



College of Liberal Arts and Social Sciences
Office of the Dean

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2010

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

Report

Graduate Student Exit Survey

February 14, 2011



CLASS

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

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College of Liberal Arts and Social Sciences

Graduate Exit Survey, 2009

Introduction

96 College of Liberal Arts and Social Science students participated in the 2010 Graduate Student Exit Survey. These surveys were completed both on paper at the Spring Commencement and on-line in the weeks that followed. This was only the second time graduate students have been polled. There were a total of 32 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.

Highlights of Findings

Higher Ratings: This is the second time that CLASS graduate students have been surveyed using these questions. The percentage of students in 2010 assigning the top rating rose dramatically, anywhere from 11 to 38 percentage points, over 2009. In 9 of 20 items, 70% or more of respondents assigned the top rating.

Graduate faculty: The respondents assigned the largest percent of the top rating to the overall quality of the graduate faculty in their program. 76% of graduates rated them as excellent. In 4 departments, 100% of the respondents rated their graduate faculty as excellent: Philosophy, Public Administration, Sociology, and Theater (page 44).

Confidence in academic and professional preparation: Students were positive about this aspect of their education. 74% of students strongly agreed that their skills were competitive with those of their peers (page 37), and 74% strongly agreed that they had acquired sufficient skills to prepare them for a program-related career (page 38). 73% strongly agreed that they were satisfied with the content knowledge they acquired in their discipline (page 18). Additionally, 70% strongly agreed that they had a thorough understanding of the research methodology in their program (page 19).

Future plans: 40% of respondents had secured employment in a position directly related to a degree in their discipline. Four departments had 50% or more of their students already employed in their fields: Communications, Communication Science and Disorders, Economics, and Theater. 15% of respondents were planning to continue graduate school (page 9-10).

Funding: 37% of graduates reported receiving fellowship, scholarship or grant awards for 4 or more semesters making this the largest source of long term funding. This was closely followed by need-based financial aid/ loans (35% for 4 or more semesters) and graduate teaching assistantship awards (32% for 4 or more semesters) (pages 25-26). Graduate students frequently received multiple sources of funding throughout their graduate careers and not all departments offered the same funding opportunities. Summary charts for each department are available (pages 27-33)

Lower satisfaction: As it was last year, respondents had the lowest satisfaction with a number of professional preparation questions. Students were less positive about being prepared for a non-teaching position in their field (55% strongly agreed; page 24) and how to publish their research in professional publications (only 59% strongly agreed that they were prepared; page 22).

Notes on Methods

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

Students were first asked what degree they expected to receive and from which academic department they would receive that degree. The size of each program and the number of respondents varied widely from department to department. Some program only had three or four students who were surveyed. While this led to small samplings for some of the departmental results, even a small number of opinions in a small program have considerable meaning. These numbers may have even more significance when tracked over time. This is only the second year that a graduate exit survey has been given; the items on this survey were the same as last year. Further cumulative reports will be available as more data accrues.

Students' opinions about a number of topics were assessed by asking level of agreement (Strongly agree, Agree, Disagree, or Strongly disagree) with these statements:

5. The academic degree requirements for my program were explained clearly.
6. The academic requirements in my program set high expectations for student performance.
7. The courses in my program were offered frequently enough for timely completion of the degree requirements.
8. I am satisfied with the content knowledge that I acquired in my discipline.
9. I have a thorough understanding of the research methodology in my discipline.
10. The thesis/project advising I received was satisfactory.
11. My program kept me well-informed of recent research developments in my discipline.
12. The preparation I received included how to publish my research in professional publications.
13. The preparation I received included presenting my research at professional conferences or meetings.
14. 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:

21. I developed a mastery of my chosen discipline.
22. My skills are competitive with those of my peers.
23. I acquired sufficient skills to prepare me for my program-related career.
24. I would recommend UH to prospective graduate students in my major field.
25. 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:

26. Instruction in graduate classes
27. Graduate faculty in program
28. Faculty advisers in program
29. Administrative support in program
30. College Dean's Office

Few students chose the negative responses (disagree, strongly disagree, or poor) to any of these scale items. Each of the above groupings has been summarized in charts and tables throughout this report. There were many differences between items, categories and departments which can be easily seen in these summaries as well as the charts and tables following them that have been disaggregated by department.

Respondents who chose "N/A" to these scaled items were not included in the tabulation or the bases for percentages for that item.

Questions 3 and 4 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.

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; 2; 3; 4 or more semesters; none) for which they received each of the following types of support:

15. Graduate research assistantship award
16. Graduate teaching assistantship award
17. Fellowship, scholarship, or grant award
18. Need-based financial aid/ loans
19. Financial contribution from external employment
20. Financial contribution from parents or family members

Since many students received more than one type of funding throughout their graduate career, the various charts and tables for this section display all the results to questions 15-20 disaggregated by department. This makes it more clear how students from each department received funding.

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

31. The overall quality of my graduate experience can be described as follows:
32. I would like to see the following improvements in graduate education at the University of Houston:

Over 50 students responded to each of these prompts. A sample of their verbatim responses has been given, again disaggregated by department.

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 96 students who expected to graduate in the Spring and Summer of 2010. The following table summarizes what department and which degree these students expected to earn, disaggregated by semester and department.

Summary Table 1: For those surveyed, expected degrees for Spring and Summer 2010 in CLASS

Spring Graduates

Dept Total Numbers	MA	MFA	MM	MPA	PhD	DMA	Total Degrees
Anthropology							0
Art		4					4
Comm Sci & Disorders	22	1					23
Communications	1						1
Economics	2				1		3
English	1	3			5		9
History	3				5		8
Music	2		12			1	15
Philosophy	3						3
Political Science	1				4		5
Psychology	2				4		6
Public Admin				2			4
Sociology	1						1
Hispanic Studies					1		1
Theater		3					3
All	38	11	12	2	20	1	84

Summer Graduates/ No Date answered on survey

Department	MA	MFA	MM	DMA	PhD	Total Degrees
Comm Sci & Disorders	1					1
Communications	1					1
Economics					1	1
English		1			2	3
History					3	3
Music			1	1		2
Psychology					1	1
All	2	1	1	1	7	12

These numbers can be compared to the actual number of degrees granted for Spring and Summer 2010 in CLASS which appear in Summary Table 2.

Summary Table 2: Actual degrees granted for Spring and Summer 2010 in CLASS

Spring Graduates

Department	MA	MFA	MM	MPA	PHD	DMA	Total Degrees
Anthropology	3						3
Art		11					11
Communications	9						9
Comm Sci & Disorders	25						25
Economics	5				2		7
English	5	7			7		19
History	7				8		15
Music			22			2	24
Philosophy	6						6
Political Science	8				5		13
Psychology	8				8		16
Public Admin				2			2
Sociology	2						2
Hispanic Studies/ Span	1				1		2
Theater		12					12
All	79	30	22	2	31	2	166

Summer Graduates

Department	MA	MM	PHD	Total Degrees
Anthropology	1			1
Communications	3			3
Comm Sci & Disorders	4			4
Economics	18		1	19
Music		8		8
Political Science	1		1	2
Psychology	2		6	8
Sociology	3			3
Theater	13			13
All	45	8	8	61

With 96 respondents to the survey compared to 227 who actually earned degrees, 43% of those who graduated responded to the survey. This value is approximate since it assumes that all the respondents did indeed earn their expected degree. For 2009, there were 129 respondents and 270 earned degrees. The response rate is slightly less than last year's (48%).

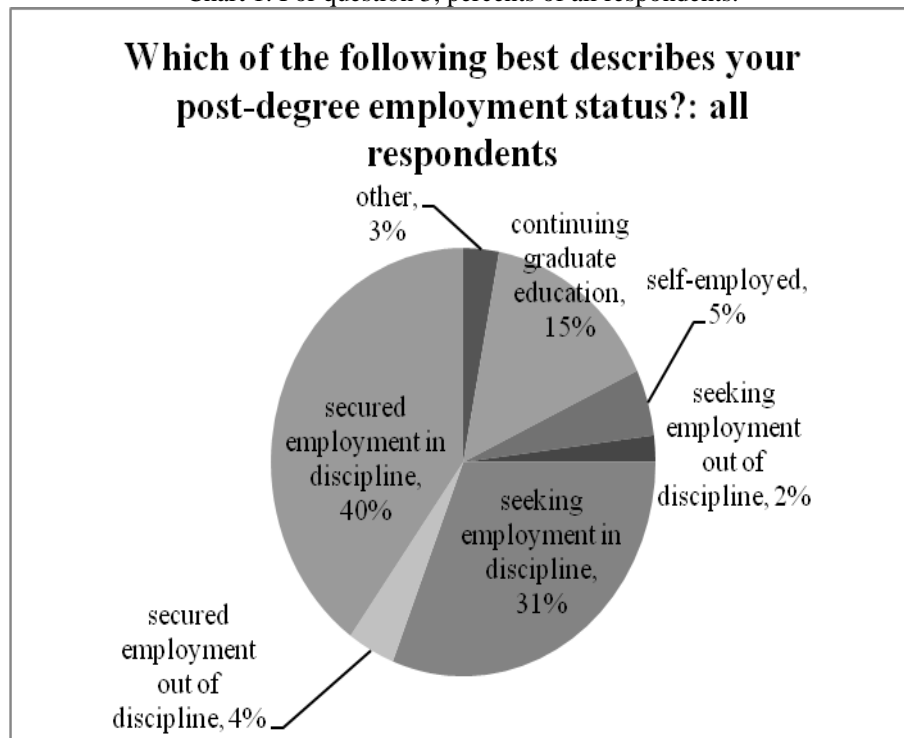
Post –Degree Employment Status

Question 3 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 3, percents of all respondents.



- The most frequent response was those who had secured employment in their discipline. This number was up from 34% who reported the same in the 2009 Exit Survey. 38 respondents had already secured a job in their discipline at the time they took the survey in May 2010.
- 14 students (22%) planned to continue their graduate education out of the 65 respondents who were expecting to earn various master’s degrees from UH in the Spring and Summer 2010.
- The responses varied from department to department. Table 1 below gives the results disaggregated by department.

Table 1: For Question 3, all responses, disaggregated by department.

Dept	other	continuing graduate education	self-employed	seeking employment out of discipline	seeking employment in discipline	secured employment out of discipline	secured employment in discipline	Total Responding
Theater			33%				67%	3
Hispanic Studies					100%			1
Sociology						100%		1
Public Admin					50%	50%		2
Psychology	14%	14%			29%		43%	7
Political Science	17%	20%			40%		20%	5
Philosophy		100%						2
Music		35%	18%		29%		18%	17
History	9%	18%			27%		45%	11
English		8%	8%		42%	8%	33%	12
Economics					25%		75%	4
Comm Science & Disorders				4%	33%		63%	24
Communications						50%	50%	2
Art		25%		25%	25%		25%	4
All	3%	15%	5%	2%	31%	4%	40%	95

- Several departments had high percentages of students who had secured employment in their discipline, such as Economics (75%), Theater (67%), Communication Science and Disorders (63%), and Communications (50%).
- Very small percentages had secured jobs or were seeking jobs outside of their disciplines.

3 students wrote in comments. The verbatim comments have been given below along with the respondent’s department.

- *Post-Doctoral Fellowship* (answered “other”-Psychology-PhD).
- *Retired* (answered “other”-History-PhD).
- *Residency perhaps* (answered “currently seeking employment in discipline”- Art- MFA).

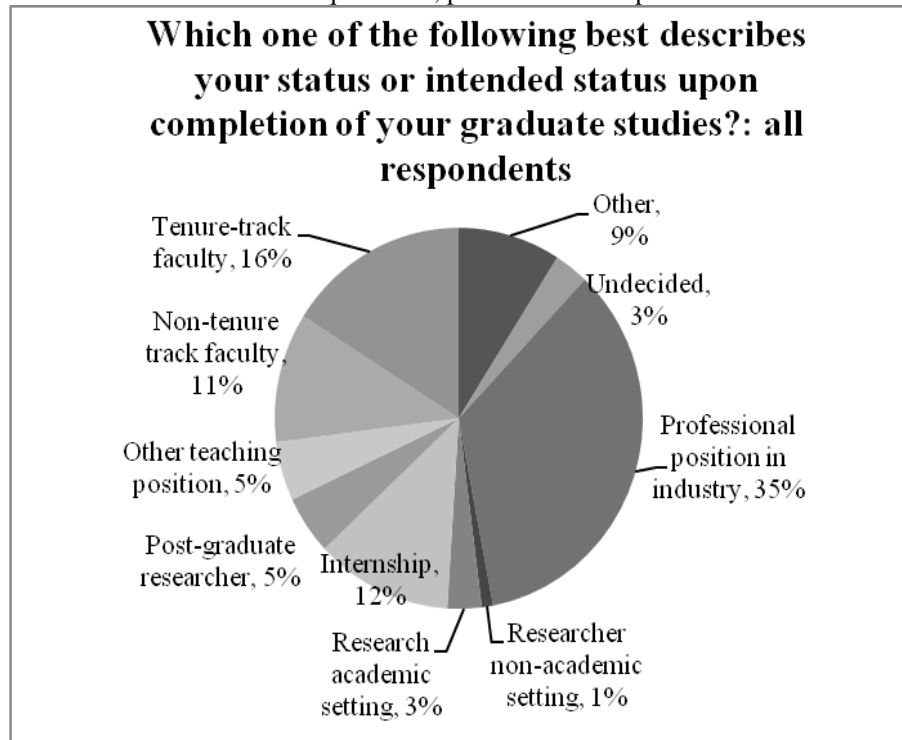
Status Upon Completion of Graduate Studies

Question 4 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 4, percents of all respondents.



- The most frequent response, by far, was professional position in industry. This number was up from 21% in 2009. The second most frequent response, tenure track faculty position, was down from 35% in 2009 to 16% this year.
- The responses varied widely from program to program so results have been disaggregated by department in Table 2 below. 8 respondents wrote in comments, most after answering “other.” The verbatim comments have been given following Table 2.

Table 2: For Question 4, all responses disaggregated by department

Department	Other	Undecided	Professional position in industry	Researcher non-academic setting	Research academic setting	Internship	Post-graduate researcher	Other teaching position	Non-tenure track faculty	Tenure-track faculty	Number responding
Theater			100%								3
Hispanic Studies					100%						1
Sociology										100%	1
Public Admin			100%								2
Psychology	14%						29%		14%	43%	7
Political Science	25%			25%			25%			25%	4
Philosophy										100%	2
Music	6%	6%	52%			6%	6%	12%		12%	17
History	30%		10%		10%				30%	20%	10
English	8%	17%	8%				8%		34%	25%	12
Economics			50%		25%				25%		4
Comm Sci & Disorders			46%			42%		12%			24
Communications	50%	50%									2
Art		50%							25%	25%	4
All	9%	3%	35%	1%	3%	12%	5%	5%	11%	16%	93

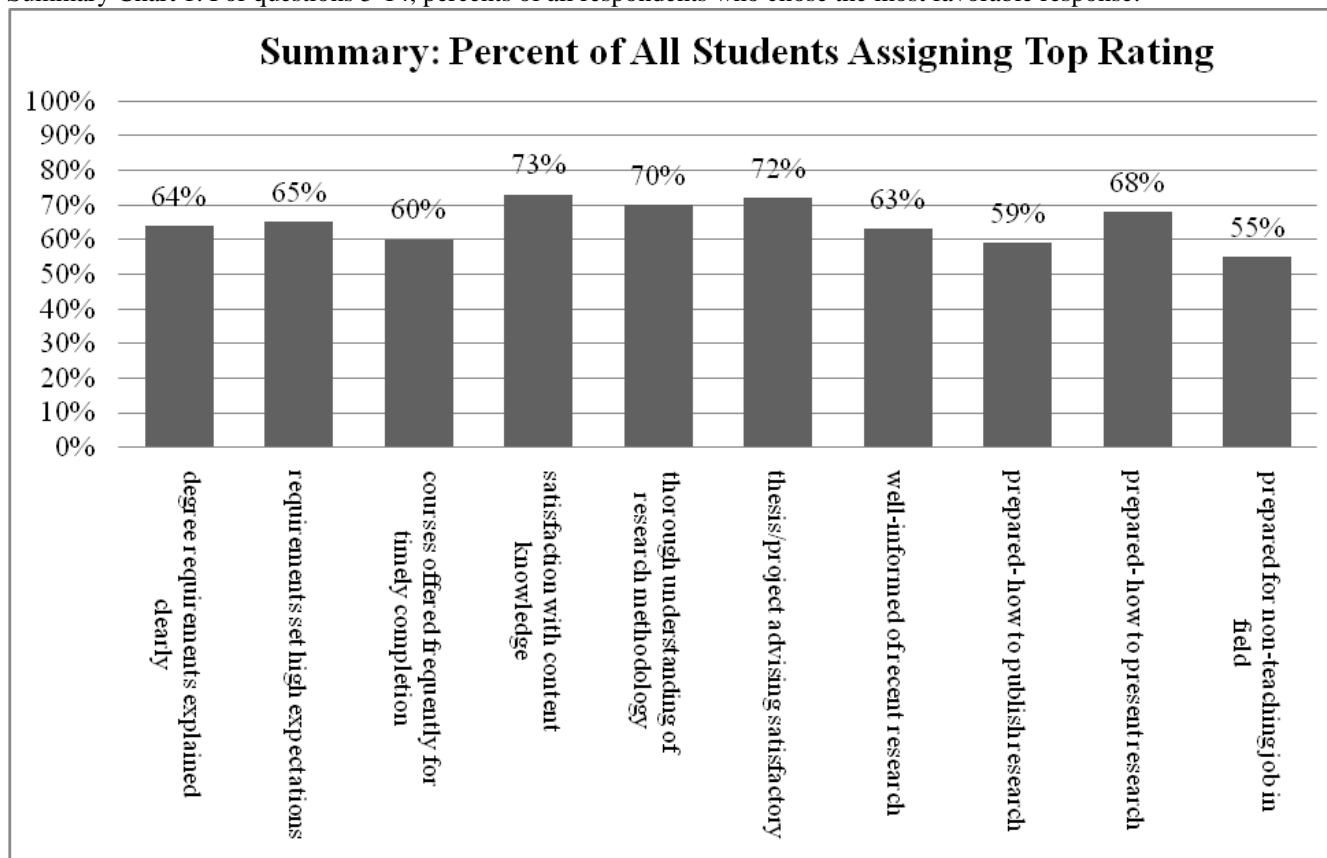
Verbatim Comments (answered “other” unless otherwise indicated)

- *Teaching* (Psychology-MA).
- *Independent Researcher* (History-PhD).
- *Post-doc* (History-PhD).
- *Academic Librarian* (History-MA).
- *Peace Corps* (Communication-MA).
- *CFI* (answered internship-Communication Science and Disorders-MA).
- *Intern* (answered professional position in industry and other-Communication Science and Disorders-MA).
- *DMA-CCM* (Music- MM).

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 5 through 14. Summary Table 1, which follows the chart, shows all the responses to each question. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by major are examined for each question in the pages that follow this summary.

Summary Chart 1. For questions 5-14, percents of all respondents who chose the most favorable response.



- As a whole, students were most positive about satisfactory content knowledge (73%) and their thesis/ project advising (72%), and they felt they had gained a thorough understanding of research methodology (70%).
- Students were the least positive about being prepared for a non-teaching job in their field, but still over 50% of students strongly agreed they were prepared.
- All of these questions had a significantly higher percentage of students assigning the top rating as compared to the 2009 Exit Survey.
- The other responses can be found on Summary Table 3 below.

Summary Table 3. Questions 5-14, 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	thesis/project advising satisfactory	well-informed of recent research	prepared-how to publish research	prepared-how to present research	prepared for non-teaching job in field
Strongly agree	64%	65%	60%	73%	70%	72%	63%	59%	68%	55%
Agree	32%	31%	35%	22%	28%	25%	29%	27%	19%	28%
Disagree	2%	3%	3%	4%	1%		5%	7%	8%	10%
Strongly disagree	2%	1%	2%	1%	1%	3%	3%	7%	5%	7%
Number responding	92	92	89	91	90	67	89	80	75	74

- The responses were overwhelmingly positive to all of these questions. 95% or more of respondents agreed or strongly agreed that degree requirements were explained clearly, requirements set high expectations, courses were offered frequently enough for timely completion, were satisfied with content knowledge, had a thorough understanding of research methodology, and felt thesis/project advising was satisfactory (questions 5-11).
- There was a lower response rate for the last three questions and students were less confident here, although more than 80% still agreed or strongly agreed (how well-prepared they felt about publishing, presenting research, and non-teaching jobs in their field, questions 12-14).

Degree Requirements Explained Clearly

Question 5 asks students to respond to whether the academic degree requirements for their program were explained clearly. Chart 1 displays the percentage of those who strongly agreed disaggregated by department. Table 1 shows all responses.

Chart 3. Question 5, percentage who strongly agreed, disaggregated by department.

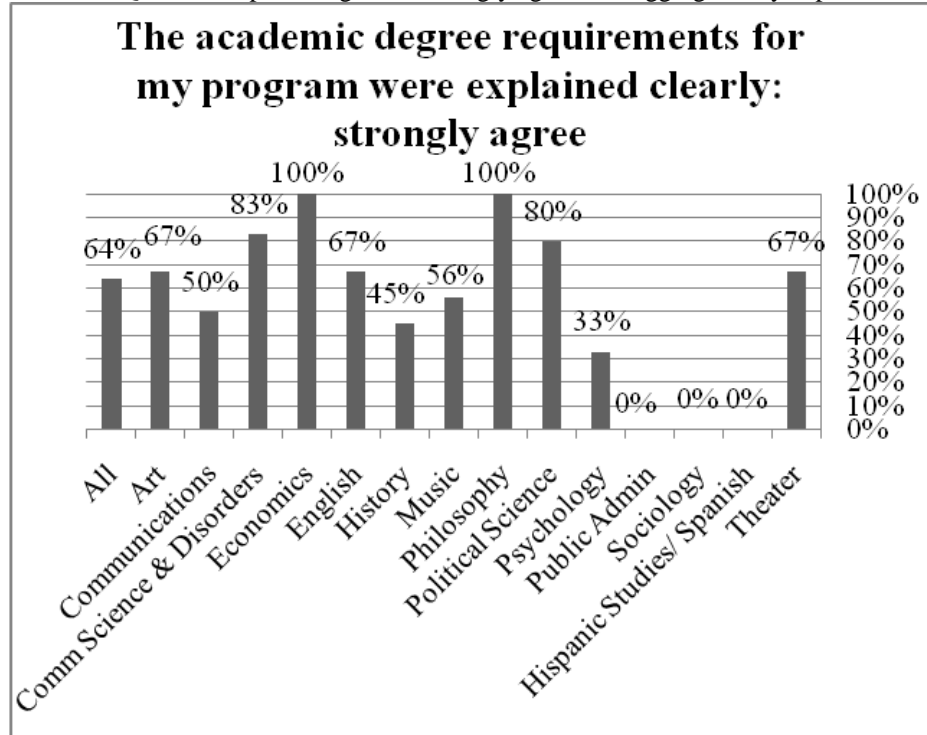


Table 3: Details: All responses for question 5, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	64%	67%	50%	83%	100%	67%	45%	56%	100%	80%	33%				67%
Agree	32%	33%		17%		33%	45%	38%		20%	50%	100%	100%	100%	33%
Disagree	2%		50%					6%			17%				
Strongly disagree	2%						10%								
Number responding	92	3	2	24	4	12	11	16	2	5	6	2	1	1	3

- 100% of respondents in Economics and Philosophy strongly agreed that degree requirements were explained clearly.
- While 0% of Public Administration, Sociology, and Hispanic Studies strongly agreed, 100% of the respondents from those three departments agreed.
- Only 1 student strongly disagreed with this item.

Academic Requirements set High Expectations of Student Performance

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

Chart 4. Question 6, percentage who strongly agreed, disaggregated by department.

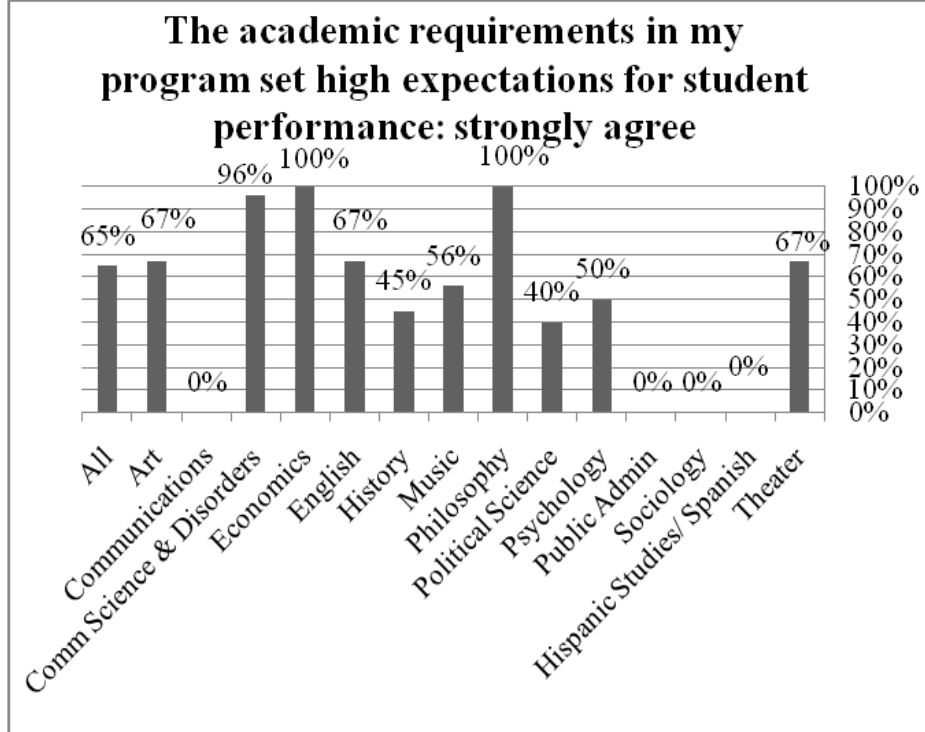


Table 4: Details: All responses for question 6, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	65%	67%		96%	100%	67%	45%	56%	100%	40%	50%				67%
Agree	31%		50%	4%		25%	45%	44%		60%	50%	100%	100%	100%	33%
Disagree	3%	33%	50%			8%	10%								
Strongly disagree	1%														
Number responding	92	3	2	24	4	12	11	16	2	5	6	2	1	1	3

- Again, 100% of Economics and Philosophy students strongly agreed, and 100% of respondents in Public Administration, Sociology, and Hispanic Studies agreed that academic requirements set high expectations for student performance in their programs.
- Only 3 respondents disagreed and only 1 strongly disagreed with this item.

Courses Offered Frequently Enough for Timely Completion

Question 7 asks graduates if the courses in their program were offered frequently enough for timely completion of the degree requirements.

Chart 5. Question 7, percentage who strongly agreed, disaggregated by department.

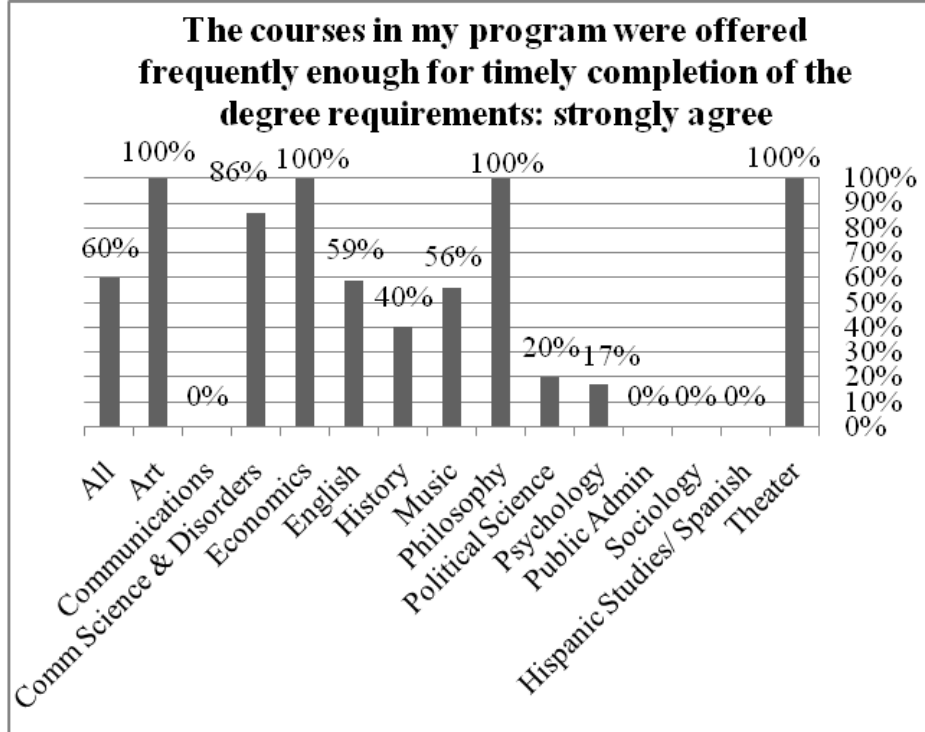


Table 5: Details: All responses for question 7, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	60%	100%			86%	100%	59%	40%	56%	100%	20%	17%			100%
Agree	35%		100%	14%		33%	40%	38%		80%	66%	100%	100%	100%	
Disagree	3%					8%	10%				17%				
Strongly disagree	2%						10%	6%							
Number responding	89	3	2	22	4	12	10	16	2	5	6	2	1	1	3

- 4 departments had 100% of students who strongly agreed: Art, Economics, Philosophy, and Theater.
- Communications joins Public Administration, Sociology, and Hispanic Studies with 100% who agree that courses were offered frequently enough for timely completion of the degree requirements.
- Only 2 students strongly disagreed.

Satisfaction with Content Knowledge Acquired in Discipline

Question 8 asks respondents if they are satisfied with the content knowledge that they acquired in their discipline.

Chart 6. Question 8, percentage who strongly agreed, disaggregated by department.

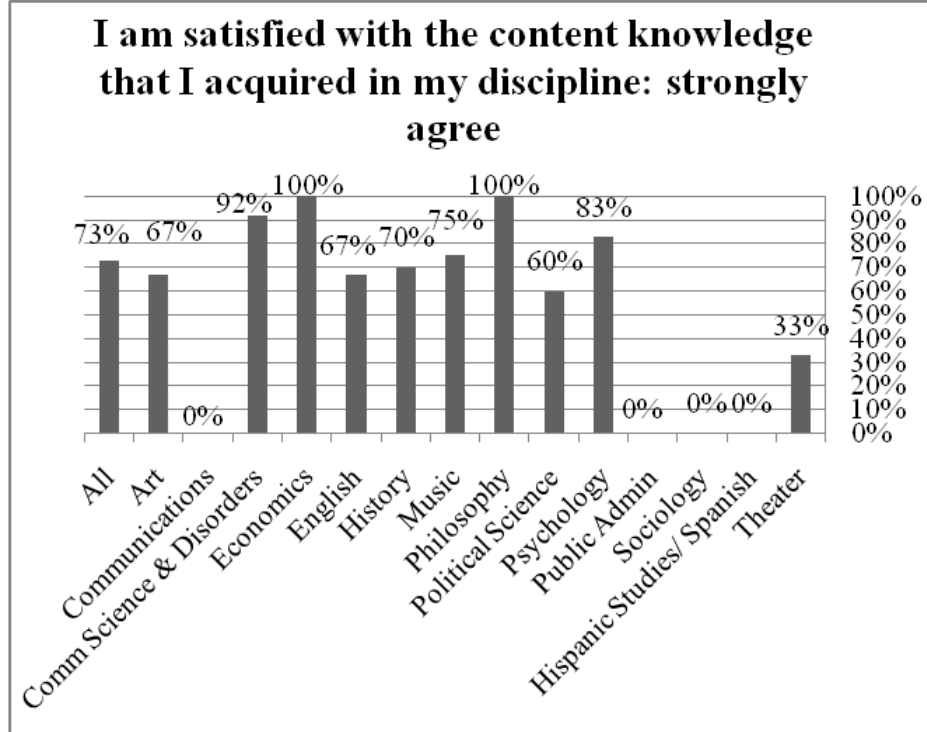


Table 6: Details: All responses for question 8, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	73%	67%		92%	100%	67%	70%	75%	100%	60%	83%				33%
Agree	22%		50%	8%		25%	30%	19%		40%		100%	100%	100%	67%
Disagree	4%		50%			8%		6%			17%				
Strongly disagree	1%	33%													
Number responding	91	3	2	24	4	12	10	16	2	5	6	2	1	1	3

- This question had the highest percentage of all respondents who strongly agreed that they were satisfied with the content knowledge they had acquired in their discipline (73%).
- The trend continues with 100% of Economics and Philosophy students strongly agreeing, and 100% of students in Public Administration, Sociology, and Hispanic Studies agreeing.

Thorough Understanding of Research Methodology

Question 9 asks if students had a thorough understanding of the research methodology in their discipline.

Chart 7. Question 9, percentage who strongly agreed, disaggregated by department.

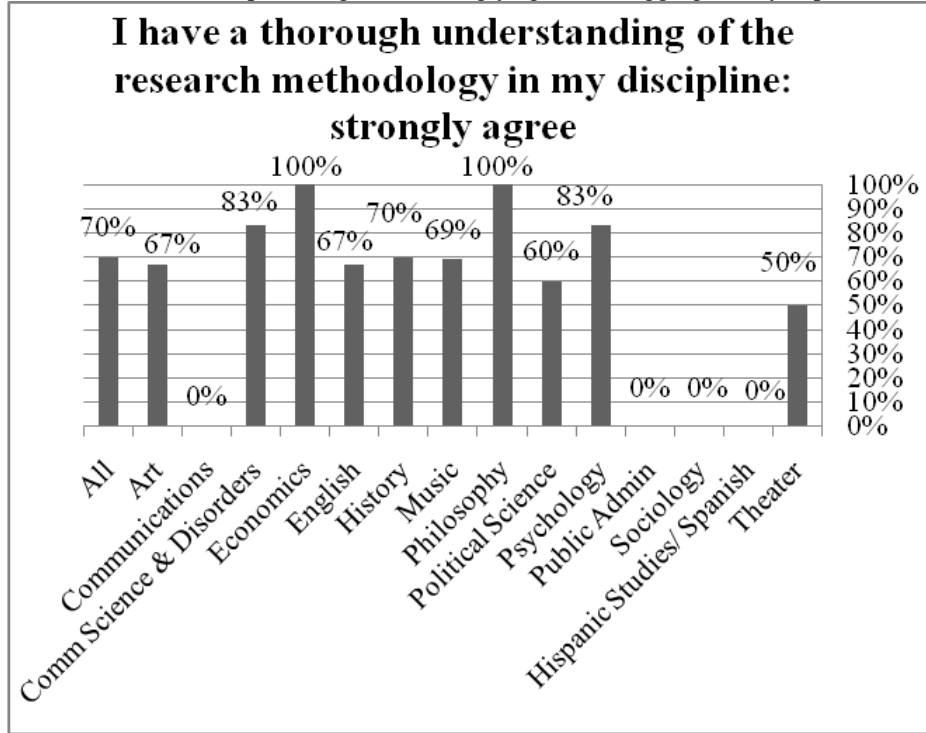


Table 7: Details: All responses for question 9, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	70%	67%		83%	100%	67%	70%	69%	100%	60%	83%				50%
Agree	28%		50%	17%		33%	30%	21%		40%	17%	100%	100%	100%	50%
Disagree	1%		50%												
Strongly disagree	1%	33%													
Number responding	90	3	7	8	9	20	5	20	5	3	10	4	4	7	2

- This item had the highest percent of respondents who agreed or strongly agreed (98%); 12 of 14 departments had 100% who felt they had a thorough understanding of the research methodology in their discipline.
- Only 2 people disagreed or strongly disagreed that they had a thorough understanding of research methodology in their discipline.

Satisfaction with Thesis or Project Advising

Question 10 asks students if the thesis or project advising they received was satisfactory.

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

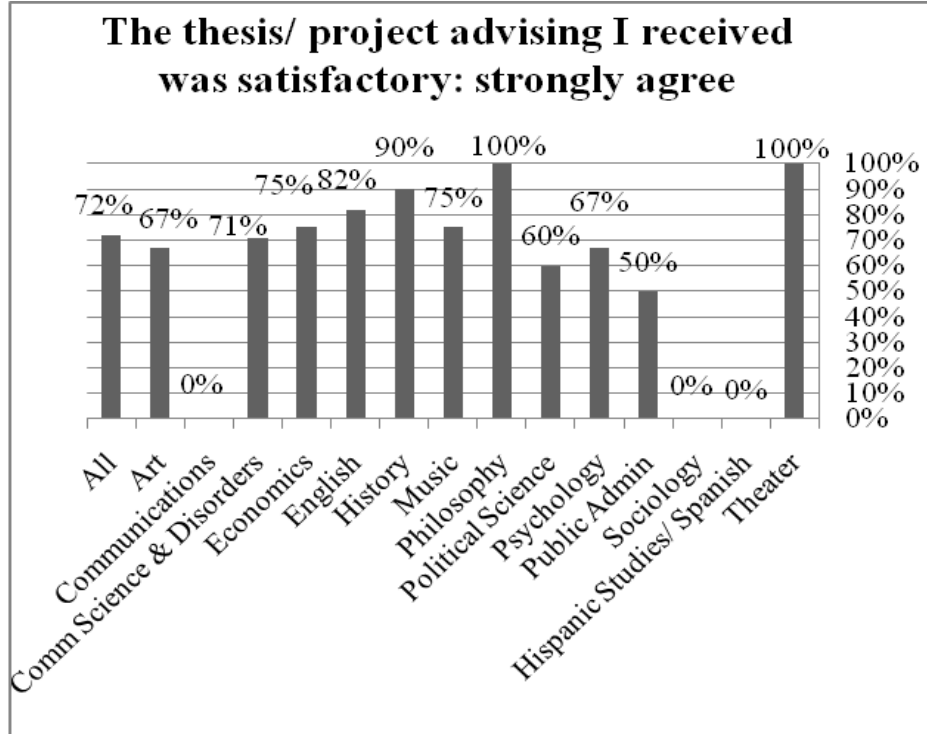


Table 8: Details: All responses for question 10, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	72%	67%		71%	75%	82%	90%	75%	100%	60%	67%	50%			100%
Agree	25%		50%	29%	25%	18%	10%	25%		40%	33%	50%	100%	100%	
Disagree															
Strongly disagree	3%	33%	50%												
Number responding	67	3	2	7	4	11	10	12	1	5	6	2	1	1	2

- This item had the lowest response rate, but it also has the second highest percentage of respondents who strongly agree or agree (97%). No student disagreed, and only 2 students disagreed or strongly disagreed.
- Half of the departments had more than 75% of their students who strongly agreed.

Well-Informed about Recent Research Developments

Question 11 asks students if their program kept them well-informed of recent research developments in their discipline.

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

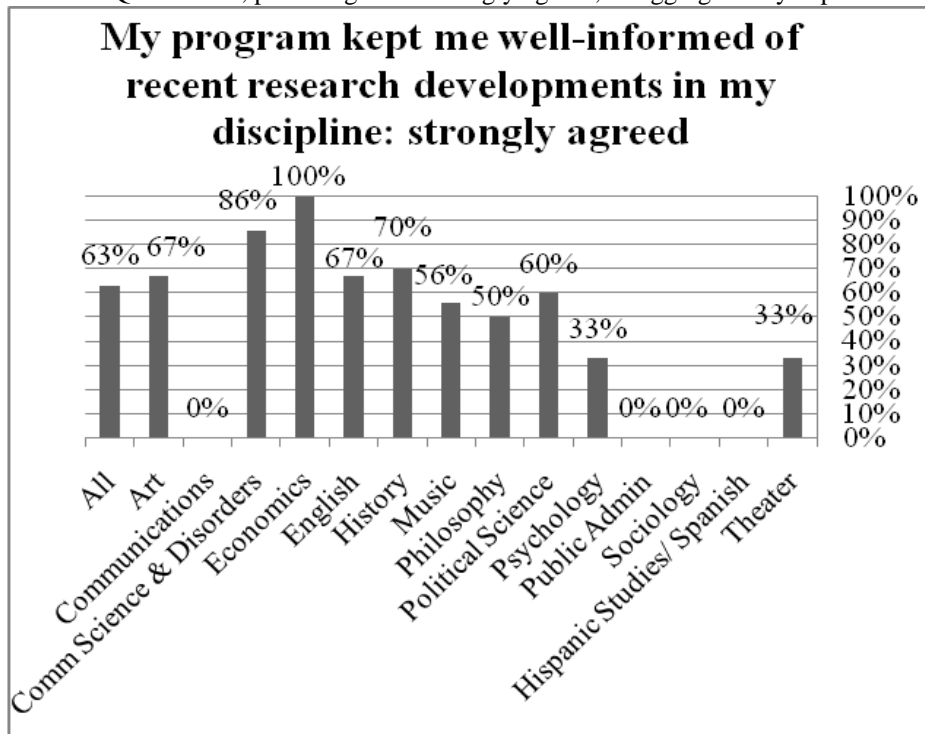


Table 9: Details: All responses for question 11, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	63%	67%			86%	100%	67%	70%	56%	50%	60%	33%			33%
Agree	29%				14%		25%	30%	44%		50%	100%	100%	100%	67%
Disagree	5%		50%								40%	17%			
Strongly disagree	3%	33%	50%			8%									
Number responding	89	3	2	22	4	12	10	16	2	5	6	2	1	1	3

- Even though these percentages are slightly lower, 9 departments still had 100% of their students who strongly agreed or agreed.
- 4 respondents disagreed and 3 strongly disagreed that their program kept them well-informed of recent research developments in their discipline.

Prepared on How to Publish Research

Question 12 asks graduates if the preparation they received included how to publish my research in professional publications.

Chart 10. Question 12, percentage who strongly agreed, disaggregated by department.

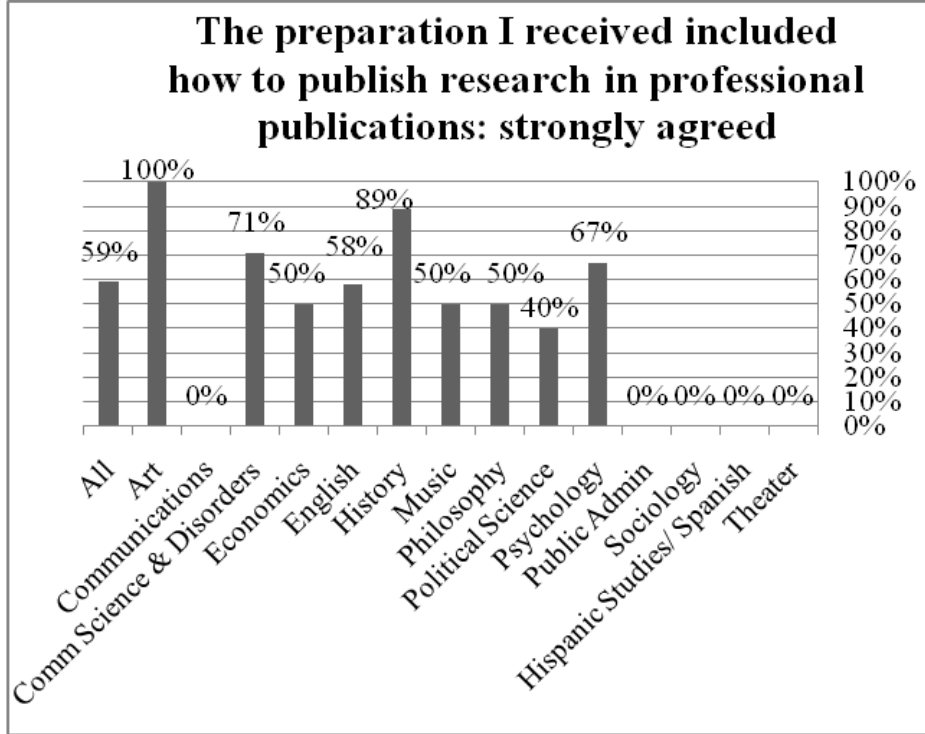


Table 10: Details: All responses for question 12, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	59%	100%		71%	50%	58%	89%	50%	50%	40%	67%				
Agree	27%			24%	50%	17%	11%	25%	50%	20%	33%	50%	100%	100%	100%
Disagree	7%			5%		8%		8%		40%		50%			
Strongly disagree	7%		100%			17%		17%							
Number responding	80	2	2	21	4	12	9	12	2	5	6	2	1	1	1

- This item had the second lowest response rate and the second lowest percentage of respondents who strongly agreed. 7 of 14 departments, however, had 100% of their graduates who strongly agreed or agreed.
- 100% of Communications students strongly disagreed.

Prepared on How to Present Research

Question 13 asks students if the preparation they received included how to present their research at professional conferences and meetings.

Chart 11. Question 13, percentage who strongly agreed, disaggregated by department.

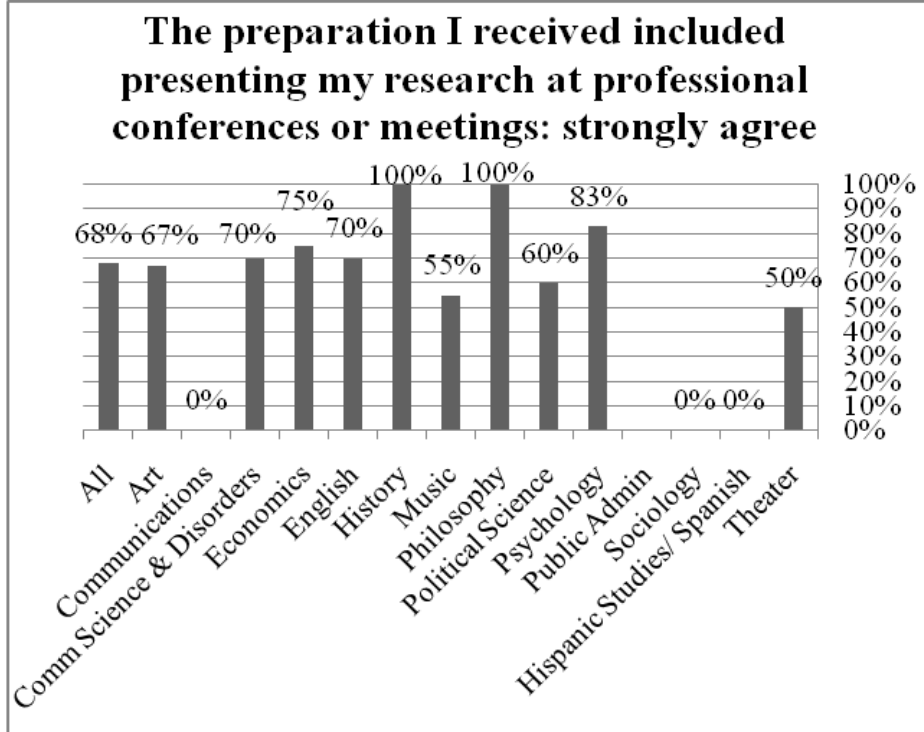


Table 11: Details: All responses for question 13, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	68%	67%		70%	75%	70%	100%	55%	100%	60%	83%				50%
Agree	19%			30%	25%	10%		18%		20%	17%		100%	100%	
Disagree	8%					20%		18%		20%					50%
Strongly disagree	5%	33%	100%					9%							
Number responding	75	3	2	20	4	10	8	11	2	5	6	0	1	1	2

- Much like question 12, fewer respondents strongly agreed, although 7 of 14 departments had 100% of respondents who strongly agreed or agreed that the preparation they received included presenting my research at professional conferences or meetings. 100% of Communications graduates strongly disagreed.
- No one from the Public Administration program answered this question.

Prepared for a Non-Teaching Job in their Field

Question 14 asks graduates if the preparations they received included preparation for working in a non-teaching position in their field.

Chart 12. Question 14, percentage who strongly agreed, disaggregated by department.

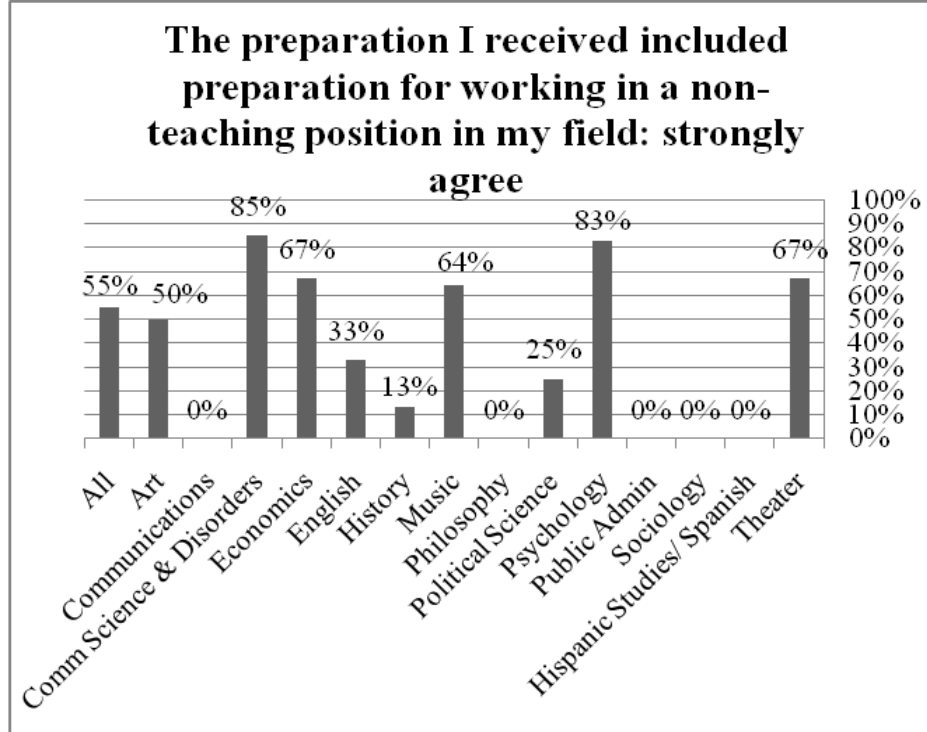


Table 12: Details: All responses for question 14, disaggregated by department.

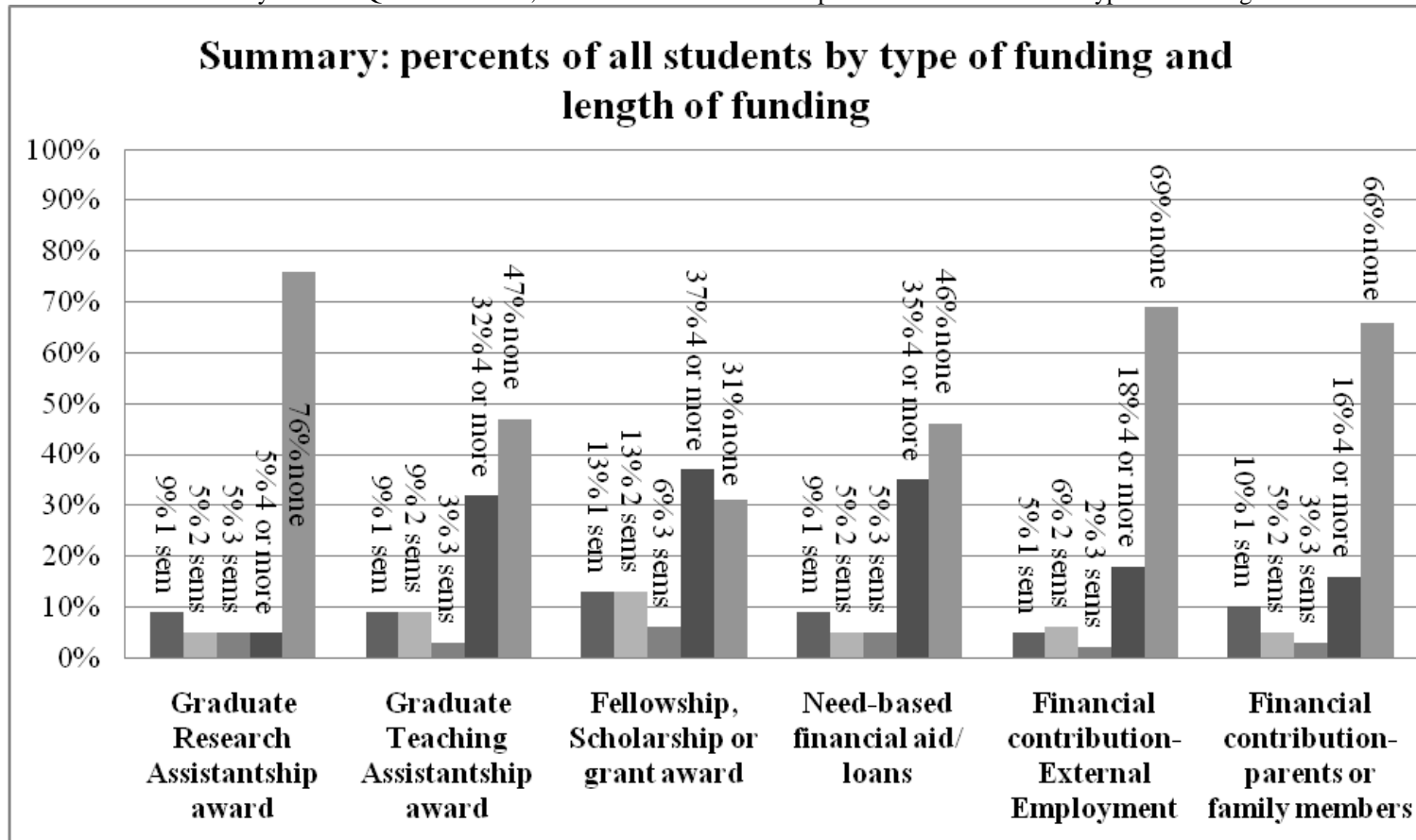
	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pol	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	55%	50%		85%	67%	33%	13%	64%		25%	83%				67%
Agree	28%		50%	15%	33%	33%	37%	29%		25%	17%	100%	100%		33%
Disagree	10%					23%	37%			50%					
Strongly disagree	7%	50%	50%			11%	13%	7%							
Number responding	74	2	2	20	3	9	8	14	0	4	6	2	1	0	3

- This item had the lowest percentage who strongly agreed and of those who answered positively (only 83% strongly agreed or agreed).
- Despite low numbers, respondents felt more prepared for working in a non-teaching position than last year when only 71% responded positively (33% strongly agreed and 38% agreed).
- No one from Philosophy or Hispanic Studies answered this item.

Summary of Financial Awards and Contributions

In this section, questions 15-20, students were asked to indicate the number of semesters in which they received various types of financial awards and contributions. Summary Chart 1 shows the percentages of financial awards and contributions that all the students received disaggregated by number of semesters funded. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by department are examined in the pages that follow Summary Table 4.

Summary Chart 2. Questions 15-20, number of semesters all respondents received various types of funding.



Summary Table 4. Questions 15-20, number of semesters all respondents received various types of funding.

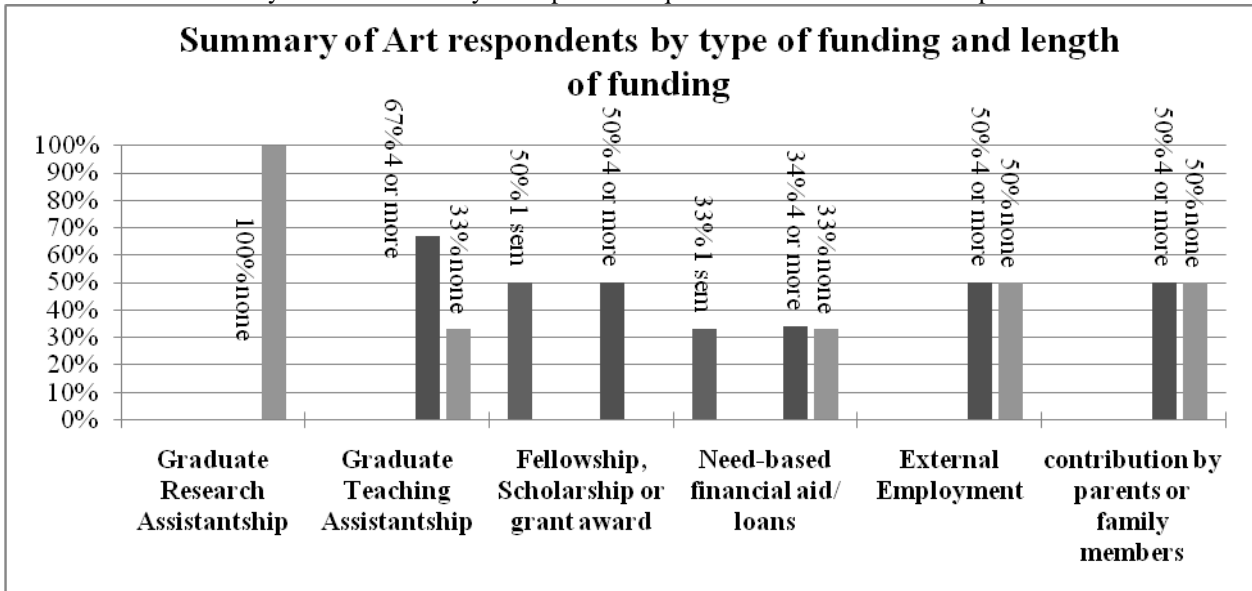
	Graduate Research Assistantship Award	Graduate Teaching Assistantship Award	Fellowship, Scholarship or grant award	Need-based financial aid/ loans	Financial contribution from External Employment	Financial contribution from parents or family members
1 Semester	9%	9%	13%	9%	5%	10%
2 Semesters	5%	9%	13%	5%	6%	5%
3 Semesters	5%	3%	6%	5%	2%	3%
4 or more Semesters	5%	32%	37%	35%	18%	16%
none	76%	47%	31%	46%	69%	66%
Number responding	85	88	86	86	83	83

- The number of respondents was slightly lower for questions 15-20. Part of this was due to students completely skipping this section of questions, while other respondents only answered questions when they were receiving that type of funding. Both of these groups were approximately the same size.
- As a reminder, those who left blanks were not included in the tabulation or the bases for percentages.
- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all departments have the same funding opportunities. Responses varied widely from department to department. For these reasons, charts in the following section have summarized the responses to all the items disaggregated by department to be of the most use.
- The highest percentage of students had long-term funding (4 or more semesters) from fellowship, scholarship, or grant awards (37%), need-based financial aid/ loans (35%), and/or graduate teaching assistantship awards (32%).
- 69% of respondents never had external employment and 66% never had contributions from parents or family members.

Departmental Summary Charts of Financial Awards and Contributions

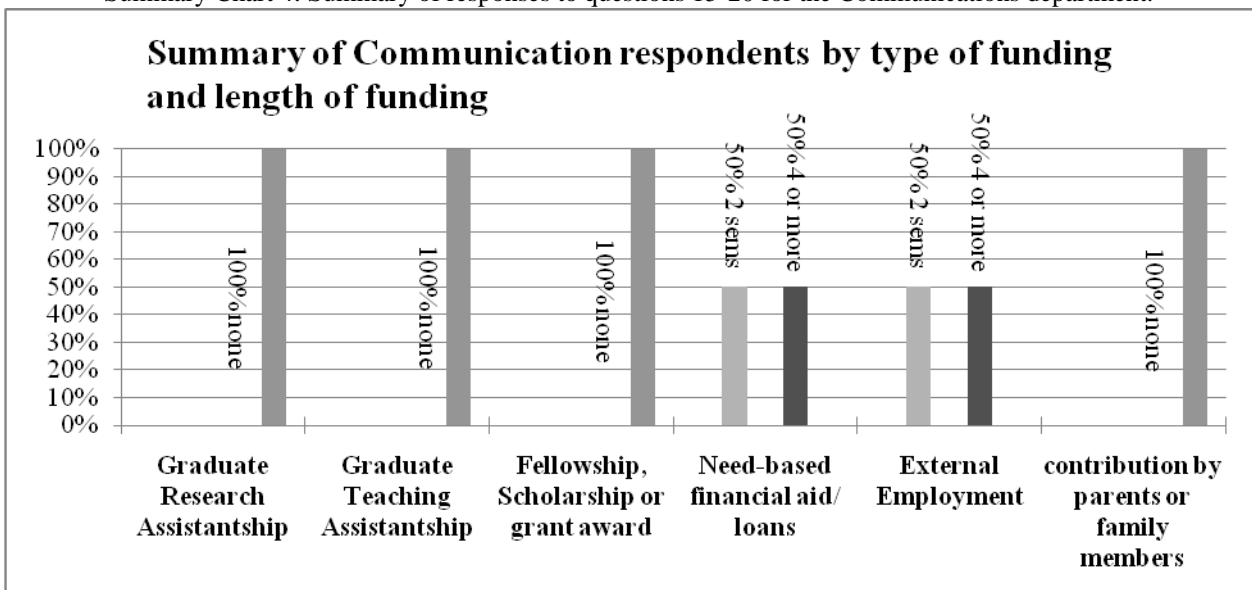
The following charts are disaggregated by department, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

Summary Chart 3. Summary of responses to questions 15-20 for the Art department.



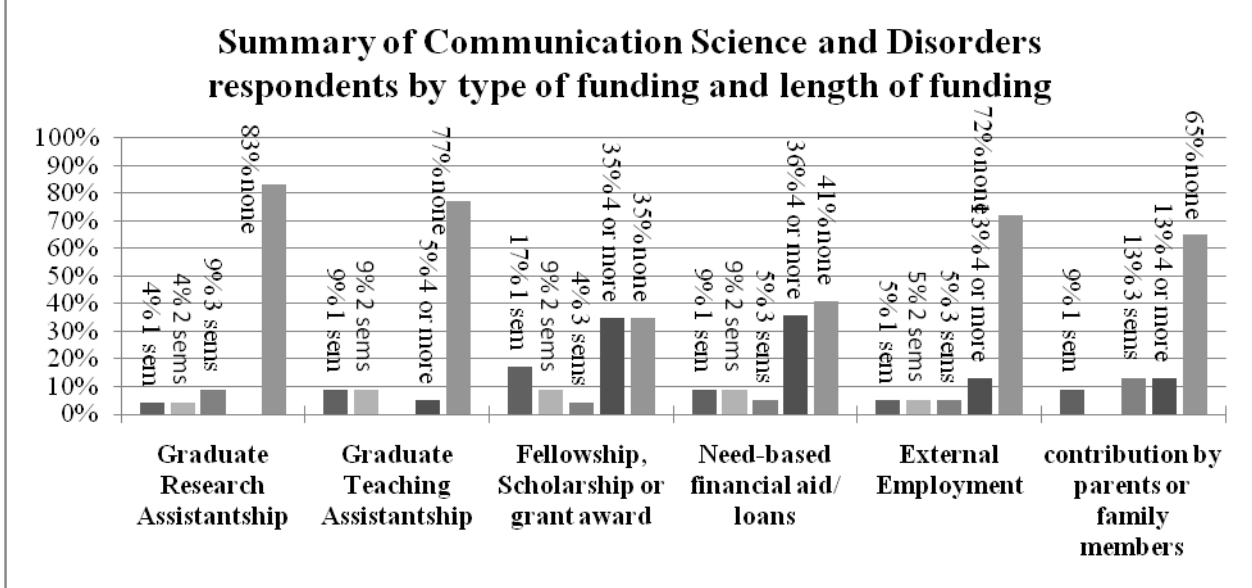
- There are 2 to 4 respondents to these items.
- 2 students had fellowship, scholarship or grant awards for 4 or more semesters as well as receiving graduate teaching assistantships for the same time period.

Summary Chart 4. Summary of responses to questions 15-20 for the Communications department.



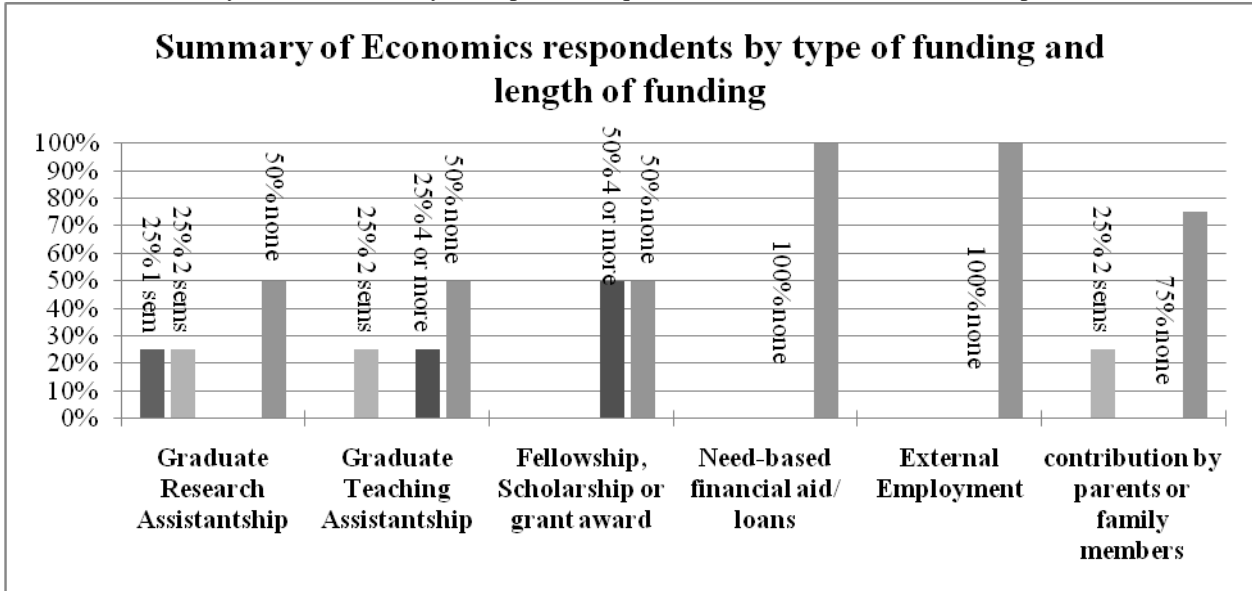
- There are 2 respondents to these items.
- 1 graduate received loans and had external employment for 4 or more semesters, while the other had the same sources but for shorter terms.

Summary Chart 5. Summary of responses to questions 15-20 for Communication Science and Disorders department.



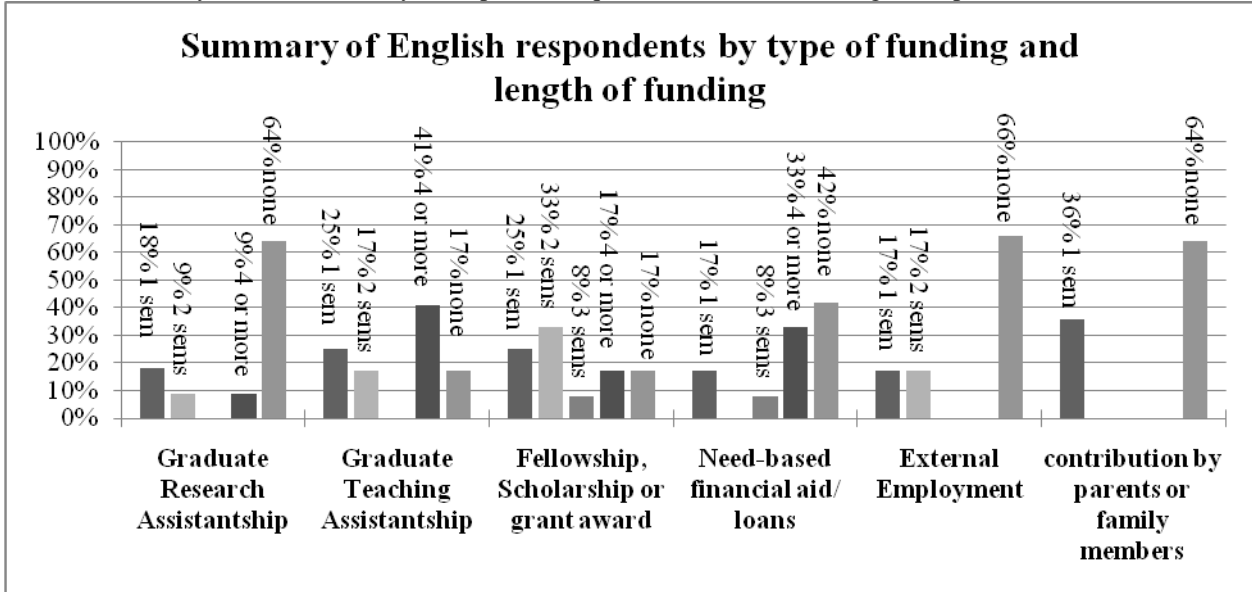
- There are 22 to 23 respondents to these items.
- Most graduates combined 2 to 3 different types of funding. 2 students indicated they did not receive any of these sources of funding.

Summary Chart 6. Summary of responses to questions 15-20 for the Economics department.



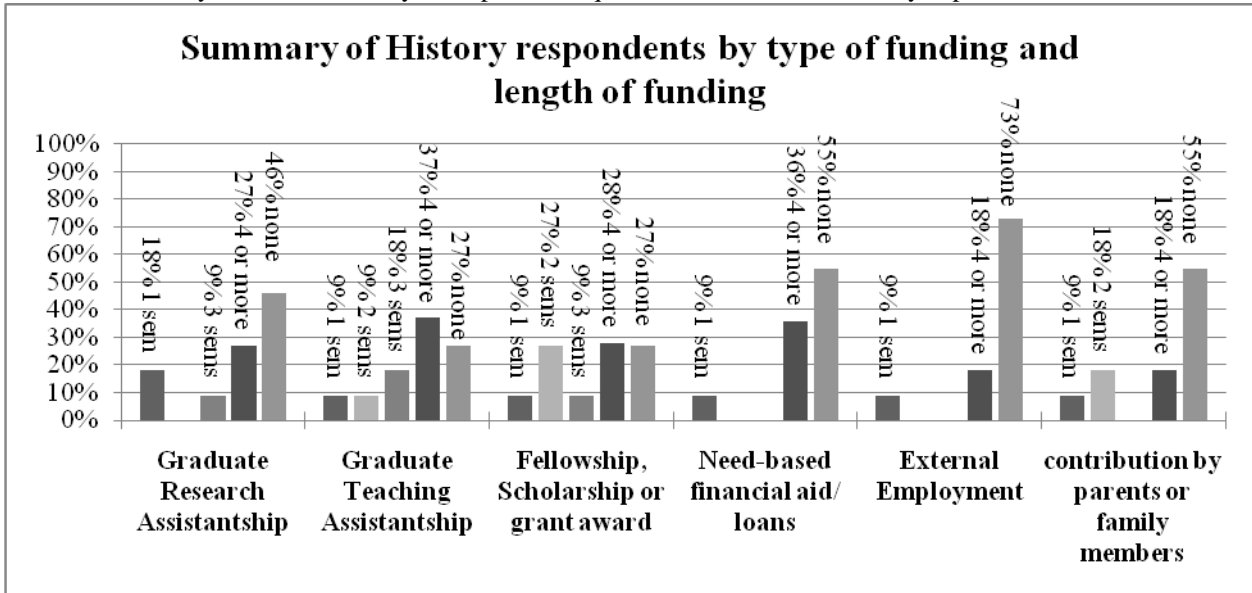
- There are 4 respondents to these items.
- 1 graduate indicated never receiving any of these type of funding. The other 3 respondents combined at least 2 types of funding .

Summary Chart 7. Summary of responses to questions 15-20 for the English department.



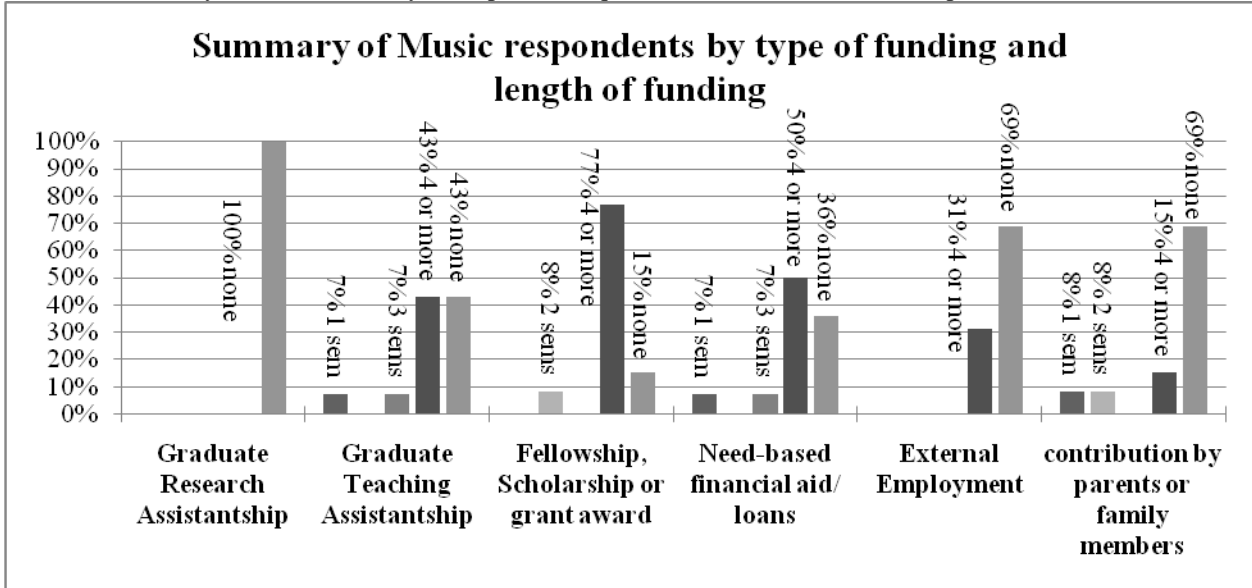
- There are 11 to 12 respondents to these items.
- Most students combined 3 or more types of funding for widely varying lengths of time. 1 person received each type of funding for 1 semester apiece.

Summary Chart 8. Summary of responses to questions 15-20 for the History department.



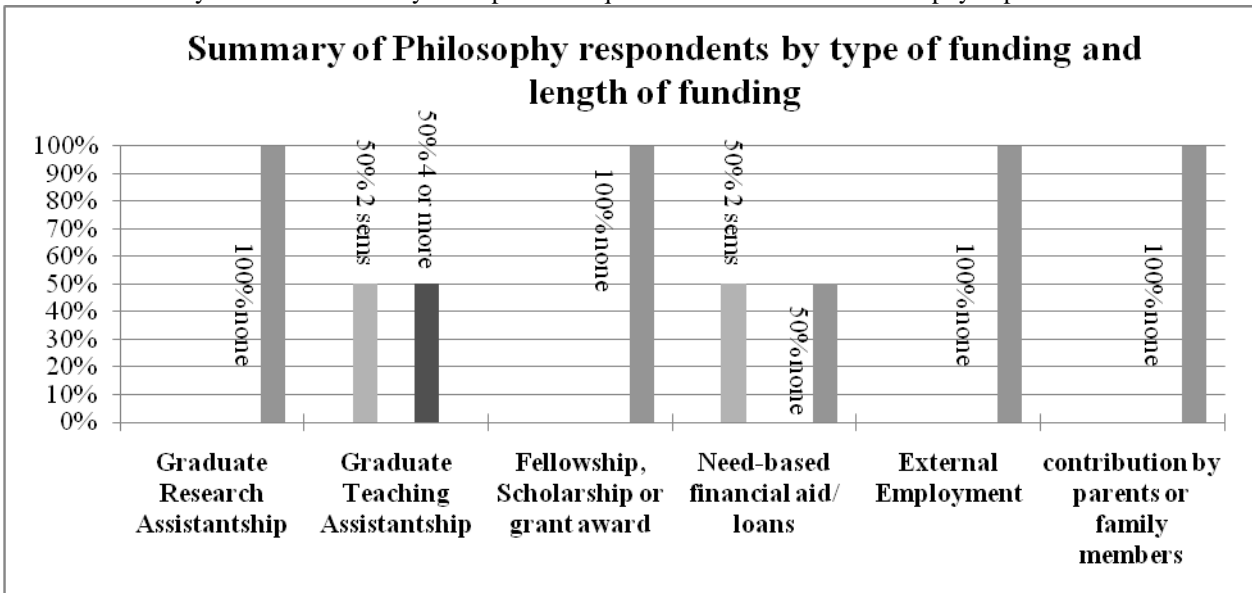
- There are 11 respondents to these items.
- Most graduates combined 3 to 4 different types of funding with 1 to 2 being long-term (4 or more semesters).
- 1 respondent indicated never receiving any of these types of funding.

Summary Chart 9. Summary of responses to questions 15-20 for the Music department.



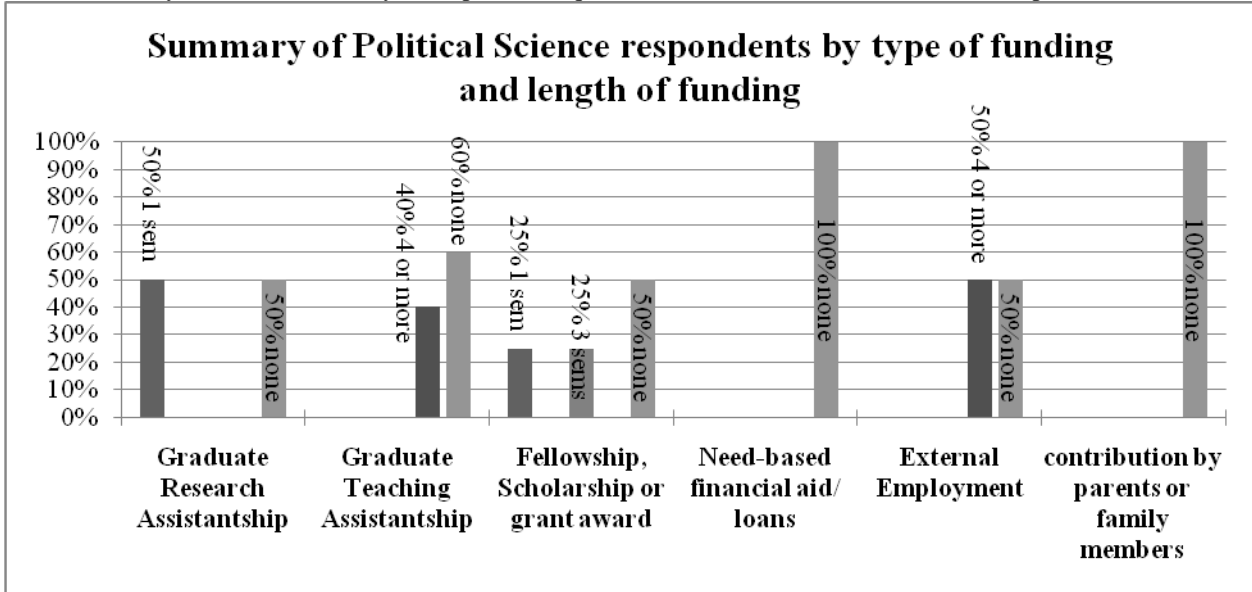
- There were 13 to 14 respondents to these items.
- Most students received long term funding (4 or more semesters) from 2 or more types of funding, the most frequent types being fellowship, scholarship or grant award and/or need-based financial aid/ loans.

Summary Chart 10. Summary of responses to questions 15-20 for the Philosophy department.



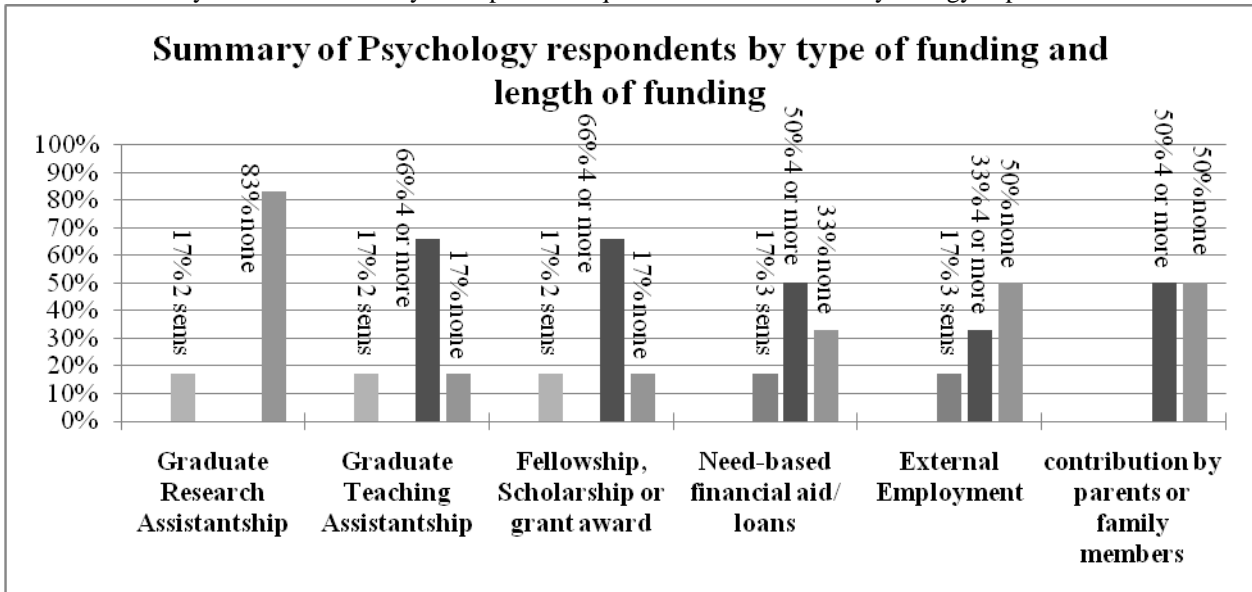
- There were 1 to 2 respondents for these items.
- 1 graduate held a graduate teaching assistantship for 4 or more semesters. The other combined need-based financial aid/ loans with a graduate teaching assistantship.

Summary Chart 11. Summary of responses to questions 15-20 for the Political Science department.



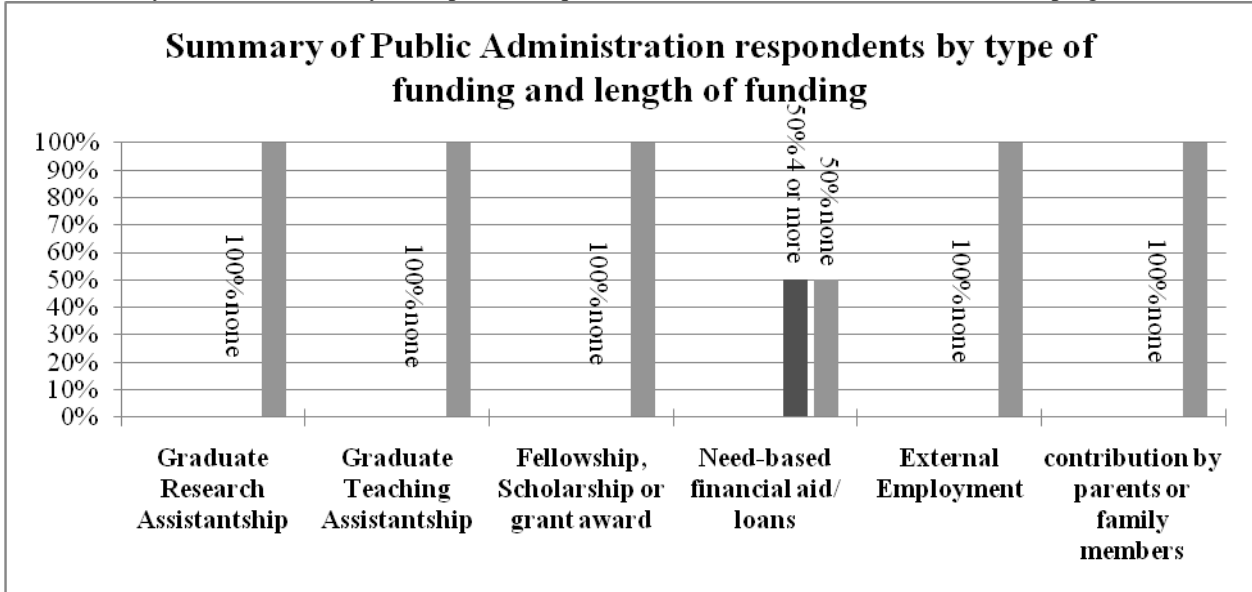
- There were 4 to 5 respondents to these items.
- 4 graduates had 1 type of funding each for 4 or more semesters. Some had shorter term funding in addition to the single source of long term funding.
- 1 respondent reported 1 semester of graduate research assistantship and no other funding.

Summary Chart 12. Summary of responses to questions 15-20 for the Psychology department.



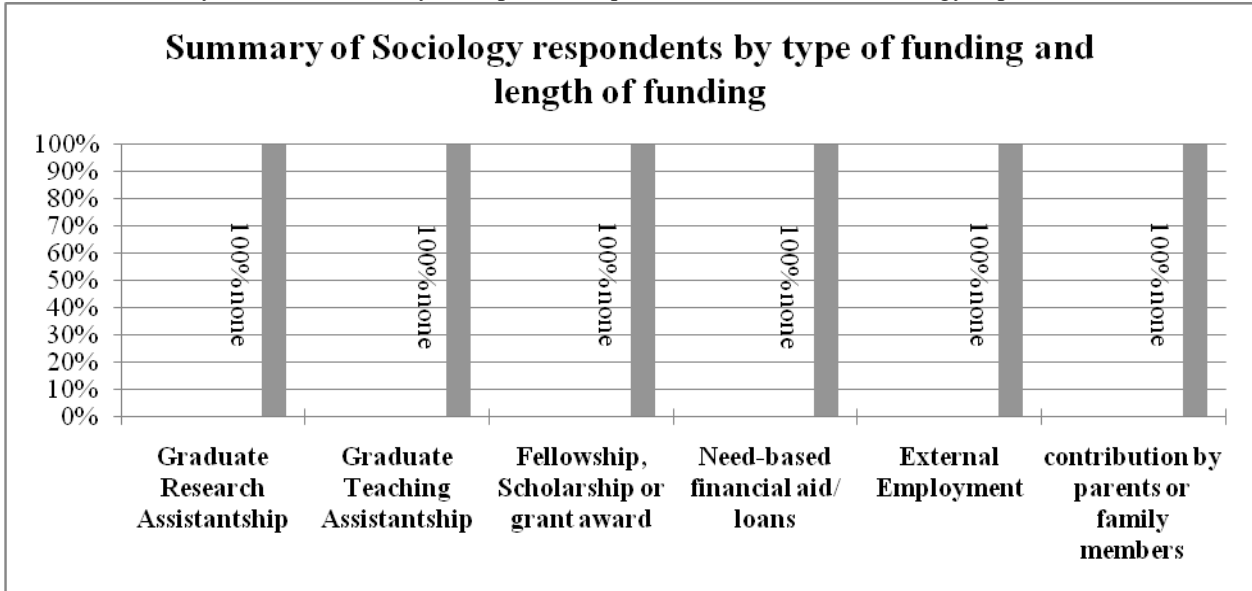
- There were 6 respondents to these items.
- Most students had 2 or more types of funding that they received for 4 or more semesters.

Summary Chart 13. Summary of responses to questions 15-20 for the Public Administration program.



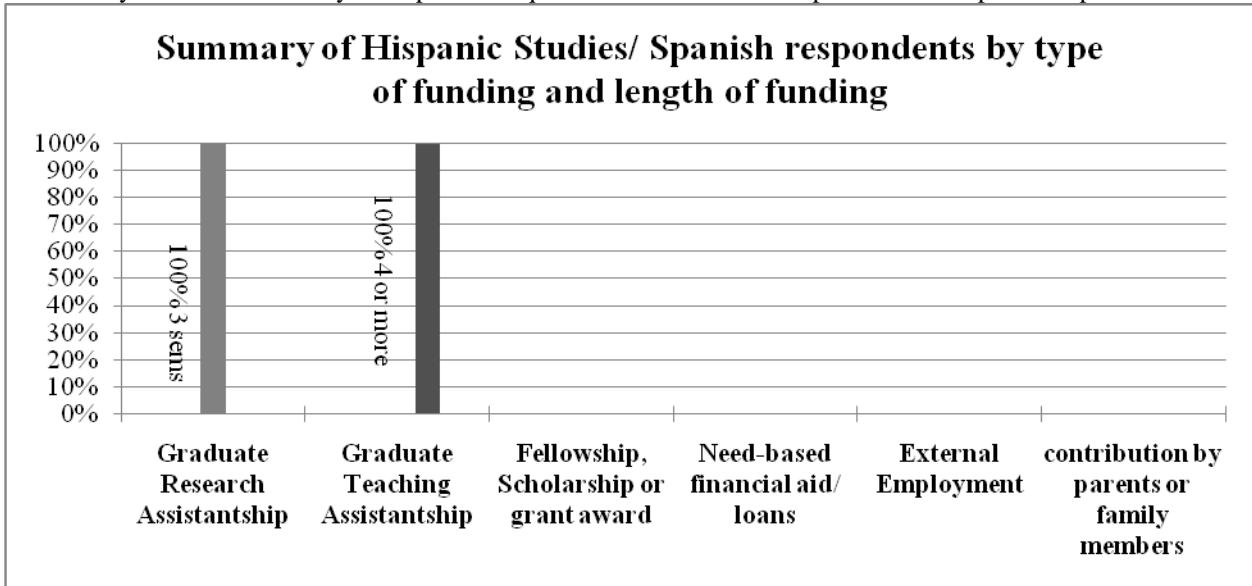
- There were 2 respondents to these items.
- 1 graduate indicated never receiving any of these types of funding, while the other relied on need-based financial aid/ loans.

Summary Chart 14. Summary of responses to questions 15-20 for the Sociology department.



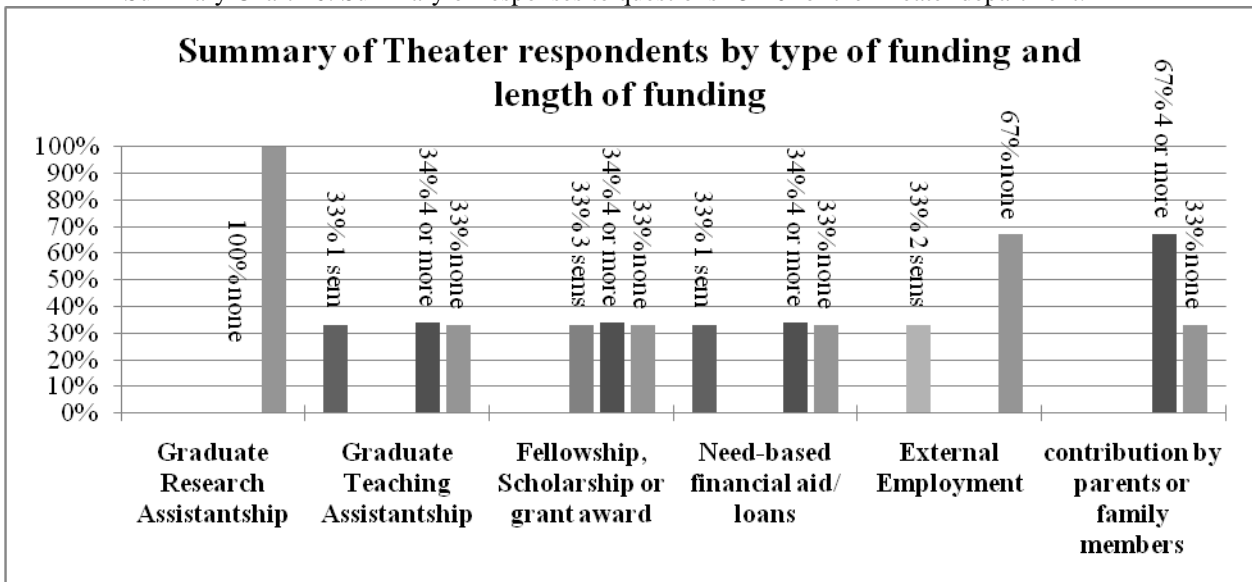
- There was only 1 respondent to these items, and that graduate indicated that they never received any of these types of funding.

Summary Chart 15. Summary of responses to questions 15-20 for the Hispanic Studies/Spanish department.



- 1 respondent answered 2 of these items.

Summary Chart 16. Summary of responses to questions 15-20 for the Theater department.

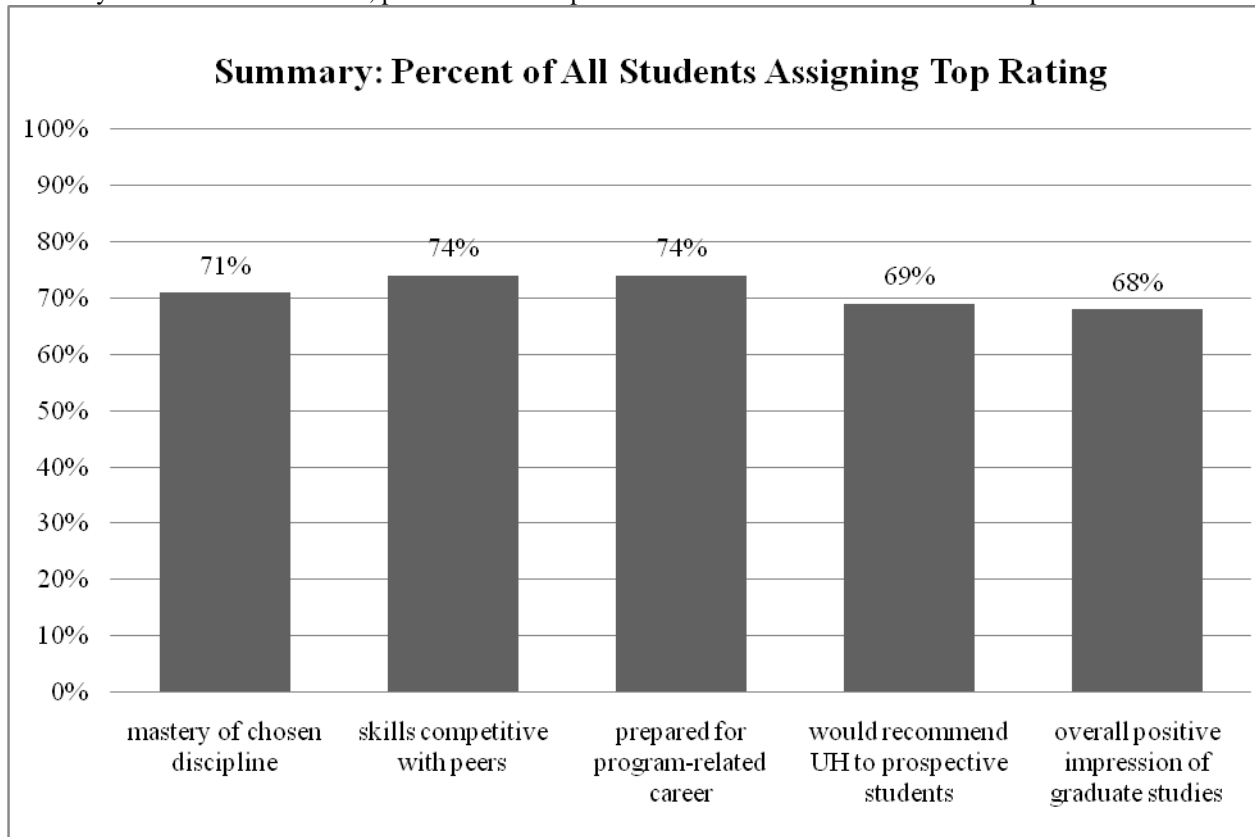


- There were 3 respondents to these items.
- 1 graduate relied on a graduate teaching assistantship only; another received long term funding from both fellowship, scholarship or grant awards as well as need-based financial aid/loans. The third used 5 different types of funding for various lengths of time.

Ratings for Questions 21 to 25

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 18 gives the percentage of those who gave the top rating, strongly agree, for questions 21 through 25. Summary Table 5, which follows the chart, provides all responses for each of the five questions. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by major are examined for each question in the pages that follow this summary.

Summary Chart 17. For each item, percents of all respondents who chose the most favorable response.



- Students were most confident that their skills were competitive with their peers and that they were prepared for a program-related career.
- There were few negative responses to these items.

Summary Table 6. All responses for questions 21-25.

	mastery of chosen discipline	skills competitive with peers	prepared for program- related career	would recommend UH to prospective students	overall positive impression of graduate studies
Strongly agree	71%	74%	74%	69%	68%
Agree	27%	24%	24%	22%	28%
Disagree	1%	1%	1%	7%	4%
Strongly disagree	1%	1%	1%	2%	
Number responding	90	89	88	89	89

- Again, graduates' responses were overwhelmingly positive. The percentages of respondents who answered strongly agreed or agreed varied on these items from 91% to 98%.
- Only 2 students disagreed or strongly disagreed with questions 21 to 23. No one strongly disagreed with question 25.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Mastery of Chosen Discipline

Question 21 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 21, percentage who strongly agreed, disaggregated by department.

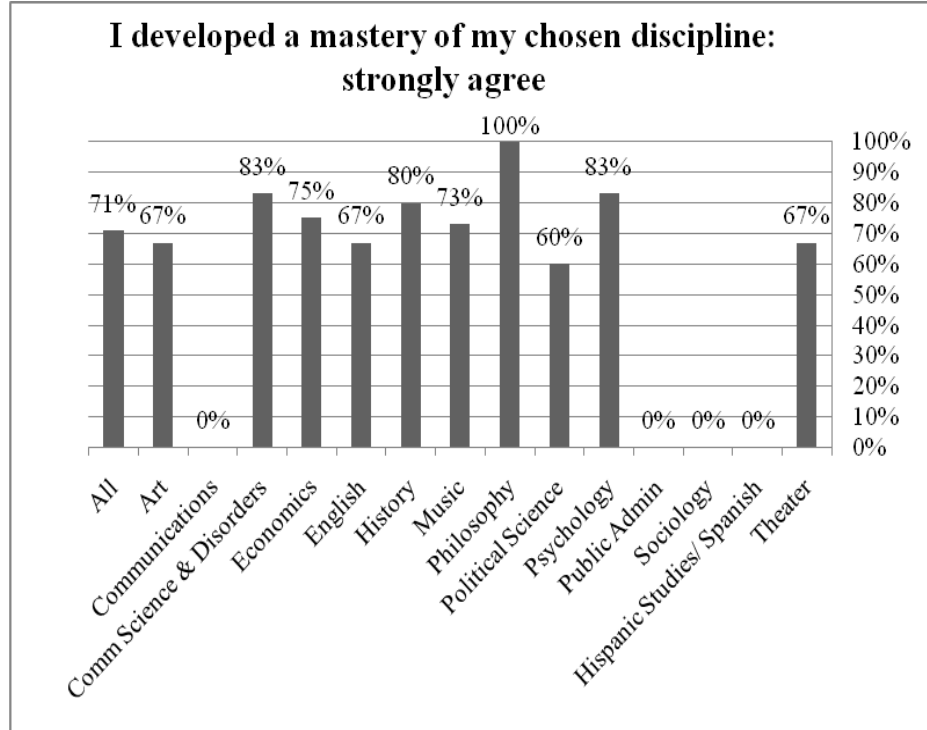


Table 13: Details: All responses for question 21, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	71%	67%		83%	75%	67%	80%	73%	100%	60%	83%				67%
Agree	27%		50%	17%	25%	33%	20%	27%		40%	17%	100%	100%	100%	33%
Disagree	1%		50%												
Strongly disagree	1%	33%													
Number responding	90	3	2	24	4	12	10	15	2	5	6	2	1	1	3

- Only 2 graduates assigned negative ratings; 12 of 14 departments had 100% of respondents who strongly agreed or agreed that they had developed a mastery of their chosen discipline.

Skills Competitive with Peers

Question 22 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 22, percentage who strongly agreed, disaggregated by department.

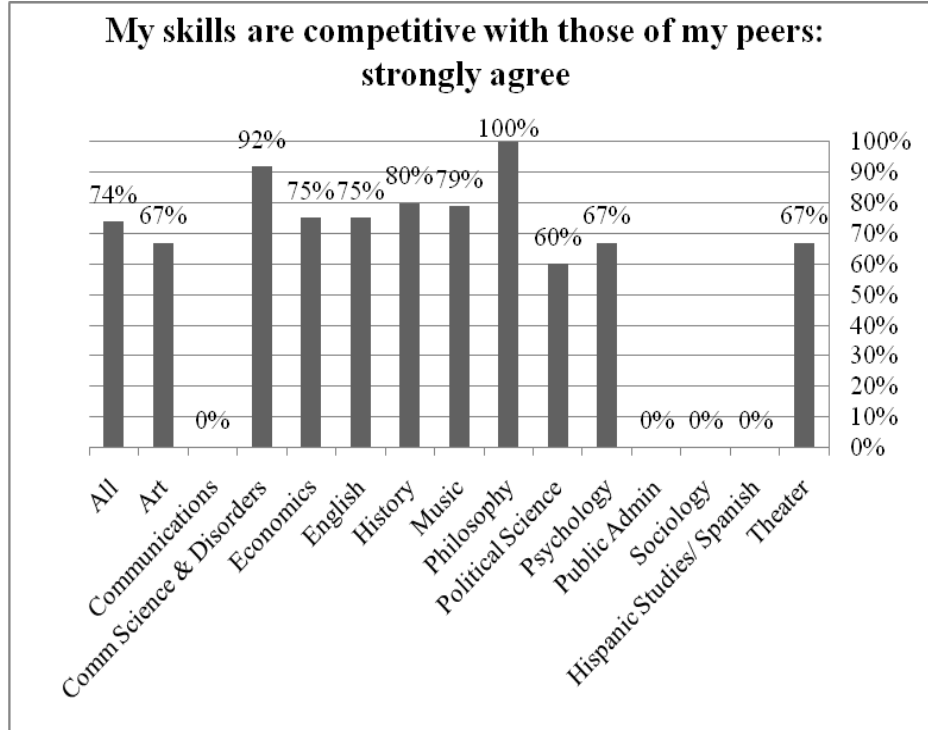


Table 14: Details: All responses for question 22, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	74%	67%		92%	75%	75%	80%	79%	100%	60%	67%				67%
Agree	24%		50%	8%	25%	25%	20%	21%		40%	33%	100%	100%	100%	33%
Disagree	1%		50%												
Strongly disagree	1%	33%													
Number responding	89	3	2	24	4	12	10	14	2	5	6	2	1	1	3

- This item had the highest percentage of respondents who strongly agreed (tied with question 23).
- Again, while no one in Public Administration, Sociology, or Hispanic Studies strongly agreed, 100% of those graduates agreed that their skills were competitive with those of their peers. The same 2 respondents gave negative ratings.

Prepared for Program-Related Career

Question 23 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 23, percentage who strongly agreed, disaggregated by department.

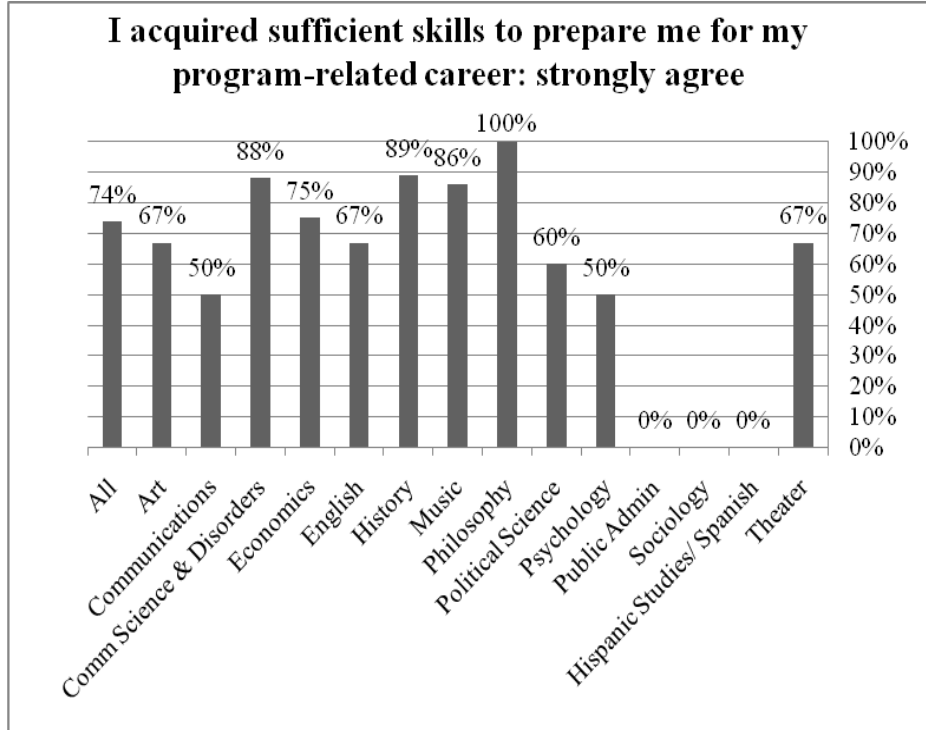


Table 15: Details: All responses for question 23, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	74%	67%	50%	88%	75%	67%	89%	86%	100%	60%	50%				67%
Agree	24%			12%	25%	33%	11%	14%		40%	60%	100%	100%	100%	33%
Disagree	1%		50%												
Strongly disagree	1%	33%													
Number responding	88	3	2	24	4	12	9	14	2	5	6	2	1	1	3

- This item had the highest percentage of respondents who strongly agreed (tied with question 22).
- Again, 100% of respondents from 12 of 14 departments answered strongly agree or agree; only 2 graduates assigned negative ratings.

Would Recommend UH to Prospective Students

Question 24 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 24, percentage who strongly agreed, disaggregated by department.

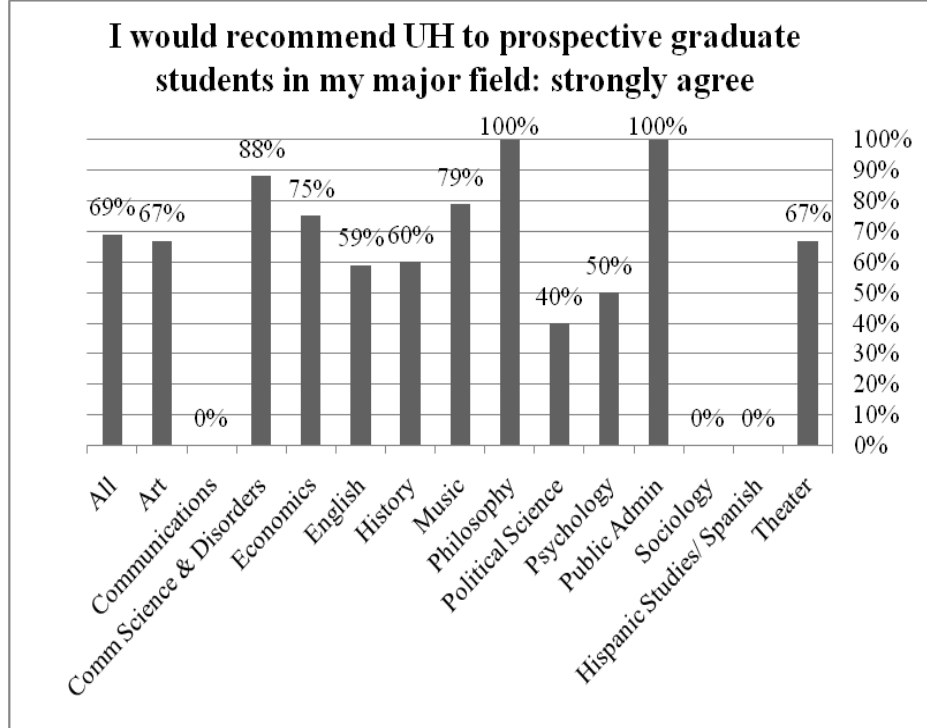


Table 16: Details: All responses for question 24, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea	
Strongly agree	69%	67%			88%	75%	59%	60%	79%	100%	40%	50%	100%		67%	
Agree	22%				12%	25%	33%	20%	14%		60%	33%		100%	100%	33%
Disagree	7%				100%			20%	7%			17%				
Strongly disagree	2%	33%					8%									
Number responding	89	3	2	24	4	12	10	14	2	5	6	2	1	1	3	

- 100% of Philosophy and Public Administration graduates strongly agreed that they would recommend UH to prospective graduate students in their major field. 6 other departments had 100% of their students who strongly agreed or agreed.
- 100% of Communications students disagreed; 2 other students strongly disagreed.

Overall Positive Impression of Graduate Studies

Question 25 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 25, percentage who strongly agreed, disaggregated by department.

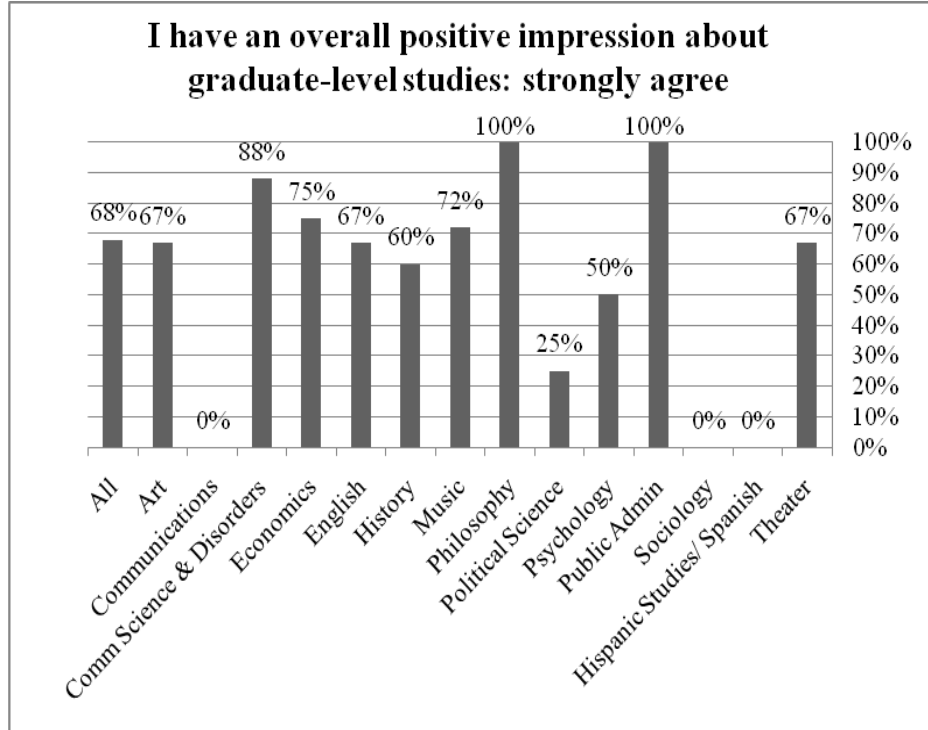


Table 17: Details: All responses for question 25, disaggregated by department.

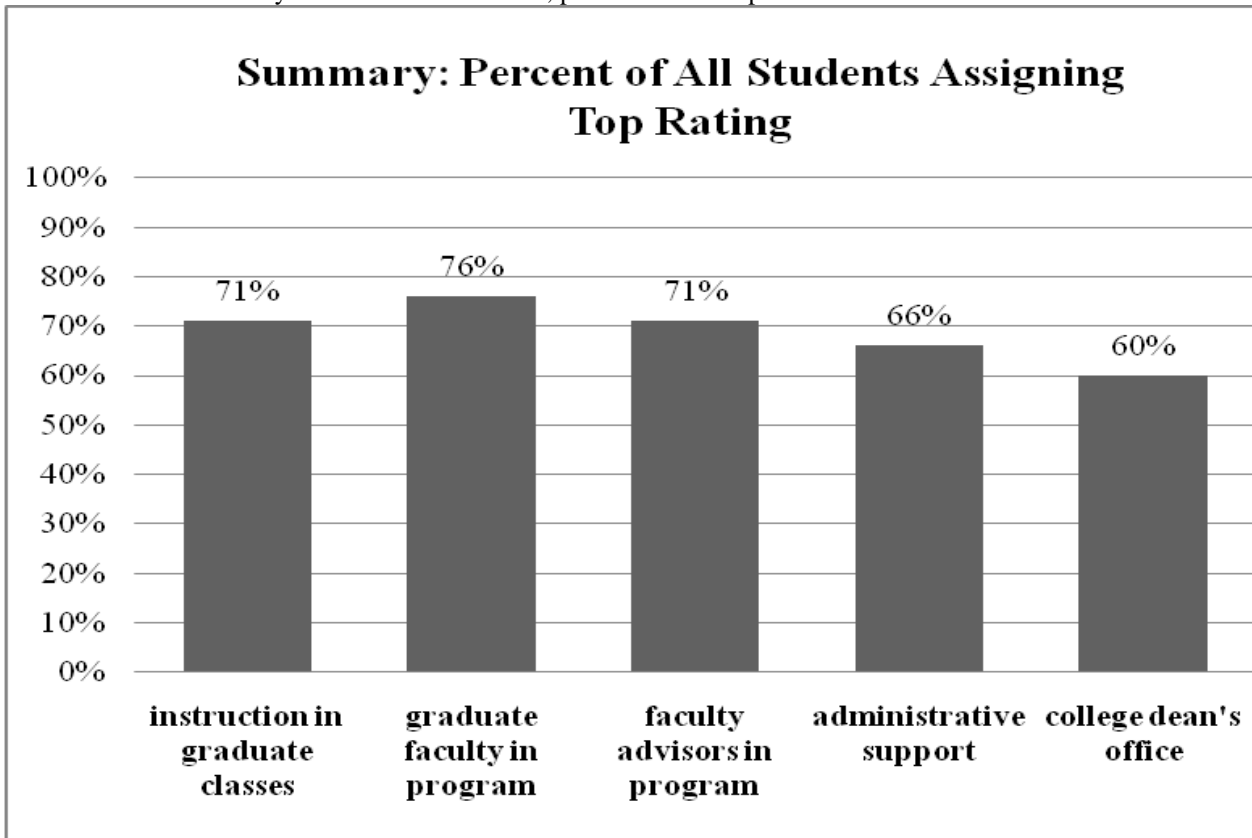
	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	68%	67%			88%	75%	67%	60%	72%	100%	25%	50%	100%		67%
Agree	28%		50%		12%	25%	25%	40%	21%	75%	50%		100%	100%	33%
Disagree	4%	33%	50%			8%		7%							
Strongly disagree															
Number responding	89	3	2	24	4	12	10	14	2	5	6	2	1	1	3

- Again, 100% of Philosophy and Public Administration graduates strongly agreed; 10 of 14 departments had 100% of their graduates who strongly agreed or agreed that they had an overall positive impression about graduate-level studies.
- No one strongly disagreed, and only 4 students disagreed.

Ratings for Questions 26 to 30

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 19 gives the percentage of those who gave the top rating, excellent, for questions 26 through 30. Summary Table 7, 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 19. For each item, percents of all respondents who chose excellent.



- Graduates felt most positive about the graduate faculty in their program; this is the highest percentage of students giving the top rating for any item on this survey.
- These percentages of those assigning excellent are much higher this year than the same items on last year's survey, rising between 11 and 26 percentage points over 2009.

Summary Table 7. Ratings for Questions 26-30.

	instruction in graduate classes	graduate faculty in program	faculty advisors in program	administrative support	college dean's office
Excellent	71%	76%	71%	66%	60%
Good	24%	18%	23%	15%	30%
Fair	5%	5%	3%	14%	10%
Poor		1%	3%	5%	
Number responding	89	88	88	86	63

- Most students responded very positively. 90% or more of the respondents answered excellent or good to all these items except question 29.
- Graduates were a little less positive about the administrative support in their program, although more than 80% of students responded excellent or good.
- Responses did vary from department to department. Each item has been disaggregated by department in the following pages.
- No one from Hispanic Studies answered this section of items.

Instruction in Graduate Classes

Question 26 asks students to rate instruction in their graduate classes on a scale from excellent to poor.

Chart 18. Question 26, percentage who chose excellent, disaggregated by department.

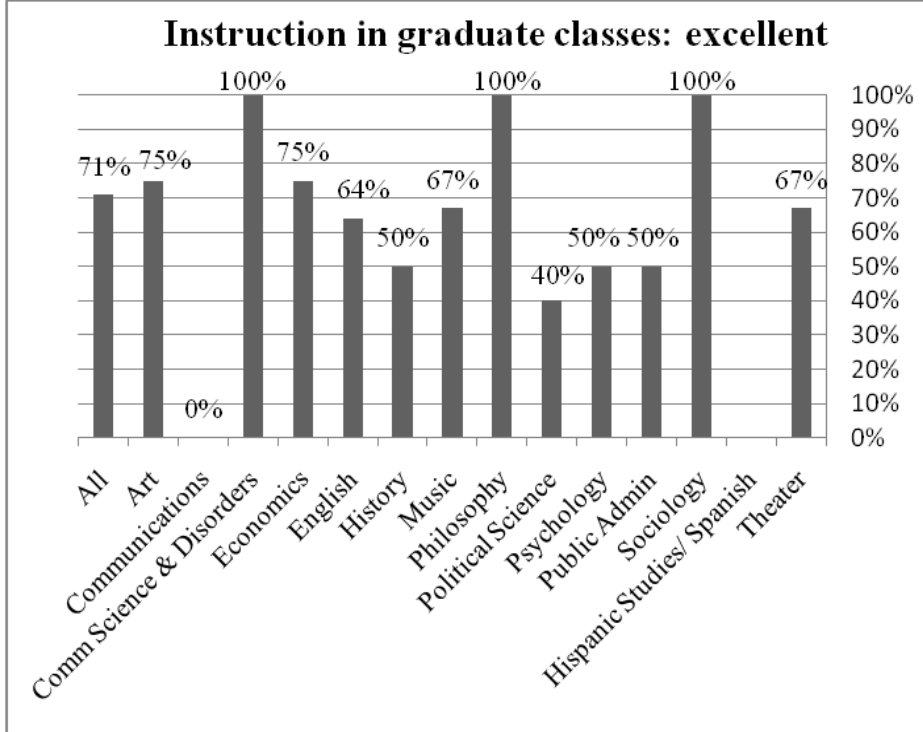


Table 18: Details: All responses for question 26, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	71%	75%		100%	75%	64%	50%	67%	100%	40%	50%	50%	100%		67%
Good	24%				25%	27%	50%	27%		60%	50%	50%			33%
Fair	5%	25%	100%			9%		6%							
Poor															
Number responding	89	4	2	24	4	11	10	15	2	5	6	2	1	0	3

- Students were overwhelmingly positive: 100% of graduates in Communication Science and Disorders, Philosophy and Sociology felt instruction in graduate classes was excellent.
- 100% of respondents from Communications answered fair; no one responded poor.

Graduate Faculty in Program

Question 27 asks graduates to rate the graduate faculty in their program on a scale from excellent to poor.

Chart 19. Question 27, percentage who chose excellent, disaggregated by department.

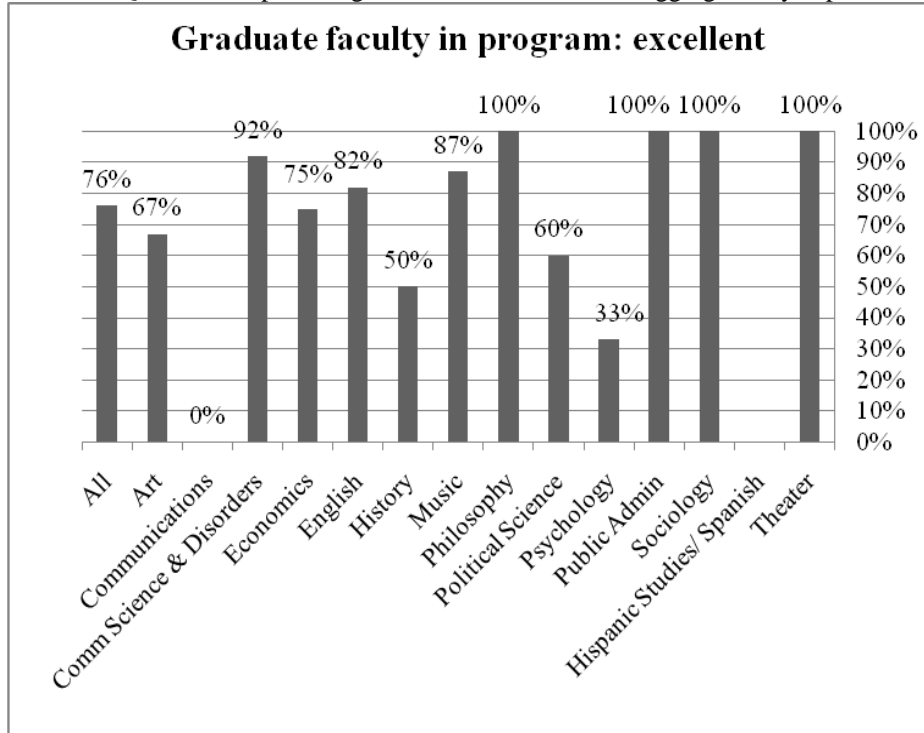


Table 19: Details: All responses for question 27, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	76%	67%			92%	75%	82%	50%	87%	100%	60%	33%	100%	100%	100%
Good	18%			50%	8%	25%	18%	40%	13%		40%	67%			
Fair	5%			50%				10%							
Poor	1%	33%													
Number responding	88	3	2	24	4	11	10	15	2	5	6	2	1	0	3

- This item had the highest percentage of respondents who assigned the top rating; 4 departments had 100% of graduates who answered excellent: Philosophy, Public Administration, Sociology and Theater.
- 1 student answered poor.

Faculty Advisers in Program

Question 28 asks students to rate faculty advisers in their program on a scale from excellent to poor. The results can be compared with question 10 that asks if the thesis/ project advising they received was satisfactory (see page 20).

Chart 20. Question 28, percentage who chose excellent, disaggregated by department.

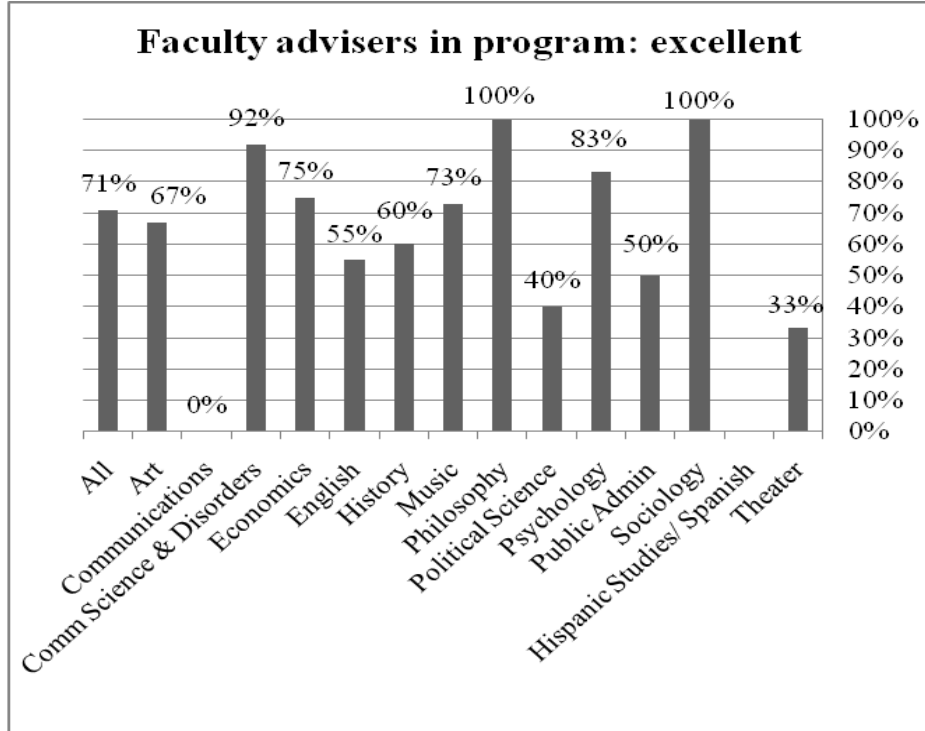


Table 20: Details: All responses for question 28, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	71%	67%		92%	75%	55%	60%	73%	100%	40%	83%	50%	100%		33%
Good	23%	33%		4%	25%	27%	40%	27%		40%	17%	50%			67%
Fair	3%		50%			9%				20%					
Poor	3%		50%	4%		9%									
Number responding	88	3	2	24	4	11	10	15	2	5	6	2	1	0	3

- Students remained positive: 94 % of respondents felt the faculty advisers in their program were excellent or good. 100% of graduates in Philosophy and Sociology, as well as 92% in Communication Science and Disorders, assigned the rating of excellent.
- Of the 2 respondents in Communications, 1 answered fair and the other poor.

Administrative Support in Program

Question 29 asks students to rate the administrative support in their program on a scale from excellent to poor.

Chart 21. Question 29, percentage who chose excellent, disaggregated by department.

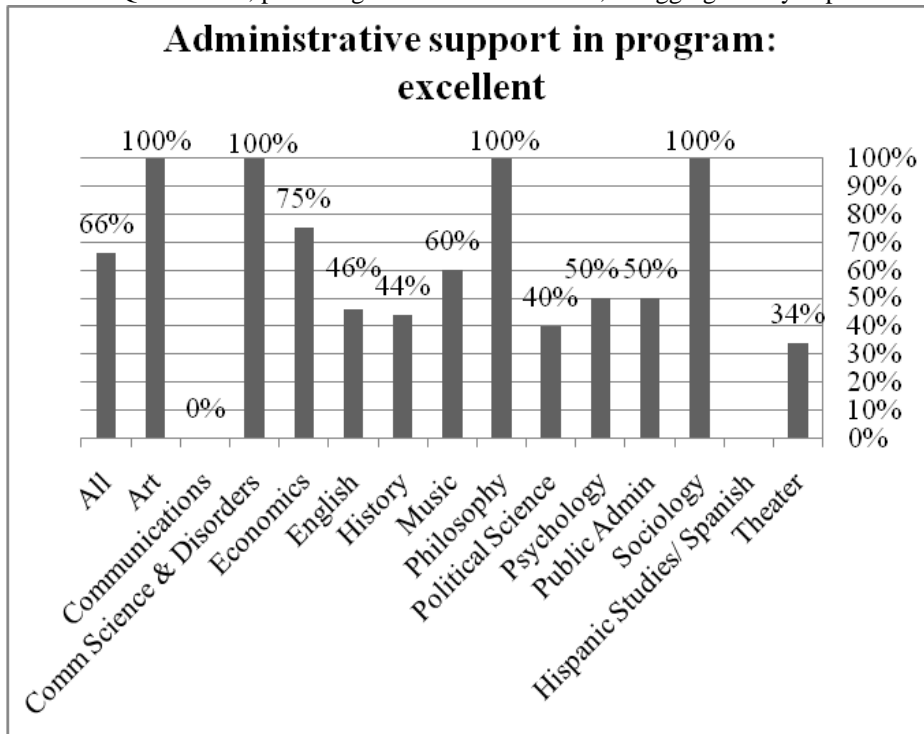


Table 21: Details: All responses for question 29, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	66%	100%		100%	75%	46%	44%	60%	100%	40%	50%	50%	100%		34%
Good	15%				25%	9%	12%	26%		20%	50%	50%			33%
Fair	14%		100%			27%	44%	7%		40%					
Poor	5%					18%		7%							33%
Number responding	86	3	2	24	4	11	9	15	1	5	6	2	1	0	3

- Responses varied widely from department to department.
- 100% of the respondents in 4 departments felt the administrative support in their program was excellent: Art, Communication Science and Disorders, Philosophy and Sociology.
- 4 departments had 40% or more of their students who felt it was fair or poor: Communications, English, History, and Political Science.

College Dean's Office

Question 30 asks graduates to rate the college Dean's office on a scale from excellent to poor.

Chart 22. Question 30, percentage who chose excellent, disaggregated by department.

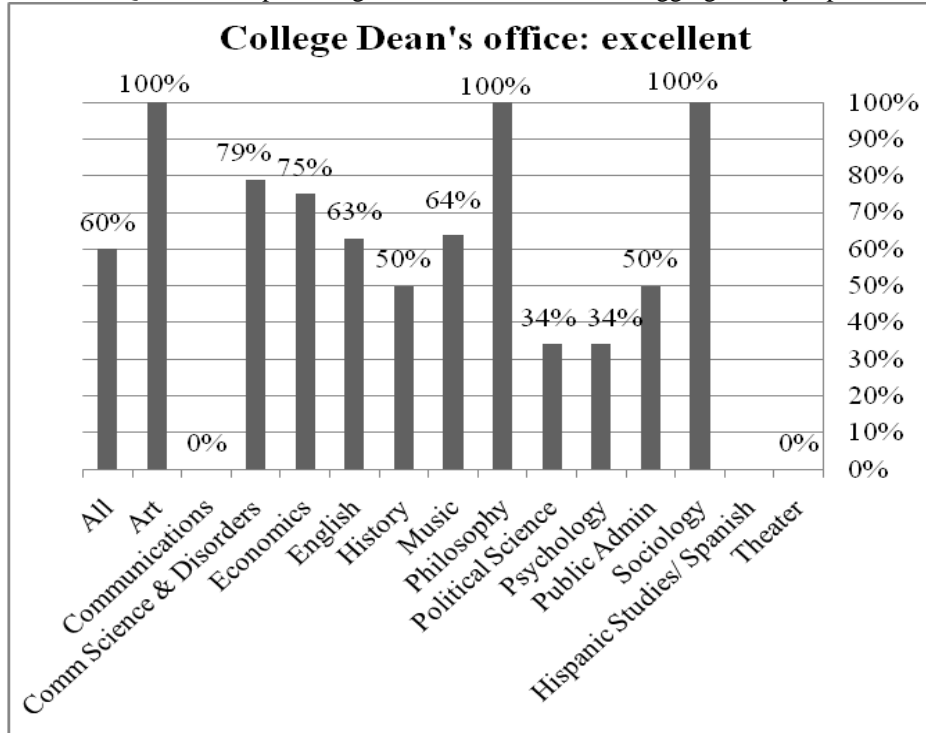


Table 22: Details: All responses for question 30, disaggregated by department.

	All	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	60%	100%		79%	75%	63%	50%	64%	100%	34%	34%	50%	100%		
Good	30%			21%	25%	25%	40%	36%		33%	33%	50%			100%
Fair	10%		100%			12%	10%			33%	33%				
Poor															
Number responding	63	1	1	14	4	8	10	11	1	3	6	2	1	0	3

- This item had a significantly lower response rate; roughly half of the respondents left it blank or answered N/A.
- 100% of graduates in 8 of 13 departments felt the college dean's office was excellent or good; no one answered poor.

Overall Quality of Graduate Experience: Verbatim Comments

Question 31 asks students to give comments on the overall quality of their graduate experience. A sampling of the comments has been given verbatim below.

Art

- *Amazing! Thank you!*

Communication Science and Disorders

- *I feel strongly competitive compared to other schools.*
- *Excellent! The professors were amazing!*

English

- *The classes were usually rigorous and gave me extensive knowledge in my area of interest, and the experience of being a graduate teaching assistant was highly rewarded.*
- *POSITIVE.*

History

- *Excellent, especially for a non-conventional student.*
- *Very good. My grad advisor is excellent.*

Music

- *Very fine education! My experience at the MOORES SCHOOL truly prepared me for my career.*
- *Outstanding.*

Philosophy

- *Great.*

Psychology

- *Satisfactory.*

Public Administration

- *Excellent—very cooperative staff + faculty.*

Sociology

- *Outstanding.*

Theater

- *EXCELLENT!*

Suggested Improvements to Graduate Education: Verbatim Comments

Question 32 asks students to give comments on what they would like to see improved in graduate education at the University of Houston. A sampling of the comments has been given verbatim below.

Communication

- *Stricter assignments, more thorough assignments, help from fac + staff, guidance w/ how to prepare for thesis and comp exams.*

Communication Science and Disorders

- *Classes distributed better.*

English

- *Contemporary poetry courses—lit courses taught by poets.*

History

- *More emphasis on European history.*

Music

- *More funding.*

Philosophy

- *There should be an easy way to take interdisciplinary classes for philosophy credit.*

Political Science

- *More faculty knowledgeable in my subject.*

Psychology

- *More supportive and developmental philosophy with students.*
- *More research assistantships available; fewer classes required for TAs.*

Public Administration Program

- *Ensure a safer evening environment from building to parking lot.*

Sociology

- *A doctorate program in sociology.*

Theater

- *Better facilities and resources—we have NOTHING—we do great w/ nothing, but could do more with more!*

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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The Measurement and Evaluation Center helped to create this survey form, administered the on-line survey, and tabulated results for CLASS.