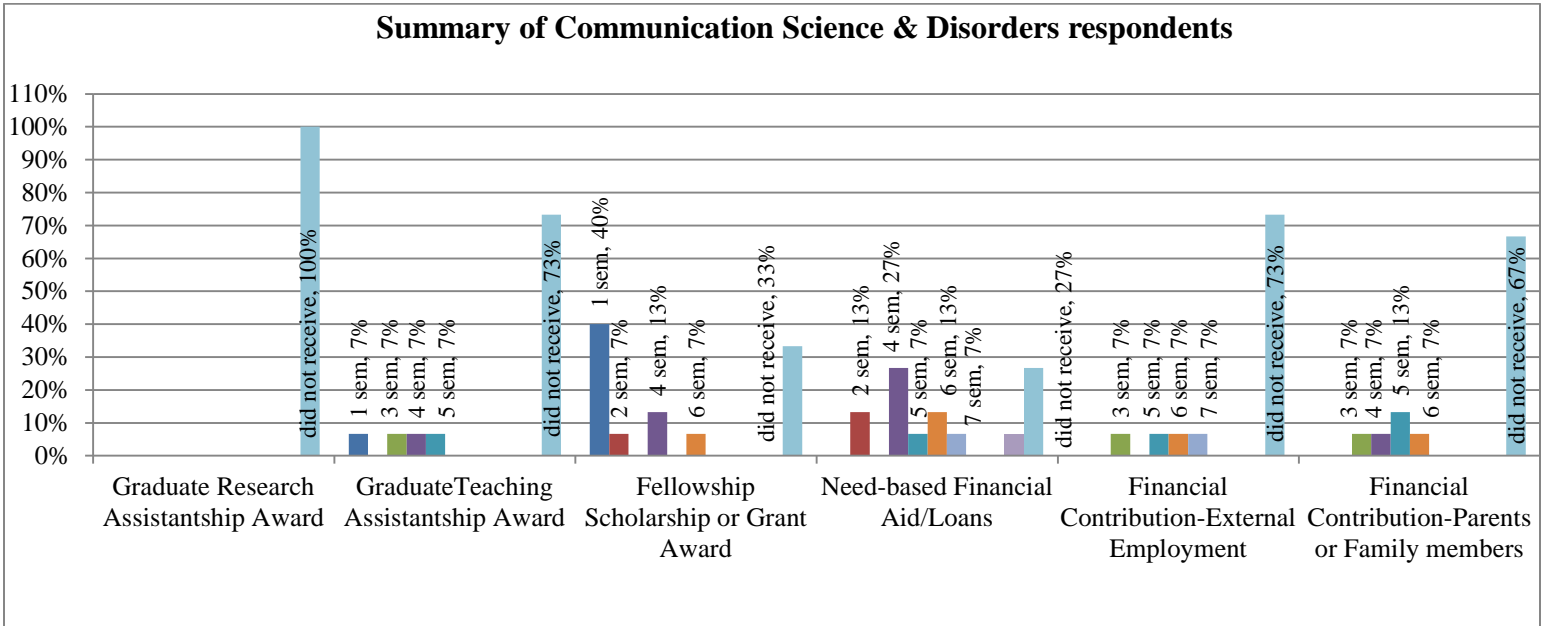
- There are 5 respondents to these items. 1 respondent received all of the types of funding except loans.
- Most students combined 2 types of funding over the course of their degree.

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



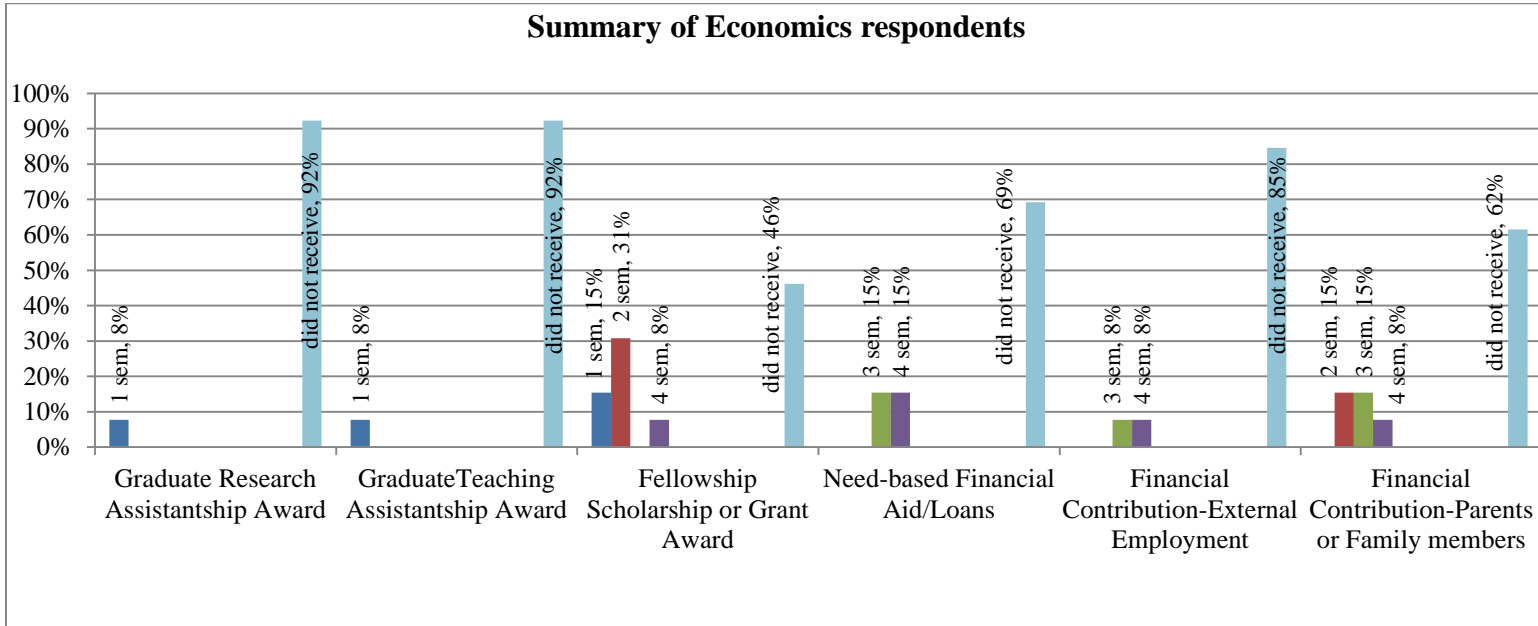
- There are 10 respondents to these items. No one had external employment.
- 2 students relied solely on graduate research assistantships. 2 others only reported getting need-based financial aid/ loans.

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



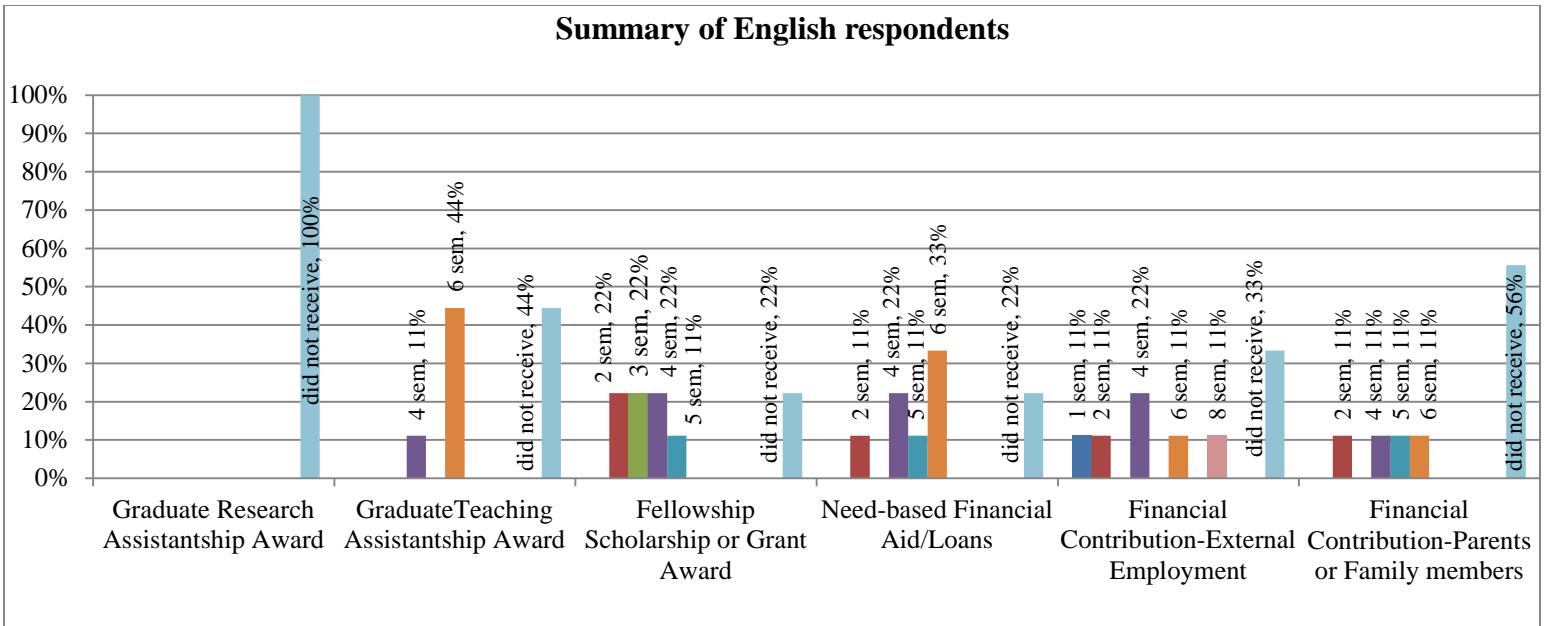
- There are 15 respondents to these items.
- 1 student only received need-based financial aid/ loans. 11 students had a loan and a fellowship, scholarship or grant award, and 1 student combined 4 different types of funding.

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



- There are 13 respondents to these items. 2 respondents reported getting none of these types of funding.
- Several students reported only a single type of funding: 1 student reported receiving only the financial contribution of parents or family members; another only need-based financial aid/ loans; and 2 only fellowship, scholarship or grant awards.

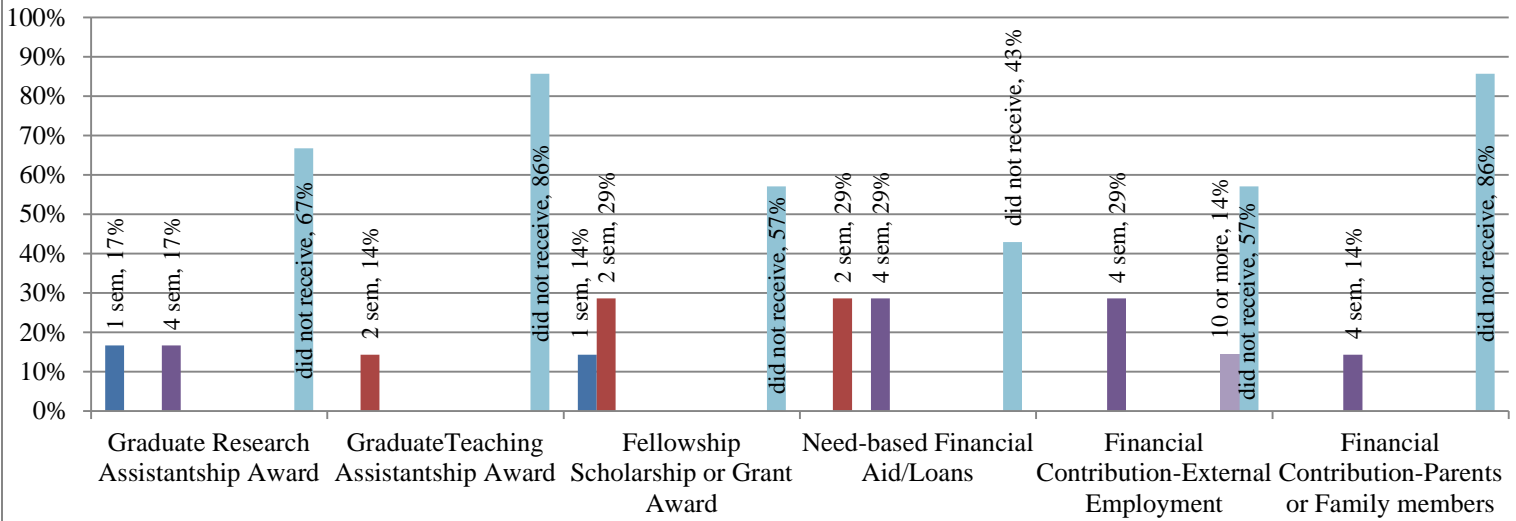
Summary Chart 12. Summary of responses to questions 23-28 for the English department



- There are 9 respondents to these items (5 MA; 5 MFA).
- Nearly all of the respondents combined 3 or more sources of funding; 2 combined 5 different sources. MFA respondents combined more sources than MA students.

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

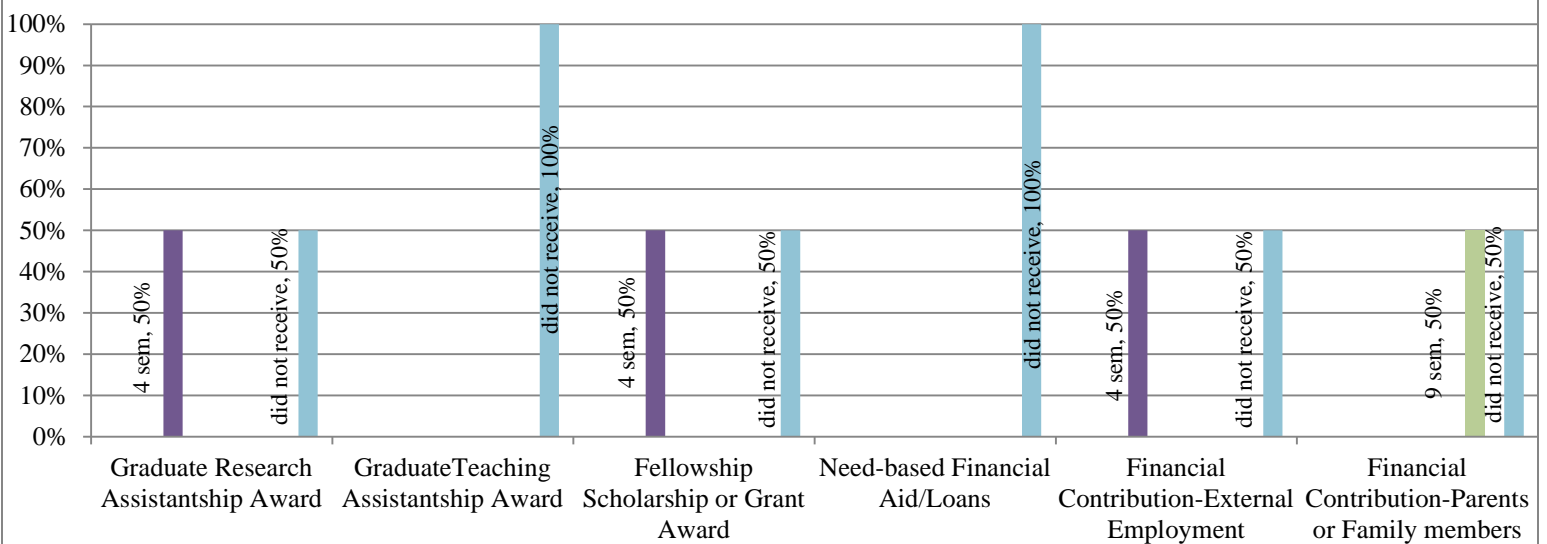
Summary of Health & Human Performance respondents



- There are 6 and 7 respondents to these items (5 MA; 2 MS).
- 2 respondents relied solely on the financial contribution from external employment while most of the others combined some sort of award with loans or family contributions.

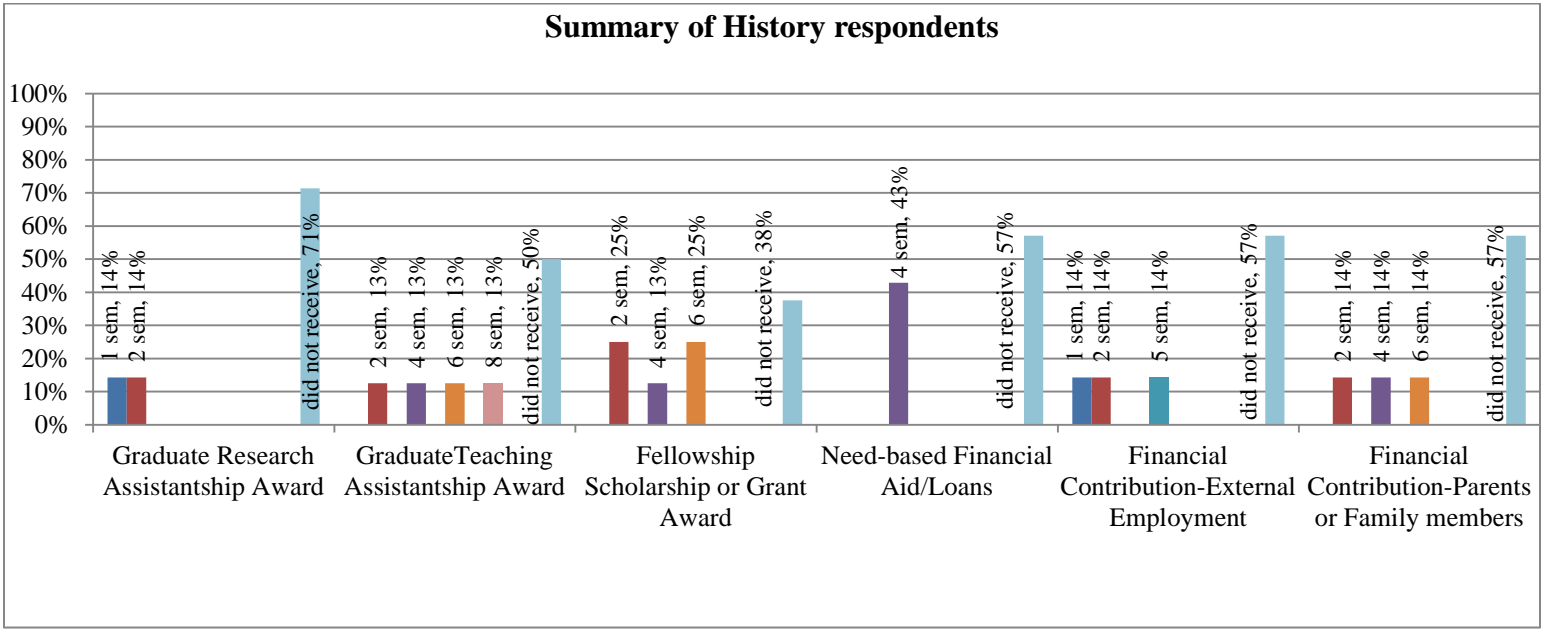
Summary Chart 14. Summary of responses to questions 23-28 for the Hispanic Studies department

Summary of Hispanic Studies respondents



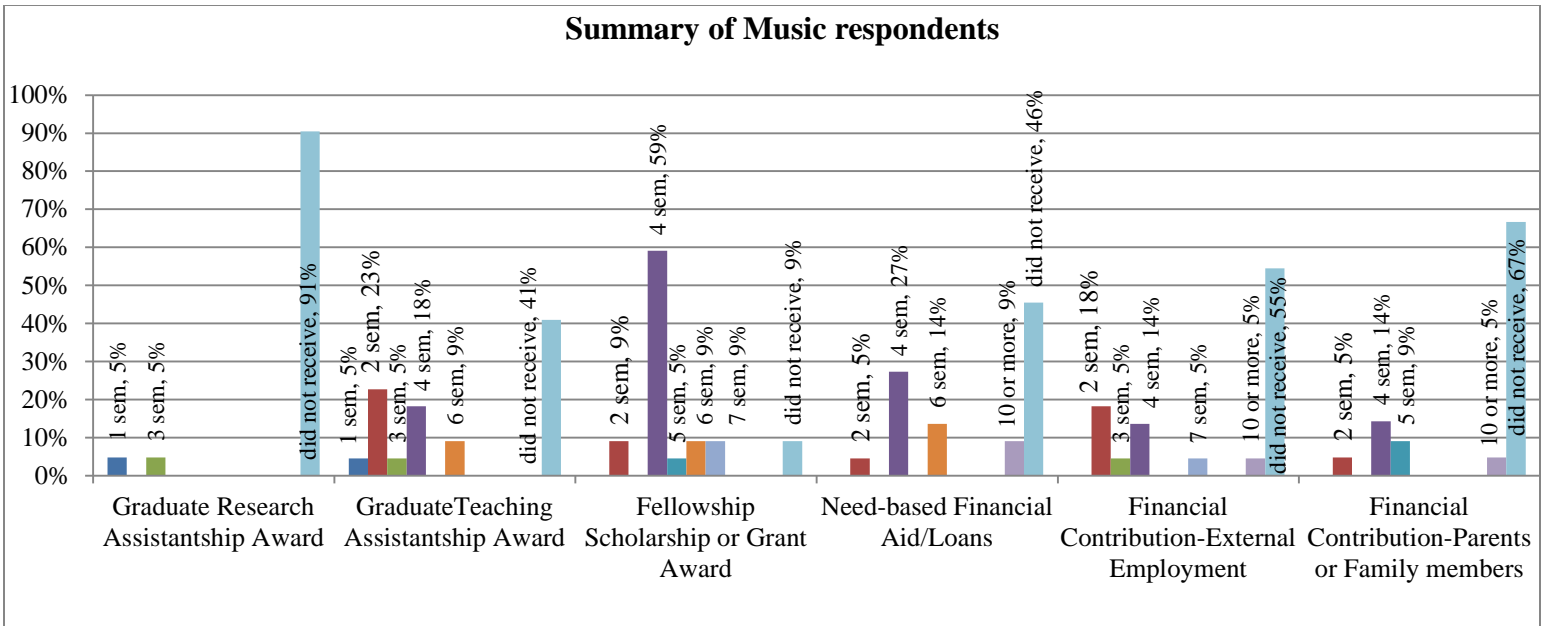
- There are 2 respondents to these items.
- 1 student received financial contributions only from parents or family members. The other combined 3 different types of funding.

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



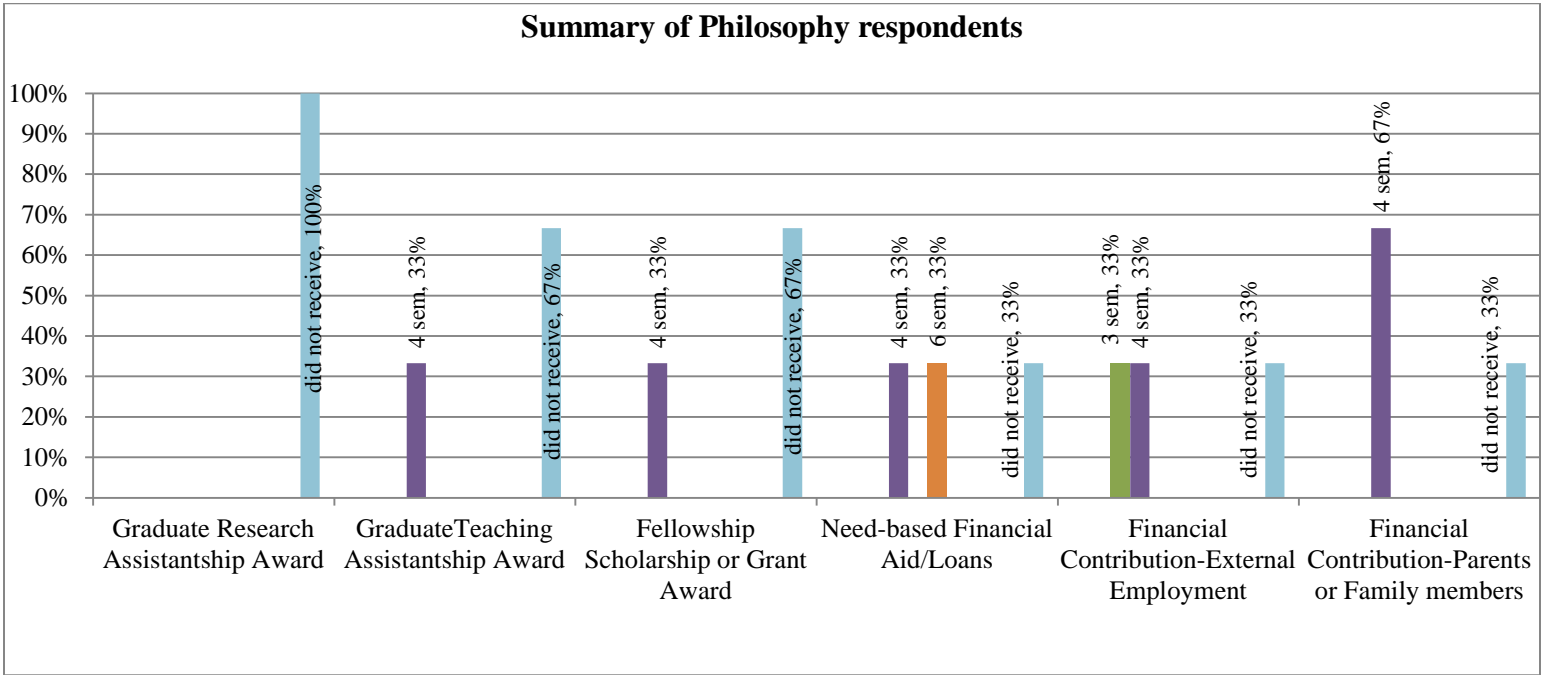
- There are 7 to 8 respondents to these items.
- 1 person received only the financial contribution from external employment, but most students combined 2 or 4 types of funding.

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



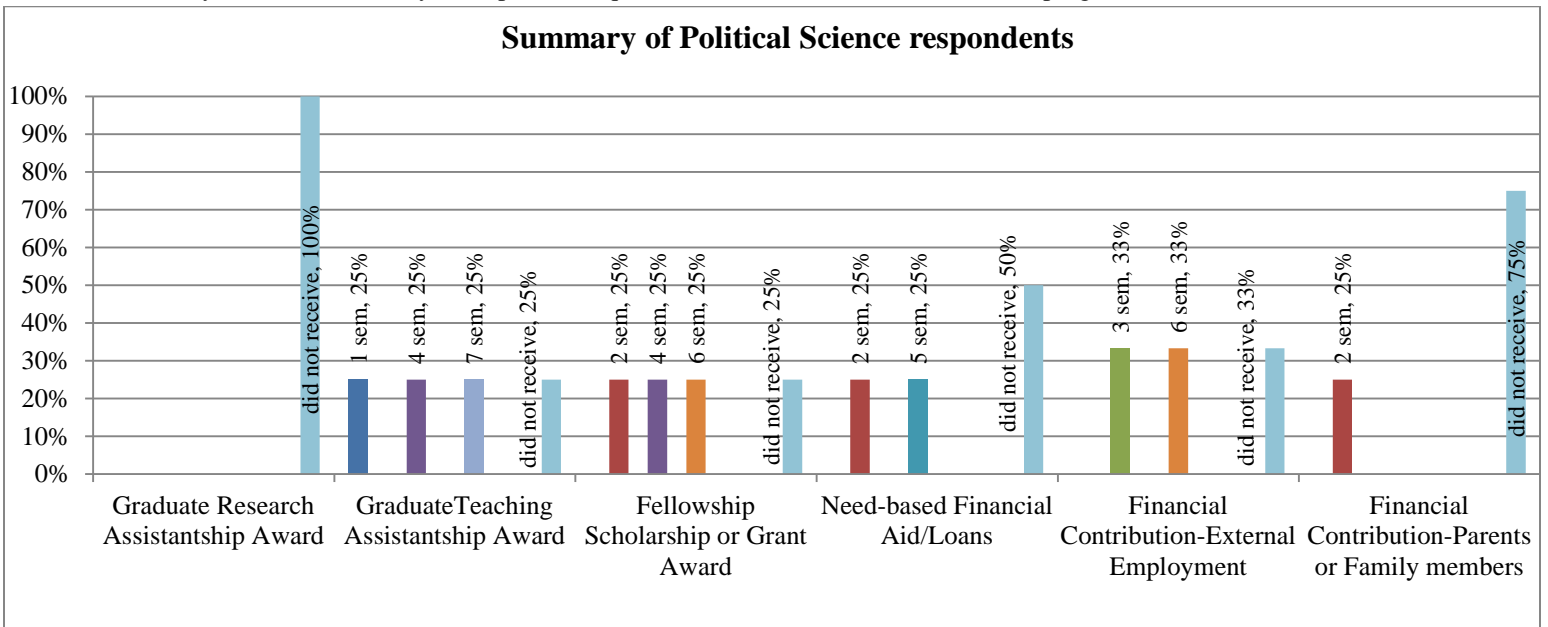
- There are 21 to 22 respondents to these items (15 MM; 7 DMA).
- 1 student received only the financial contributions of parents or family members, and another has only graduate teaching assistantship awards. Most of the others, however, combined at least 3 different types of funding.

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



- There are 3 respondents to these items.
- 1 student combined the financial contributions of parents or family members and external employment, but the other 2 combined 3 different kinds of funding.

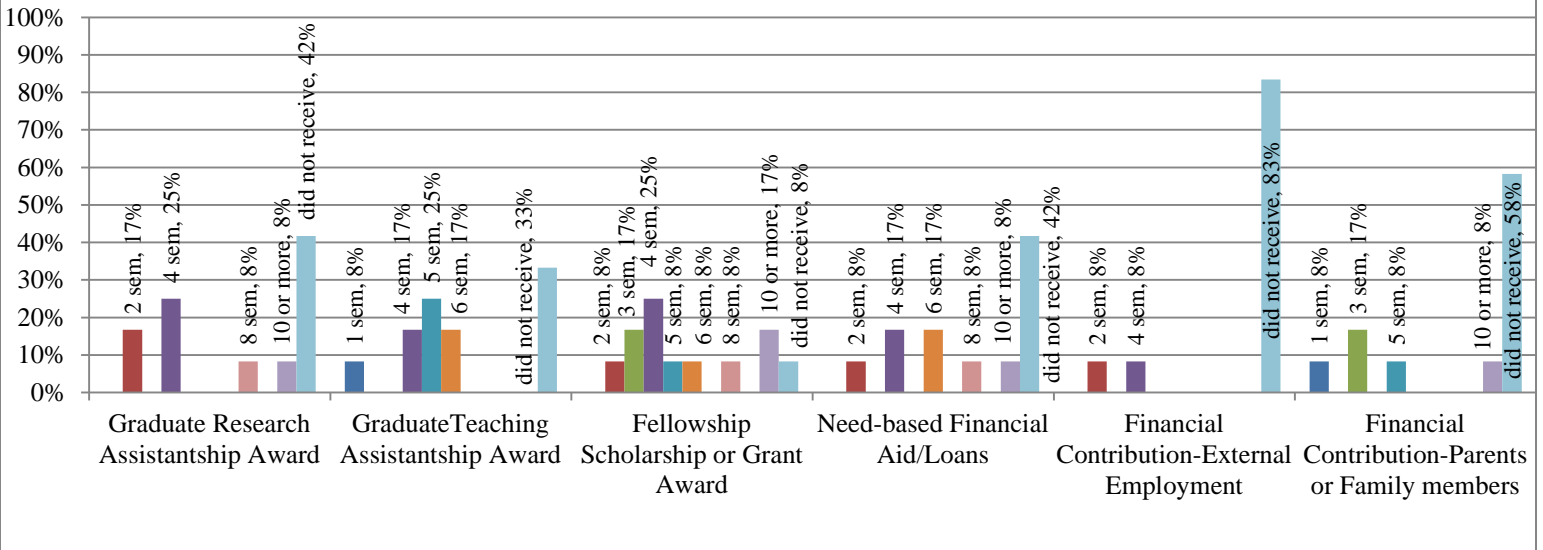
Summary Chart 18. Summary of responses to questions 23-28 for the Political Science program



- There are 3 to 4 respondents to these items.
- 3 of the 4 students combined 3 types of funding; 2 of those combined various awards with need-based financial aid/ loans.

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

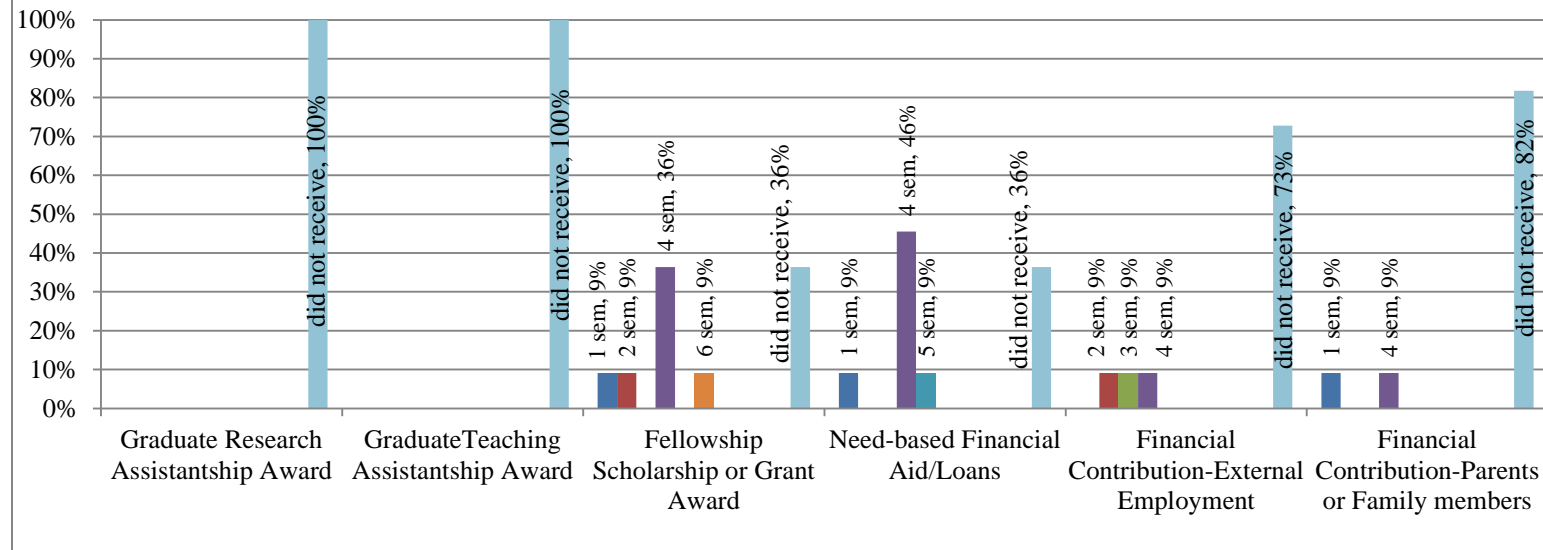
Summary of Psychology respondents



- There are 12 respondents to these items.
- No student relied on a single source of funding. 5 students combined at least 4 types of funding.

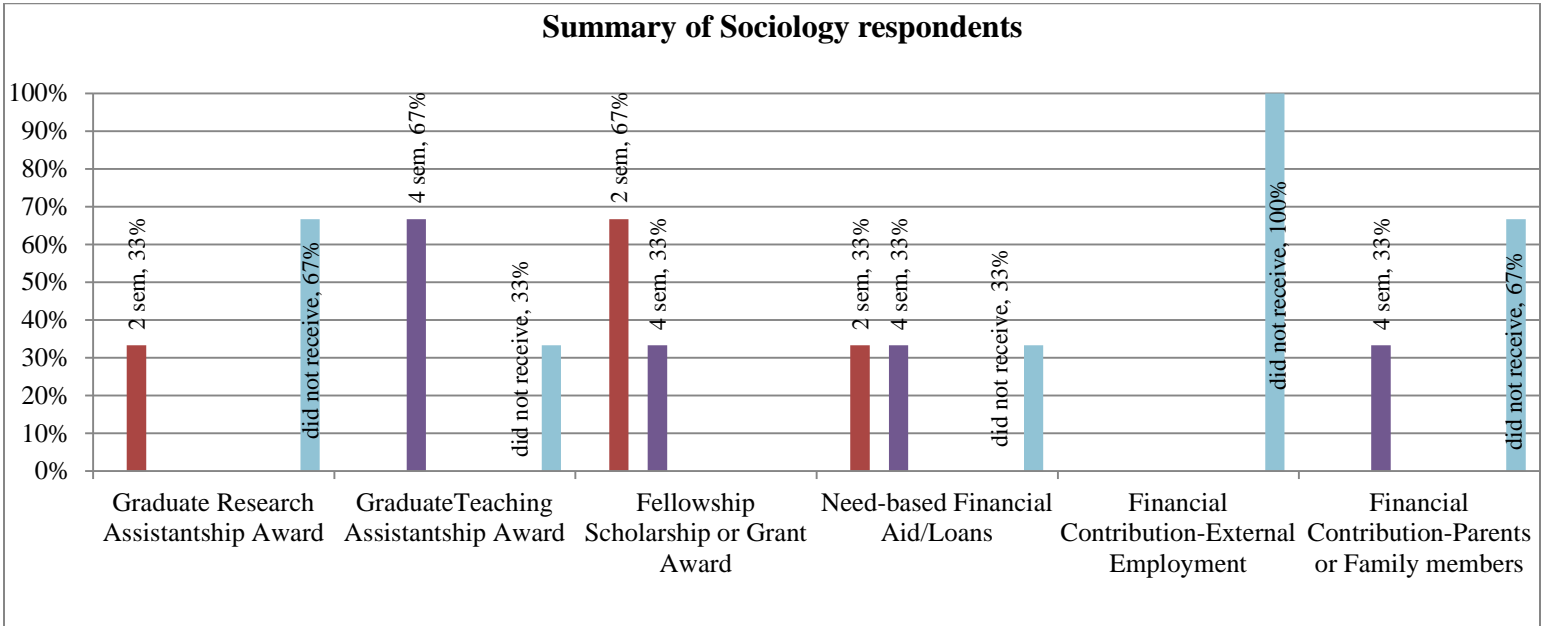
Summary Chart 20. Summary of responses to questions 23-28 for the Public Administration program

Summary of Public Administration respondents



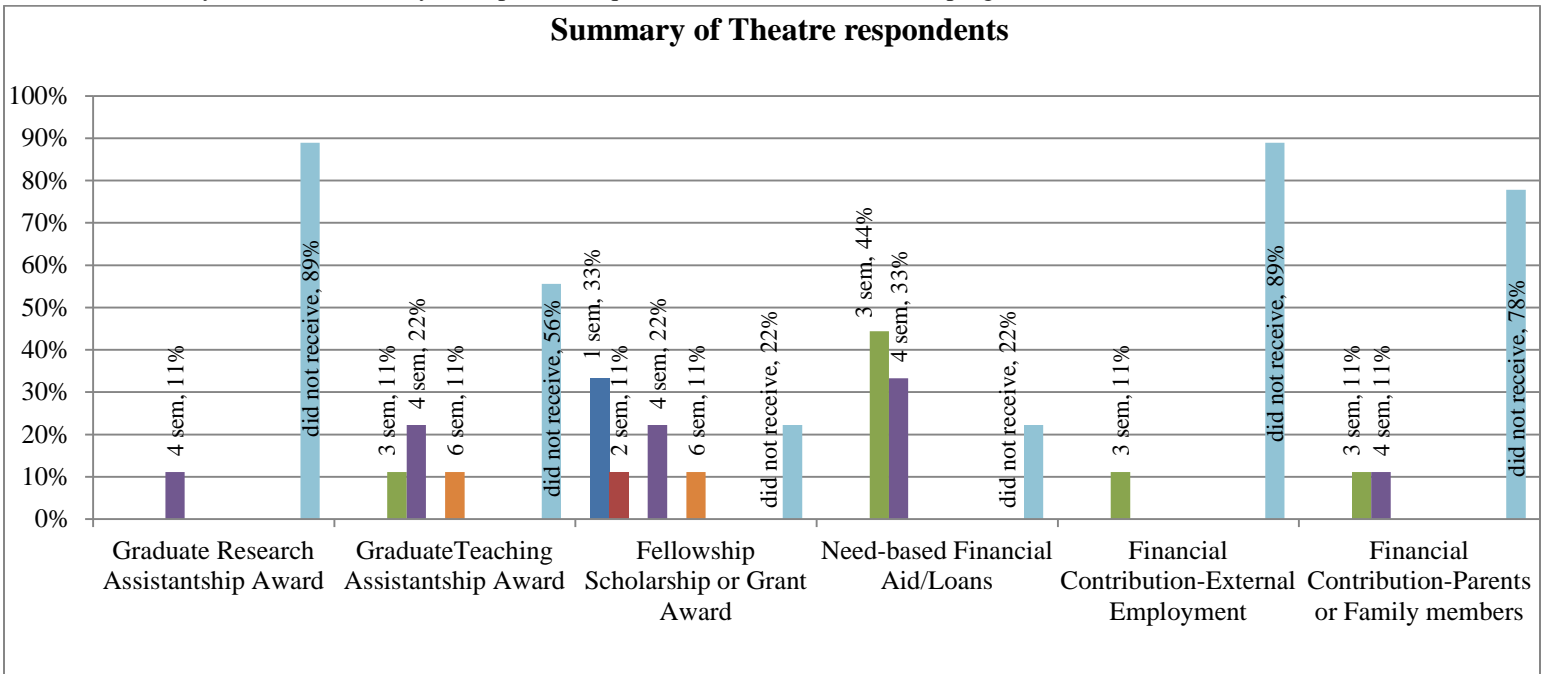
- There are 11 respondents to these items.
- 1 student relied solely on the financial contribution from external employment, and 1 relied solely on need-based financial aid/ loans.
- 5 students combined a fellowship, scholarship or grant award with need-based financial aid/ loans.

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



- There are 3 respondents to these items.
- 1 student combined a fellowship, scholarship or grant award with need-based financial aid/ loans.

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



- There are 9 respondents to these items (7 MA; 2 MFA).
- 1 MA student received only need-based financial aid/ loans. Both MFA students received graduate teaching assistantships.

Overall Quality of Graduate Experience

Question 29 asks students to give comments on the overall quality of their graduate experience. 90 students responded to this prompt. While many gave rather long and thoughtful responses, others answered in only a few words: 17 used the term “excellent;” 9 “great;” 3 “outstanding” and 13 “good.” A sampling of the comments has been given verbatim below.

Anthropology

- *Field research was harder than I ever expected, but I consider it a rite of passage. Leaving this thesis, I feel like a competent and established researcher.*

Art

- *I really enjoyed all of my professors. I feel like I gained more knowledge and had a more hands on experience at the graduate level. I was able to talk to my professors about the goals that were set for me in the classes that I took. The only thing that was confusing were the different instructions that I was given at different times for my comprehensive exams, but it all worked out in the end. I appreciated that I could see my advisor with any concerns I had during the process.*

Communication

- *I got out of my program exactly what I was willing to put into it. The professors and offered classes were amazing. They all seemed personally invested in my personal success, and the success of my peers.*

Communication Science & Disorders

- *The program at UH blew me away. I was very impressed with the skill level of the professors.*
- *Very thorough. I feel very prepared to go into my profession.*

Economics

- *Instructors and program were great. MA from UH definitely will boost my professional career.*

English

- *I learned a lot within the field and across several disciplines within the English department. The Creative Writing Program is highly academic (as opposed to "studio" programs), and the course load, especially non-creative-writing courses, reflected that scholarly emphasis. I wish some courses had been offered more frequently and that the course requirements were more flexible -- to include multiple genres, for example. I couldn't be happier with my experience with faculty and colleagues. It's a strong and supportive program.*

Hispanic Studies

- *Good faculty (some of them excellent professors). The funding was insufficient to complete the PhD degree.*

History

- *Academically rigorous, trying at times, but very good at shaping students into academic professionals.*

Public Administration

- *Great, realistic, practical.*

Sociology

- *The sociology department was wonderful here at UH. I felt totally prepared when I went out to look at PHD programs. I even felt that I had an upper hand to others with MA's in sociology.*

Theatre

- *The Summer MA for Theatre Educators was the best decision I have made in a long time.*

Assistance in Achieving Goals

Question 30 asks students what specific people, programs, or services assisted you in achieving their academic goals. 88 students responded to this prompt. Professors were the most mentioned, either in general or individually. In total, 103 professors were mentioned by name. Staff and resources were frequently commented on as well. 26 staff members were mentioned by name. A sampling of the comments has been given below.

Anthropology

- *My anthropology professors were all super helpful in providing me with information and support throughout the course of my degree. I also make good use out of the anthropology library guide (through the website).*

Art

- *The VRL run by Merriann Bidgood was tremendously helpful. It gave me a peaceful place to study and complete assignments for my classes.*

Communication Science & Disorders

- *My externship experience assisted me in achieving my academic goals of understanding what it takes to be a professional in the pediatric care setting as well as with the medical setting with adults.*

Economics

- *Professors and peers helped with achieving academic goals.*

English

- *The English Department and Creative Writing Program at UH, the non-profit Inprint, Presidential Fellowships from UH, the M.D. Anderson Library, the Houston Public Library, faculty, friends, and family.*

History

- *Well, the various forms of funding (dstf, Murray Miller Fellowships and dissertation research fellowships, Presidential Fellowship, TA position) certainly helped. I received help from all of the professors in the program that I was in contact with.*

Music

- *The high standard of the faculty in the Moores School of Music is way beyond my expectation. They were all so good -- good performers, good teachers, and wonderful personality, and most of them provide great help and useful advises to the students' career. I would say that they are the most important assets of the school.*

Public Administration

- *Internships. Electives in other departments.*

Sociology

- *Expectations were clear and I was allowed to be creative and think in a frame that suited my own mind set, allowing for an expanded experience within all the courses provided.*

Theatre

- *My fellowship is was wonderful and lead to a full time management position for 2 years immediately following the completion of my coursework - which is why I delayed my thesis defense. I love the flexibility of electives - taking classes in other CLASS departments.*

Suggested Improvements to Graduate Education

Question 31 asks students to give comments on what they would like to see improved in graduate education at the University of Houston. 66 students responded to this prompt; of these 4 answered N/A. There were several main themes in the suggested improvements, many of which were not very program specific: students were most concerned about funding. Students also made comments desiring more demanding programs; desiring more communication within their program as well as to create more of a connection within the program; and a need for their program to be more interdisciplinary. A sampling of the comments has been given below.

Art

- *I wish the program was more interdisciplinary and had involved me in more real life experiences. I also wish I was better funded and had had more chances to travel for research. I wish there had been more guest speakers who were involved in the arts but not just as artists. The MFA program needs to be more integrated with art history, between the departments, and must build connections with faculty, students, and events of other departments. There is very little opportunity to engage critical discourse between ourselves or regarding the contemporary art world at large. Houston has a rich art scene but the UH MFA tends to be isolating, not rigorous enough, not supportive enough, and not diverse enough. The courses should push the envelope, integrate technology and more out of the box methods, and strive to expose students to newer, more diverse dialogues that pertain to our diverse student body. The Blaffer Art Museum is also not nearly as supportive or integrative of the UH Art Department student body as it should be. I did however feel lucky to connect with some people who were extremely helpful and enabling and am thankful for this.*

Communication Science & Disorders

- *I think that this program deserves a better facility for the students and the clients that seek services here. They deserve it.*

Economics

- *More assistance for international students.*

English

- *For the CWP, the emphasis is on craft, which is absolutely necessary. However, I could have used more help in actually getting published. We need to learn more about the business of publishing, and the different agents - how to meet and get one, for example.*

Health & Human Performance

- *Less online classes.*

History

- *Things could be better in terms of teaching students how to apply for fellowships as well as where to find them. Also, it is difficult to have to take Professional Historian during the comps semester.*

Music

- *I would like to see more graduate students mixers and events, more interaction amongst music graduate students and professors.*

Psychology

- *Better financial aide and far fewer and less extensive fees. We pay more than 10% of our annual stipend back to the university in mandatory fees even when we are attending no classes.*

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

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