



College of Liberal Arts and Social Sciences
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2014

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

Report **Undergraduate Exit Survey**

May 18, 2015



CLASS

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

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College of Liberal Arts and Social Sciences

Undergraduate Exit Survey, 2014

Introduction

This report details the responses from College of Liberal Arts and Social Sciences (CLASS) exit surveys that were completed by 1219 graduating baccalaureates in Fall 2013 and Spring and Summer 2014. Students answered questions related to their educational experience in CLASS, as well as plans after graduation. A total of 22 closed and open-ended questions were asked. This report presents the findings, including comments in the students' own words.

Changes to This Survey

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

In previous years, students had completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. In 2011, the process was moved completely on-line in order to allow the college to survey graduating students each semester instead of only each May. Students have been able to choose a neutral option, "neither agree nor disagree," on the scale items which continues to result in lowering the number of students responding in both the positive and negative.

With the change to an on-line format, the college is also able to add on department-specific items to the survey. This year, 70 students who identified themselves as English majors and 38 who identified themselves as Liberal Studies majors were asked an additional 4 questions. The results of the department-specific items will not be reported here.

Response Rates

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

Year of Survey Report	Method of Survey	Response Rate	Number of Students Surveyed
2010	paper; Spring only	~70%	624
2011	on-line; Spring and Summer only	42.3%	599
2012	on-line; all 3 semesters	37.7%	981
2013	on-line; all 3 semesters	41.2%	1100
2014	On-line; all 3 semesters	44.1%	1219

Highlights of the Findings

Advising:

A number of questions focus on how students feel about their advisors. The item with the highest percentage of respondents who agreed or strongly agreed was about advising: 87% of baccalaureate students responded positively with, "The advisor had clearly explained graduation requirements," (question 3, see page 12). Furthermore, 49.2% of students strongly agreed with the statement as well. 45% strongly agreed the advisor was effective in guiding them through academic requirements, and 43% strongly agreed they had access to an advisor. Additionally, students frequently and positively mentioned advising and advisors, often by name, throughout the comments to the open-ended questions (beginning page 42).

Student Satisfaction with choice of Courses: The items with the second highest positive ratings remain about satisfaction with courses: 84% of students strongly agreed or agreed they were satisfied with the courses they took in their major (question 4, see page 6) and about courses throughout CLASS (question 5, page 7). When asked to name the two most positive aspects of their learning experience in CLASS, students mentioned courses 166 times (see pages 42-64).

Comments:

The responses to the open-ended questions continue to be both more numerous and lengthier. There are 10 more pages of comments this year than last year. Students were very thoughtful in providing responses. The verbatim comments have been included in this report (beginning page 42). While they are disaggregated by department, students were likely to make comments that reflected on other departments as well as the university as a whole.

Notes on Methods

The findings from the surveys are presented in three sections: scale items, future plans, and responses to open-ended items. Students were also asked to provide their major academic plan, expected graduation date, and certain demographic information.

The scale items asked graduating baccalaureates to choose a level of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) for the following statements:

1. I had access to an advisor when I needed one.
2. The advisors in my major were effective in guiding me through my academic requirements.
3. The advisor(s) I consulted with clearly explained my graduation requirements.
4. I am satisfied with the courses I took in my major.
5. I am satisfied with the courses I took in CLASS.
6. I feel prepared to work in the field of my major.
7. I believe I made the right decision in choosing my major.
8. The Writing Center helped me improve my writing skills.
9. The Language Acquisition Center helped me improve my world language skills.

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

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

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

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

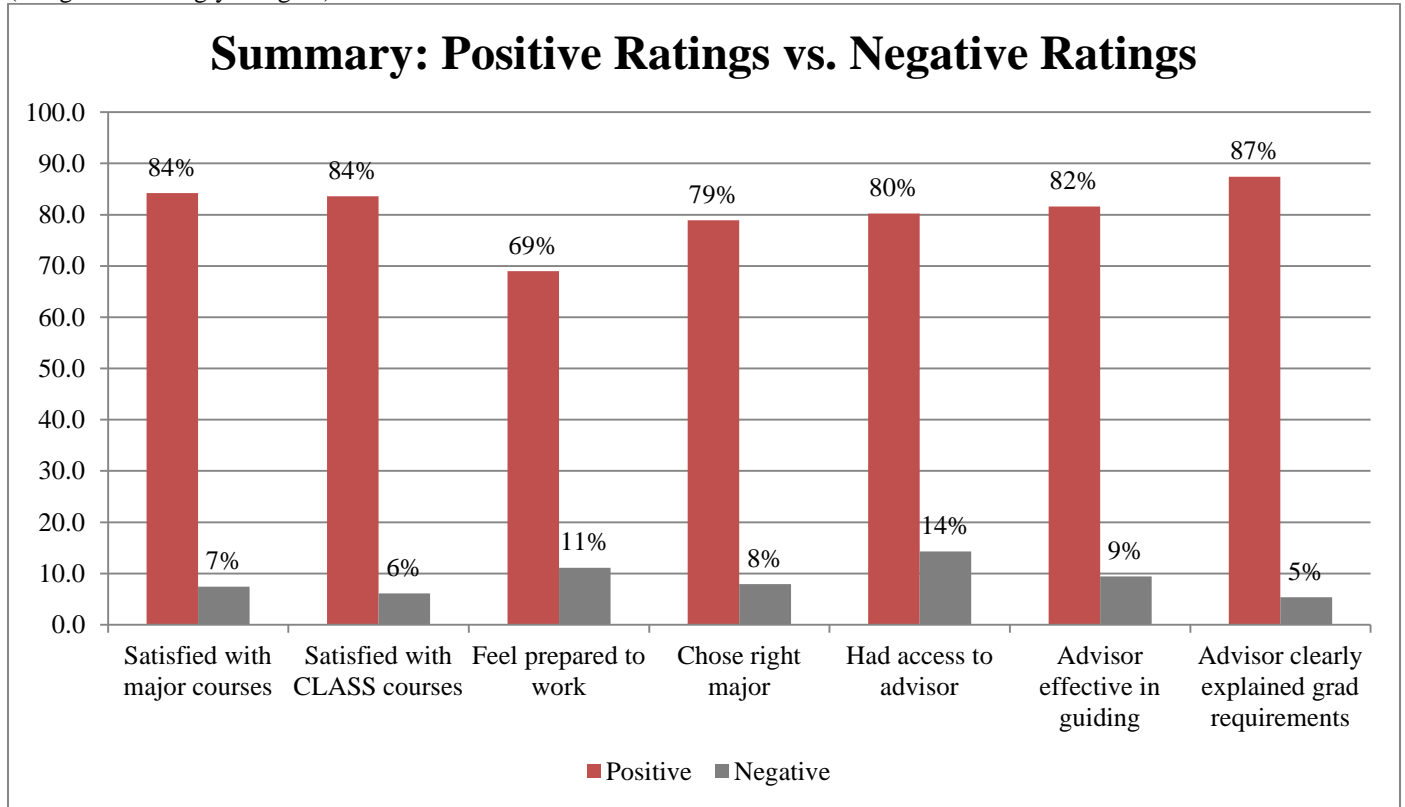
Students were also asked a few demographic questions to establish a student profile: mostly full-time or mostly part-time enrollment (question 17), how many hours students worked while enrolled (question 18), and age (question 19).

The survey concluded with open-ended questions as follow:

20. Name the two most positive aspects of your learning experience in CLASS.
21. Tell us about academic or administrative areas that need improvement. Do you have any suggestions for how we might improve in those areas? (i.e. Advising, Class (size, availability, degree planning, etc.))
22. What specific programs, services or people assisted you in achieving your academic goals?

Summary of Ratings

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



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

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

	Satisfied with major courses	Satisfied with CLASS courses	Feel prepared to work	Chose right major	Had access to advisor	Advisor effective in guiding	Advisor clearly explained grad requirements
Strongly Agree	38.4%	34.1%	25.9%	43.7%	42.6%	44.5%	49.2%
Agree	45.8%	49.5%	43.1%	35.2%	37.6%	37.1%	38.2%
Neither Agree nor Disagree	8.4%	10.3%	19.9%	13.2%	5.5%	8.9%	7.3%
Disagree	5.9%	5.2%	8.6%	5.7%	10.1%	5.7%	3%
Strongly Disagree	1.5%	0.9%	2.5%	2.2%	4.2%	3.7%	2.4%
Number responding	1185	1177	1181	1186	1193	1190	1184

- Students felt strongest that advisors had clearly explained graduation requirements: 49.2% of students strongly agreed. 44.5% also strongly agreed that their advisor(s) were effective in guiding them through their academic requirements.
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-7 individually and disaggregate the results by department.

Satisfaction with Majors and Courses

Major Courses

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

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

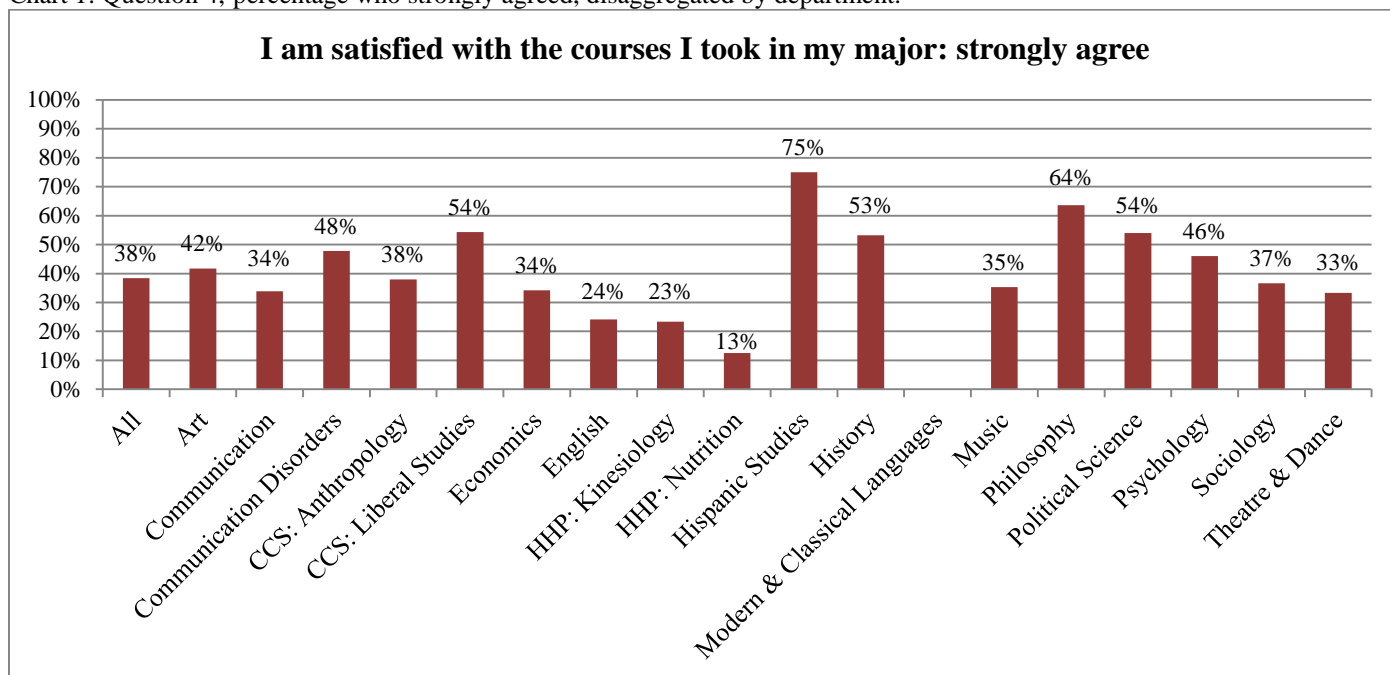


Table 1: Details: All responses for question 4, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	38.4%	45.8%	8.4%	5.9%	1.5%	1185
Art	41.7%	45.8%	11.1%		1.4%	72
Communication	33.8%	45.9%	8.7%	8.7%	2.9%	207
Communication Science & Disorders	47.8%	47.8%		4.3%		23
CCS: Anthropology	37.9%	41.4%	6.9%	13.8%		29
CCS: Liberal Studies	54.3%	34.3%	5.7%	5.7%		35
Economics	34.2%	52.1%	6.8%	5.5%	1.4%	73
English	24.2%	58.1%	9.7%	6.5%	1.6%	62
HHP: Kinesiology	23.3%	52.5%	12.5%	8.3%	3.3%	120
HHP: Nutrition	12.5%	57.8%	12.5%	15.6%	1.6%	64
Hispanic Studies	75%	20%		5%		20
History	53.2%	34%	6.4%	4.3%	2.1%	47
Modern & Classical Languages		50%	50%			4
Music	35.3%	47.1%	14.7%	2.9%		34
Philosophy	63.6%	18.2%		18.2%		11
Political Science	53.9%	36%	3.4%	5.6%	1.1%	89
Psychology	46	44.8%	6.4%	2%	0.8%	250
Sociology	36.7%	50%	13.3%			30
Theatre & Dance	33.3%	46.7%	13.3%	6.7%		15

- This item had the second highest number of students who agreed or strongly agreed: 84%. This question had the highest positive rating last year, 88%, last year.
- 5 departments had more than half of their students who strongly agreed: Liberal Studies, Hispanic Studies, History, Philosophy, and Political Science.
- Students also praised the courses in their major in the open-ended questions. See their verbatim comments starting page 42.

Courses in CLASS

Question 5 asks students if they were satisfied with the courses they took in the College of Liberal Arts and Social Sciences.

Chart 2: Question 5, percentage who strongly agreed, disaggregated by department.

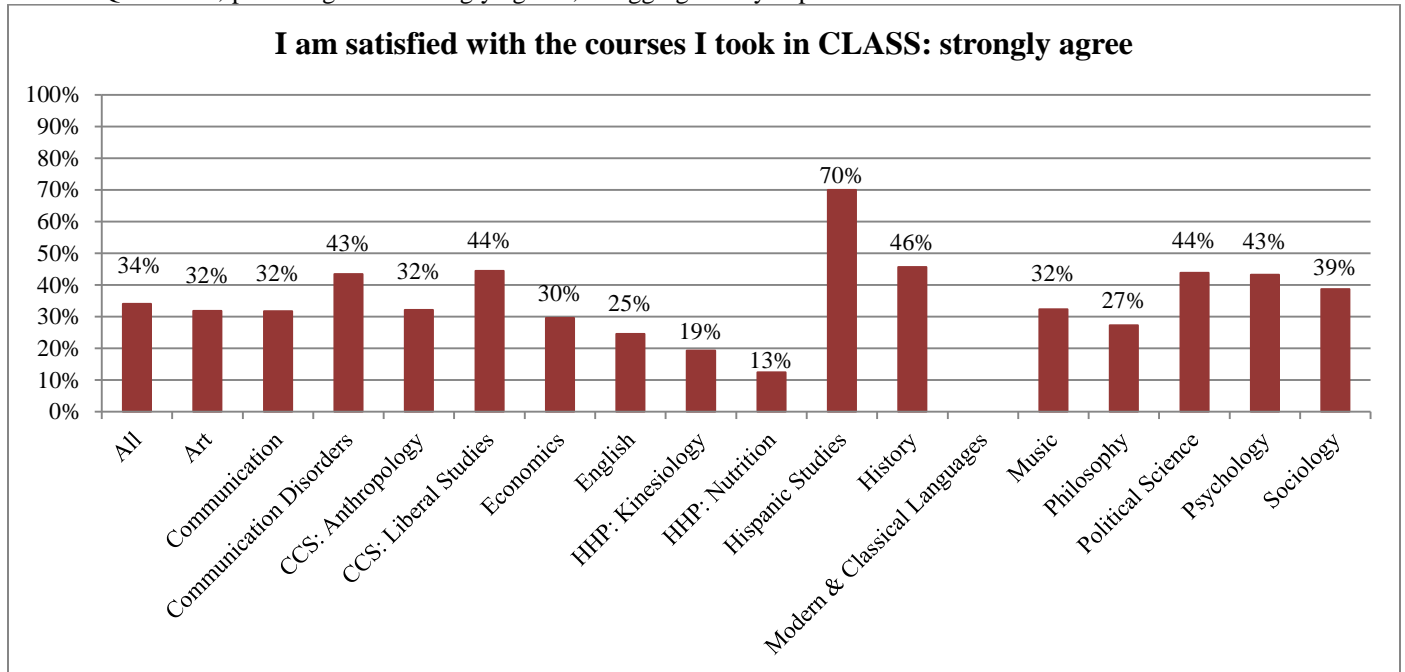


Table 2: Details: All responses for question 5, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	34.1%	49.5%	10.3%	5.2%	.9%	1177
Art	31.9%	50.7%	11.6%	5.8%		69
Communication	31.7%	46.8%	11.7%	8.8%	1%	205
Communication Science & Disorders	43.5%	52.2%	4.3%			23
CCS: Anthropology	32.1%	46.4%	14.3%	7.1%		28
CCS: Liberal Studies	44.4%	36.1%	11.1%	8.3%		36
Economics	29.6%	53.5%	12.7%	4.2%		71
English	24.6%	62.3%	8.2%	3.3%	1.6%	61
HHP: Kinesiology	19.3%	54.6%	15.1%	8.4%	2.5%	119
HHP: Nutrition	12.5%	65.6%	15.6%	4.7%	1.6%	64
Hispanic Studies	70%	20%	5%	5%		20
History	45.7%	41.3%	10.9%	2.2%		46
Modern & Classical Languages		75%	25%			4
Music	32.4%	50%	11.8%	5.9%		34
Philosophy	27.3%	45.5%	9.1%	9.1%	9.1%	11
Political Science	43.8%	41.66%	9%	4.5%	1.1%	89
Psychology	43.3%	47.2%	6.3%	2.4%	0.8%	252
Sociology	38.7%	58.1%	3.2%			31
Theatre & Dance	21.4%	64.3%	7.1%	7.1%		14

- This item was tied for the second highest percent of all students who answered positively: 84% agreed or strongly agreed.
- Students in 3 departments had no negative responses: Communication Science & Disorders, Modern & Classical Languages, and Sociology.
- Again, many students praised courses and professors across the college in the open-ended questions. See their verbatim comments starting page 42.

Preparation for work in major

Question 6 asks students if they feel prepared to work in the field of their major.

Chart 3: Question 6, percentage who strongly agreed, disaggregated by major.

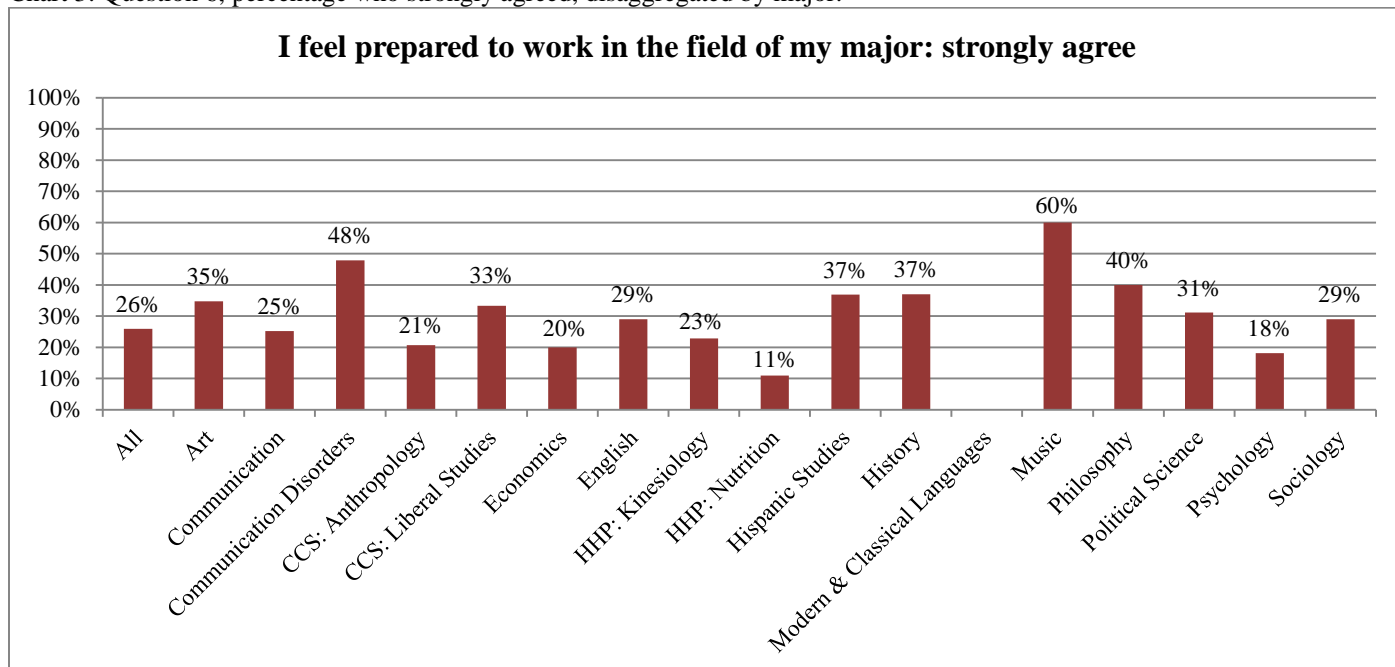


Table 3: Details: All responses for question 6, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	25.9%	43.1%	19.9%	8.6%	2.5%	1181
Art	34.8%	36.2%	23.2%	4.3%	1.4%	69
Communication	25.2%	42.7%	16.5%	12.1%	3.4%	206
Communication Science & Disorders	47.8%	34.8%	8.7%	8.7%		23
CCS: Anthropology	20.7%	31%	24.1%	17.2%	6.9%	29
CCS: Liberal Studies	33.3%	36.1%	27.8%	2.8%		36
Economics	20%	42.7%	25.3%	10.7%	1.3%	75
English	29%	48.4%	17.7%	4.8%		62
HHP: Kinesiology	22.9%	50.8%	17.8%	5.9%	2.5%	118
HHP: Nutrition	10.9%	39.1%	28.1%	17.2%	4.7%	64
Hispanic Studies	36.8%	52.6%	5.3%	5.3%		19
History	37%	39.1%	13%	8.7%	2.2%	46
Modern & Classical Languages		50%	25%		25%	4
Music	60%	28.6%	5.7%	2.9%	2.9%	35
Philosophy	40%	30%	10%		20%	10
Political Science	31.1%	36.7%	25.6%	6.7%		90
Psychology	18.1%	46.2%	22.9%	10%	2.8%	249
Sociology	29%	58.1%	12.9%			31
Theatre & Dance	20%	66.7%	13.3%			15

- This question had the lowest percent who strongly agreed of any of the scaled items. Furthermore, many students, nearly 20%, neither agreed nor disagreed.
- Despite the generally lower percent of positive ratings, 60% of Music majors and 48% of Communication Sciences & Disorders majors strongly agreed they were prepared to work in the field of their major.
- Related to this question, see the section on Future Plans, starting on page 16.

Right Choice in Major

Question 7 asks students if they believe they made the right decision in choosing their major.

Chart 4: Question 7, percentage who strongly agreed, disaggregated by department.

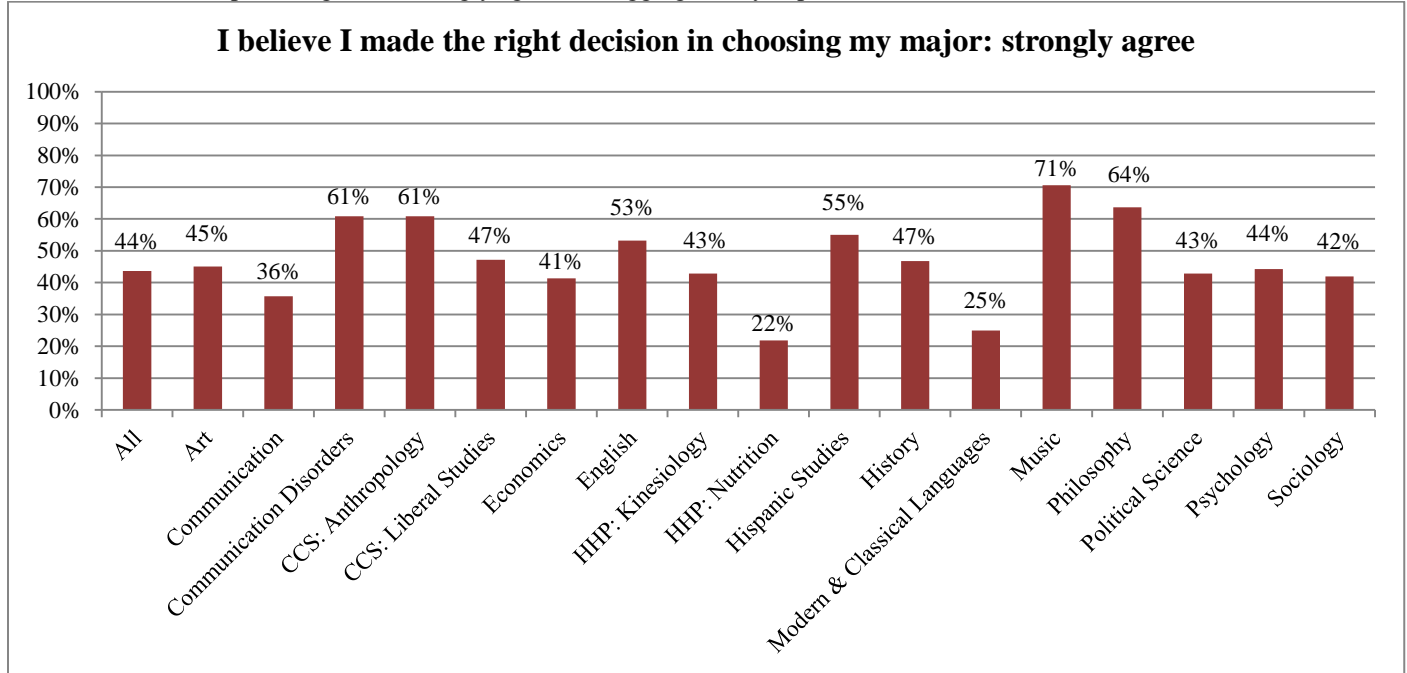


Table 4: Details: All responses for question 7, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	43.7%	35.2%	13.2%	5.7%	2.2%	1186
Art	45.1%	39.4%	9.9%	5.6%		71
Communication	35.7%	41.1%	13.5%	6.3%	3.4%	207
Communication Science & Disorders	60.9%	21.7%	13%	4.3%		23
CCS: Anthropology	60.9%	21.7%	13%	4.3%		23
CCS: Liberal Studies	47.2%	33.3%	16.7%	2.8%		36
Economics	41.3%	36%	17.3%	5.3%		75
English	53.2%	33.9%	11.3%	1.6%		62
HHP: Kinesiology	42.9%	31.9%	12.6%	7.6%	5%	119
HHP: Nutrition	21.9%	43.8%	20.3%	9.4%	4.7%	64
Hispanic Studies	55%	35%		5%	5%	20
History	46.8%	38.3%	10.6%	4.3%		47
Modern & Classical Languages	25%		75%			4
Music	70.6%	20.6%	5.9%		2.9%	34
Philosophy	63.6%	27.3%	9.1%			11
Political Science	42.9%	37.4%	11%	5.5%	3.3%	91
Psychology	44.3%	33.6%	12.6%	7.5%	2%	253
Sociology	41.9%	38.7%	19.4%			31
Theatre & Dance	60%	20%	13.3%	6.7%		15

- Over 44% of all students strongly agreed with this statement.
- More than half of the students from 7 departments strongly agreed that they had made the right decision in choosing their major: Anthropology, Communication Science & Disorders, English, Hispanic Studies, Music, Philosophy and Theatre & Dance.
- While only 25% of Modern & Classical students strongly agreed, none of their students gave a negative response.

Advising

Access to Advisor

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

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

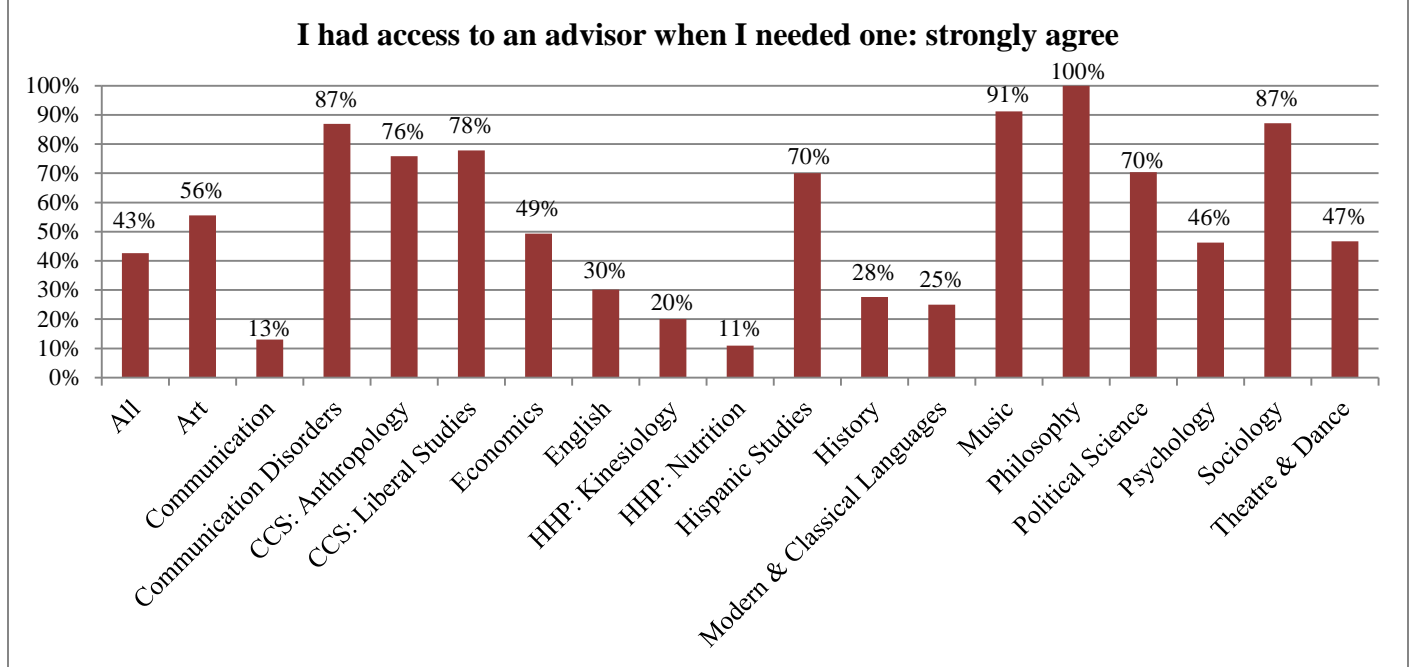


Table 5: Details: All responses for question 1, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	42.6%	37.6%	5.5%	10.1%	4.2%	1193
Art	55.6%	38.9%	1.4%	4.2%		72
Communication	13%	44%	11.1%	20.8%	11.1%	207
Communication Science & Disorders	87%	13%				23
CCS: Anthropology	75.9%	24.1%				29
CCS: Liberal Studies	77.8%	22.2%				36
Economics	49.3%	46.7%	2.7%	1.3%		75
English	30.2%	41.3%	4.8%	14.3%	9.5%	63
HHP: Kinesiology	20%	46.7%	7.5%	17.5%	8.3%	120
HHP: Nutrition	10.9%	48.4%	10.9%	21.9%	7.8%	64
Hispanic Studies	70%	30%				20
History	27.7%	48.9%	17%	6.4%		47
Modern & Classical Languages	25%	50%	25%			4
Music	91.2%	8.8%				34
Philosophy	100%					11
Political Science	70.3%	24.2%	2.2%	3.3%		91
Psychology	46.2%	38.2%	4%	9.2%	2.4%	251
Sociology	87.1%	12.9%				31
Theatre & Dance	46.7%	46.7%		6.7%		15

- Overall, 956 students agreed or strongly agreed with this statement.
- Five departments had over 75% of their students who strongly agreed: Anthropology, Communication Sciences & Disorders, Music, Philosophy, and Sociology; 100% of Philosophy students strongly agreed.
- Advisors, both as a group and individually, appear most frequently in the open-ended questions. See students' verbatim comments on advisors and advising starting page 42.

Effective guidance with academic requirements

Question 2 asks students if the advisors in their major were effective in guiding them through the academic requirements.

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

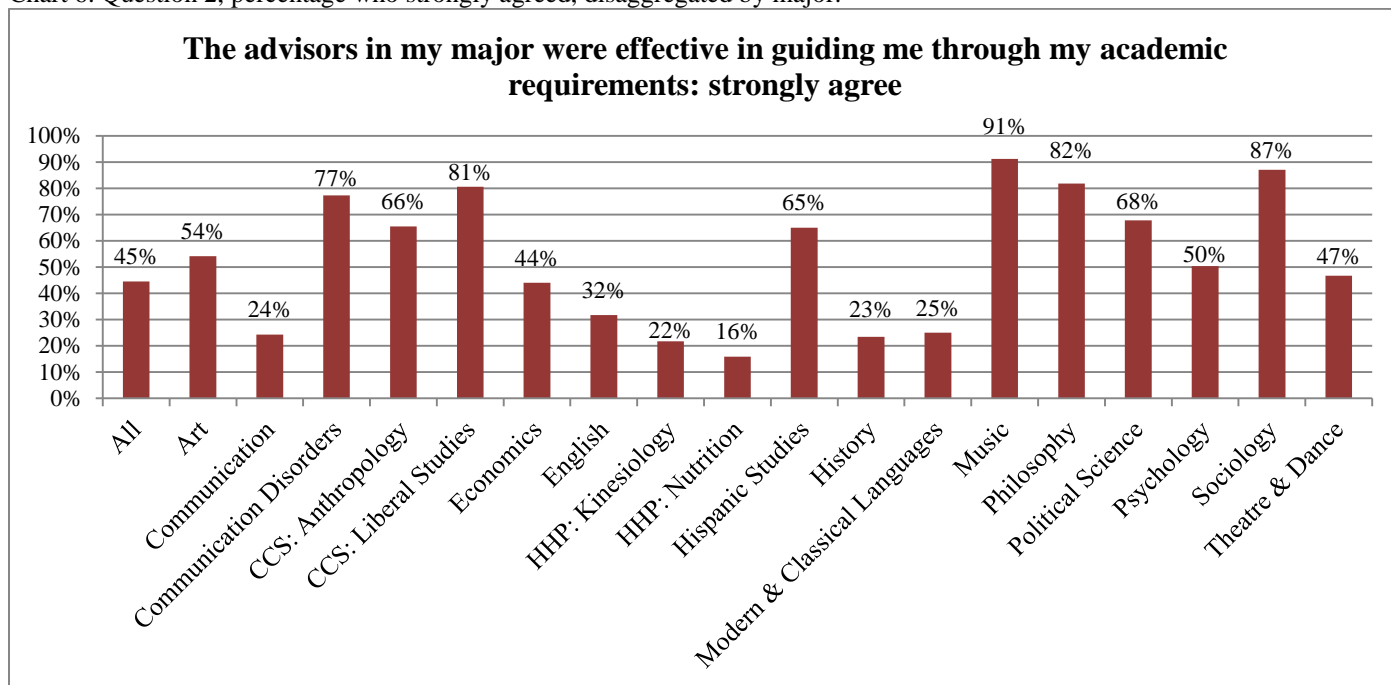


Table 6: Details: All responses for question 2, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	44.5%	37.1%	8.9%	5.7%	3.7%	1190
Art	54.2%	33.3%	5.6%	4.2%	2.8%	72
Communication	24.3%	55.8%	7.8%	7.8%	4.4%	206
Communication Science & Disorders	77.3%	22.7%				22
CCS: Anthropology	65.5%	31%			3.4%	29
CCS: Liberal Studies	80.6%	16.7%		2.8%		36
Economics	44%	44%	6.7%	4%	1.3%	75
English	31.7%	44.4%	9.5%	3.2%	11.1%	63
HHP: Kinesiology	21.7%	48.3%	13.3%	10%	6.7%	120
HHP: Nutrition	15.9%	34.9%	25.4%	12.7%	11.1%	63
Hispanic Studies	65%	20%	5%	10%		20
History	23.4%	42.6%	19.1%	10.6%	4.3%	47
Modern & Classical Languages	25%	50%	25%			4
Music	91.2%	8.8%				34
Philosophy	81.8%	9.1%	9.1%			11
Political Science	67.8%	25.6%	1.1%	2.2%	3.3%	90
Psychology	50.4%	32.5%	10.3%	5.2%	1.6%	252
Sociology	87.1%	9.7%	3.2%			31
Theatre & Dance	46.7%	26.7%	20%	6.7%		15

- Students were overwhelmingly positive for all of the questions on advisors: 82% agreed or strongly agreed with this statement.
- 100% of students in 2 departments agreed or strongly agreed: Communication Science & Disorder and Music. Additionally, more than 90% of students in Anthropology, Liberal Studies, Philosophy, Political Science and Sociology strongly agreed.

Clearly explained graduation requirements

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

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

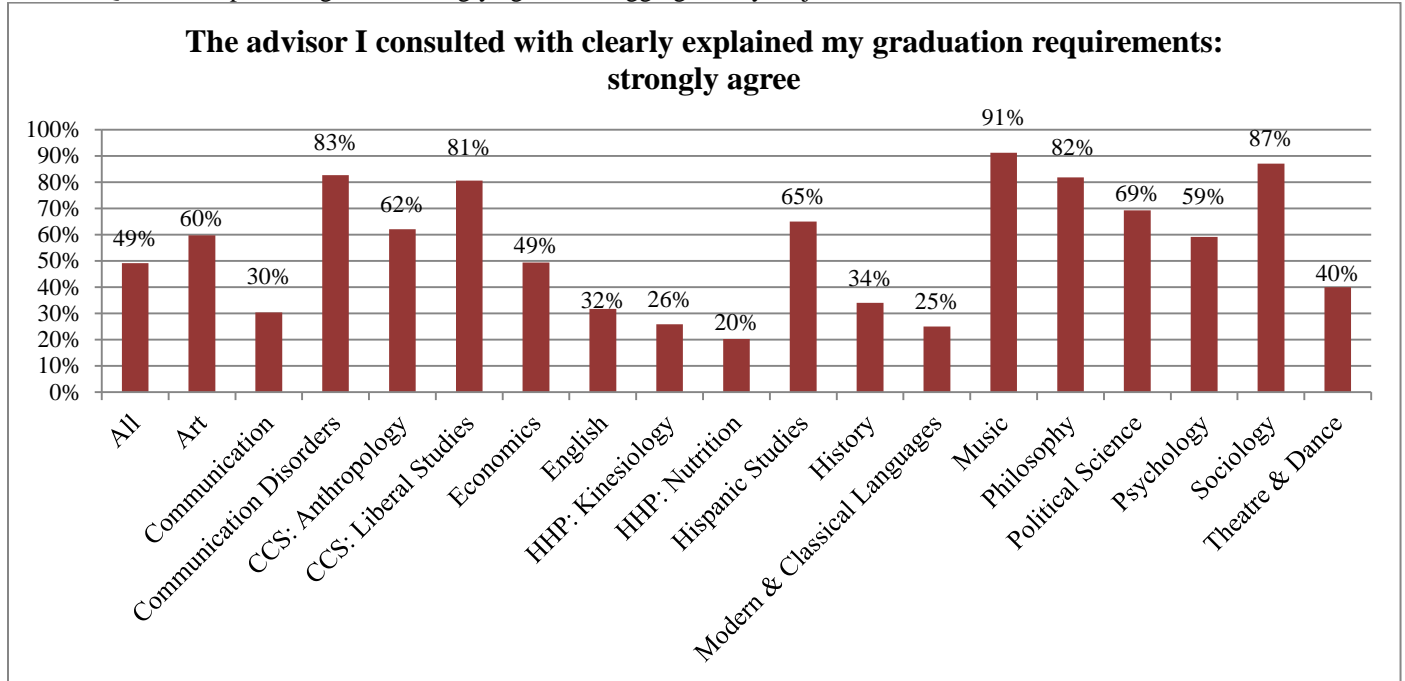


Table 7: Details: All responses for question 3, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	49.2%	38.2%	7.3%	3%	2.4%	1184
Art	59.7%	31.9%	2.8%	2.8%	2.8%	72
Communication	30.4%	57.5%	6.3%	2.9%	2.9%	207
Communication Science & Disorders	82.6%	17.4%				23
CCS: Anthropology	62.1%	24.1%	6.9%	6.9%		29
CCS: Liberal Studies	80.6%	16.7%		2.8%		36
Economics	49.3%	34.7%	13.3%	1.3%	1.3%	75
English	31.7%	46%	7.9%	7.9%	6.3%	63
HHP: Kinesiology	25.8%	51.7%	13.3%	3.3%	5.8%	120
HHP: Nutrition	20.3%	51.6%	17.2%	7.8%	3.1%	64
Hispanic Studies	65%	25%	10%			20
History	34%	38.3%	19.1%	4.3%	4.3%	47
Modern & Classical Languages	25%	50%	25%			4
Music	91.2%	8.8%				34
Philosophy	81.8%	18.2%				11
Political Science	69.2%	23.1%	3.3%	1.1%	3.3%	91
Psychology	59.1%	33.5%	4.5%	2.5%	0.4%	242
Sociology	87.1%	9.7%	3.2%			31
Theatre & Dance	40%	53.3%		6.7%		15

- This item had the highest percentage of those answering strongly agree as well as in giving an overall positive ranking: over 49% strongly agreed that the advisor clearly explained his or her graduation requirements; 87% agreed or strongly agreed.
- Three departments had 100% of their students who agreed or strongly agreed: Communication Sciences & Disorders, Music, and Philosophy.
- 24 different advisors were mentioned by name, many repeatedly, as being amongst the specific programs, services, or people who assisted students in achieving their academic goals. See student's verbatim comments starting page 42.

Writing Center and Language Acquisition Center

Use of the Writing Center and Language Acquisition Center

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

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

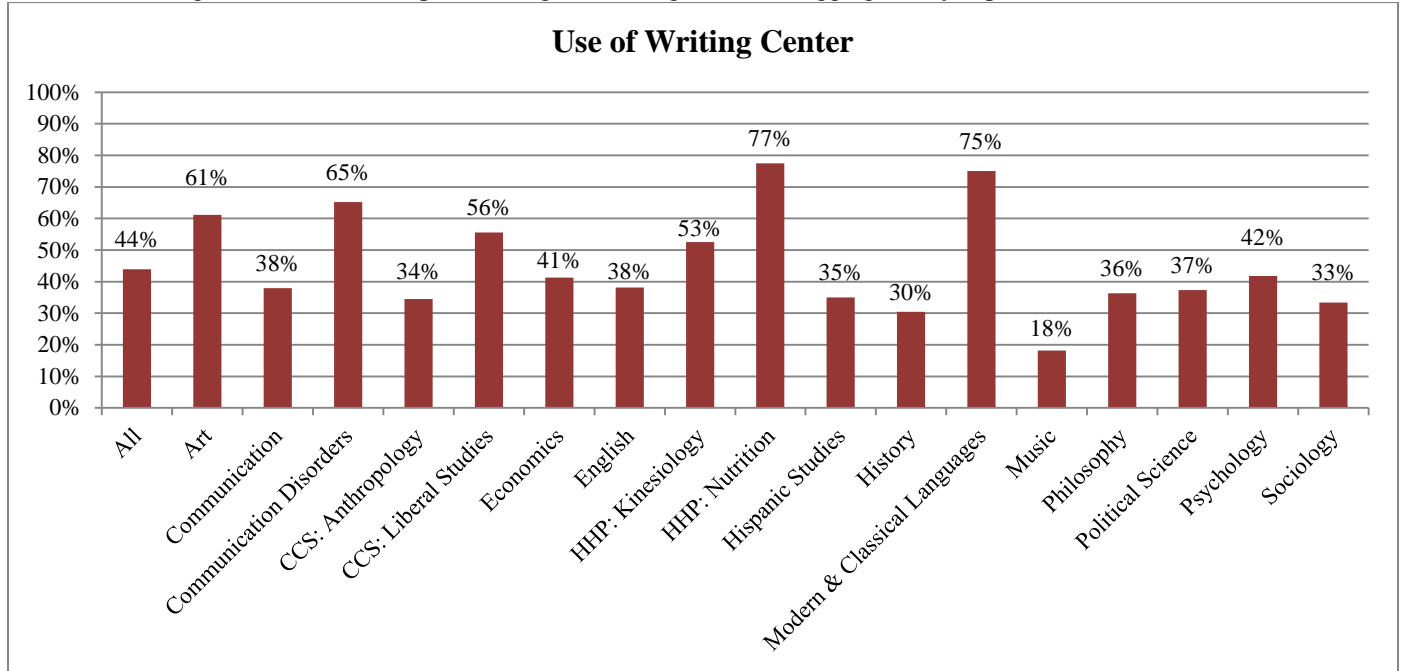
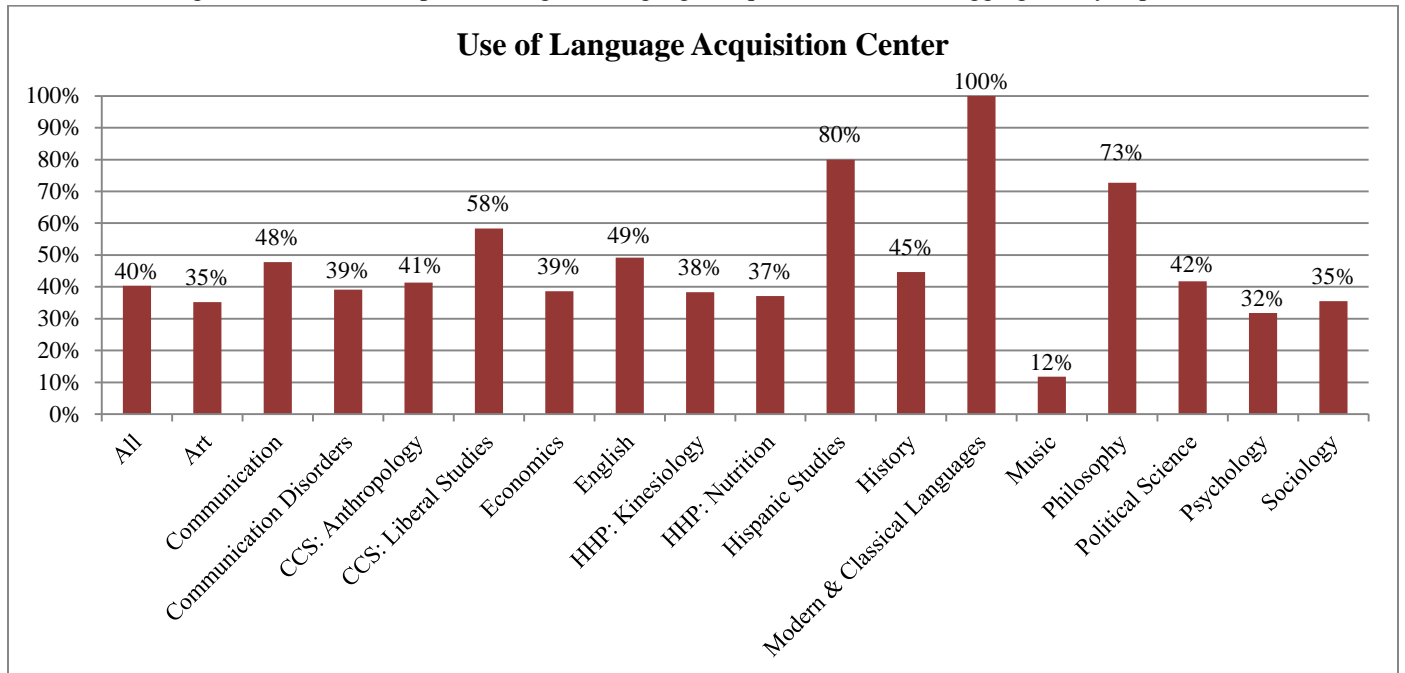


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



- Use of the Writing Center by CLASS students has hovered around 40% over the last few years after rising quickly from 31% in 2008. Six departments had 50% or more of their student using the Writing Center. 15 students named the Writing Center among the specific programs, services, or people who assisted students in achieving their academic goals.
- Use of the Language Acquisition Center had a similar path: it increased from 34% in 2009 and has hovered around 40% the last few years. Four departments had 50% or more of their students using the Language Acquisition Center. 17 students named the LAC among the specific programs, services, or people who assisted students in achieving their academic goals.

Users' Satisfaction with the Writing Center.

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

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

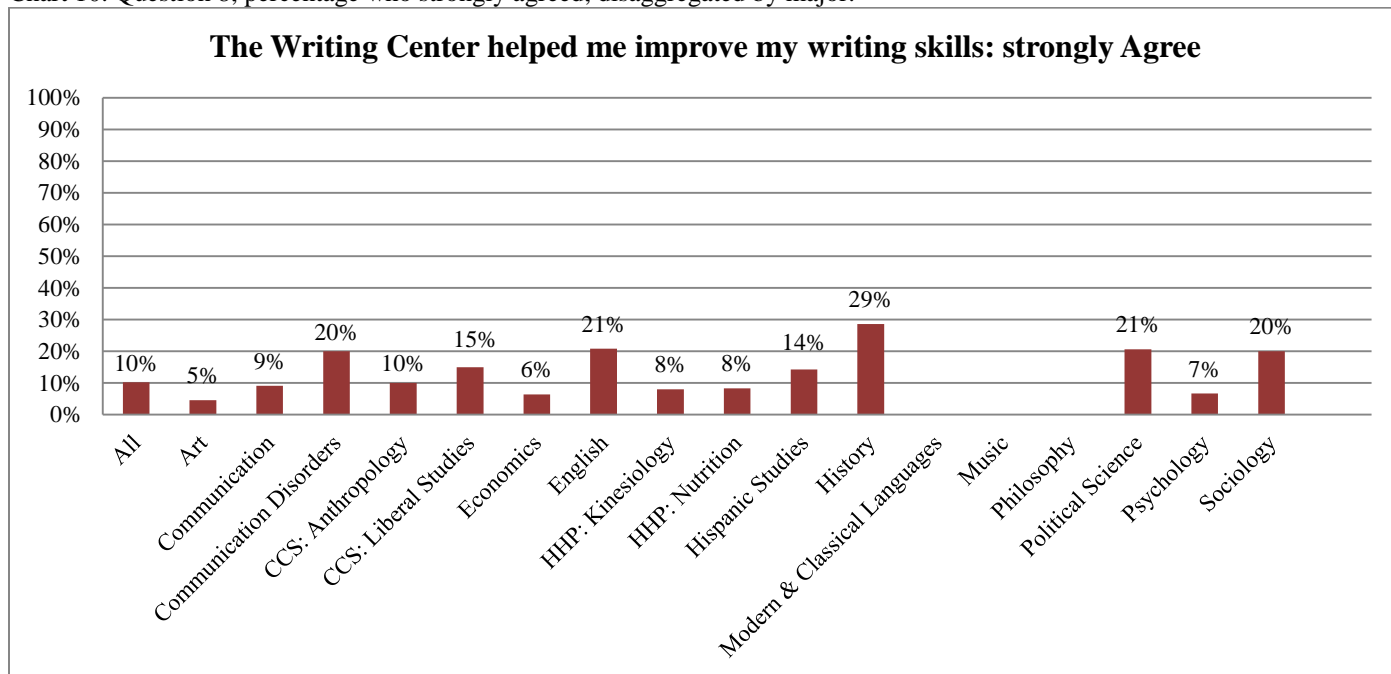


Table 8: Details: All responses for question 8, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Who Used (N)
All	10.2%	26.6%	48.7%	10.4%	4%	519
Art	4.5%	34.1%	45.5%	11.4%	4.5%	44
Communication	9.1%	15.6%	61%	11.7%	2.6%	77
Communication Science & Disorders	20%	40%	20%	13.3%	6.7%	15
CCS: Anthropology	10%	20%	70%			10
CCS: Liberal Studies	15%	35%	40%	10%		20
Economics	6.5%	29%	61.3%		3.2%	31
English	20.8%	25%	45.8%	8.3%		24
HHP: Kinesiology	8.1%	29%	46.8%	12.9%	3.2%	62
HHP: Nutrition	8.3%	37.5%	37.5%	6.3%	10.4%	48
Hispanic Studies	14.3%	28.6%	42.9%	14.3%		7
History	28.6%	14.3%	42.9%	14.3%		14
Modern & Classical Languages		66.7%	33.3%			3
Music		50%	33.3%		16.7%	6
Philosophy		50%	50%			4
Political Science	20.6%	26.5%	50%		2.9%	34
Psychology	6.7%	19%	51.4%	18.1%	4.8%	105
Sociology	20%	30%	40%	10%		10
Theatre & Dance		40%	40%		20%	5

- The majority of the responders to this question chose the neutral response, and this trend holds for most of the departments as well as the total.
- Four departments had no students who strongly agreed with this statement: Modern & Classical Languages, Music, Philosophy and Theatre & Dance.

Users' Satisfaction with the Language Acquisition Center

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

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

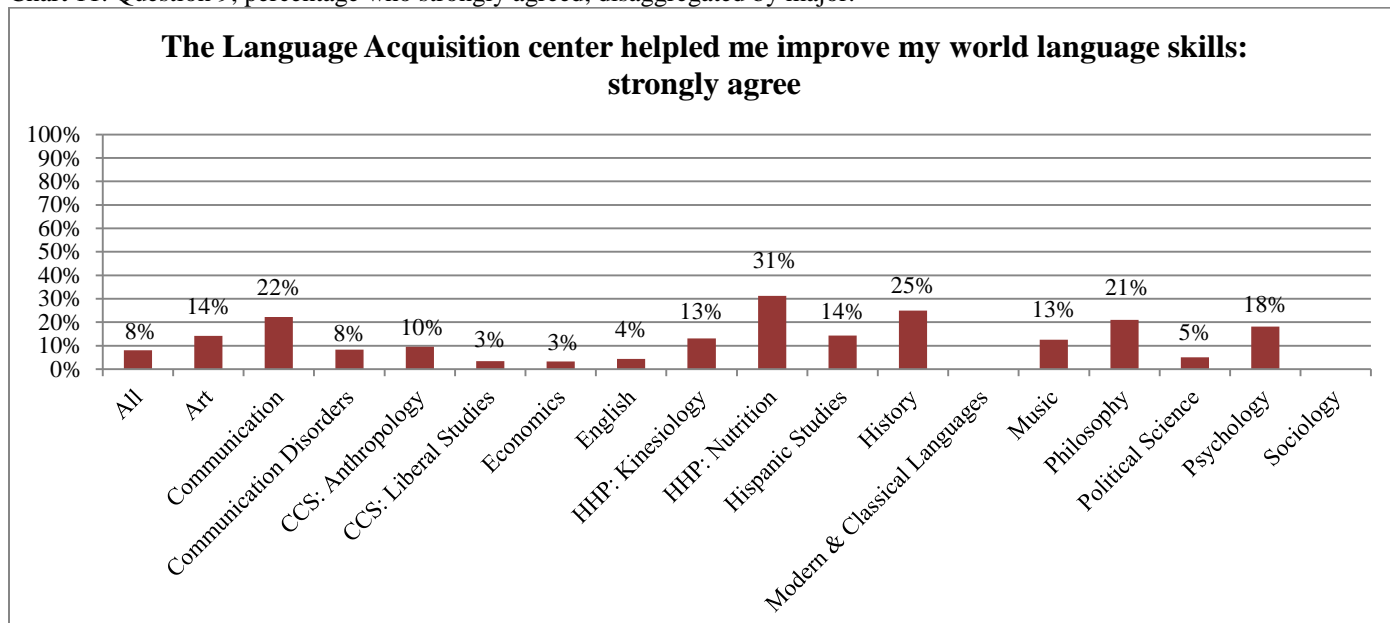


Table 9: Details: All responses for question 9, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Who Used (N)
All	10.8%	25.2%	52.8%	7.9%	3.3%	481
Art	8%	32%	56%	4%		481
Communication	14.1%	27.3%	39.4%	11.1%	8.1%	99
Communication Science & Disorders	22.2%	22.2%	44.4%		11.1%	9
CCS: Anthropology	8.3%	16.7%	66.7%		8.3%	12
CCS: Liberal Studies	9.5%	42.9%	33.3%	14.3%		21
Economics	3.4%	20.7%	69%	6.9%		29
English	3.2%	32.3%	54.8%	6.5%	3.2%	31
HHP: Kinesiology	4.3%	8.7%	78.3%	8.7%		46
HHP: Nutrition	13%	8.7%	69.6%	4.3%	4.3%	23
Hispanic Studies	31.3%	50%	12.5%		6.3%	16
History	14.3%	38.1%	42.9%	4.8%		21
Modern & Classical Languages	25%	75%				4
Music		75%	25%			4
Philosophy	12.5%	12.5%	75%			8
Political Science	21.1%	36.8%	39.5%		2.6%	38
Psychology	5%	12.5%	65%	15%	2.5%	80
Sociology	18.2%	27.3%	54.5%			11
Theatre & Dance		25%	50%	25%		4

- Again, many of the responders chose the neutral option.
- Two departments had no students who strongly agreed with this statement: Music and Theatre & Dance. Again, despite this, four departments, including Music, had no negative responses.

Future Plans of Graduating Baccalaureates

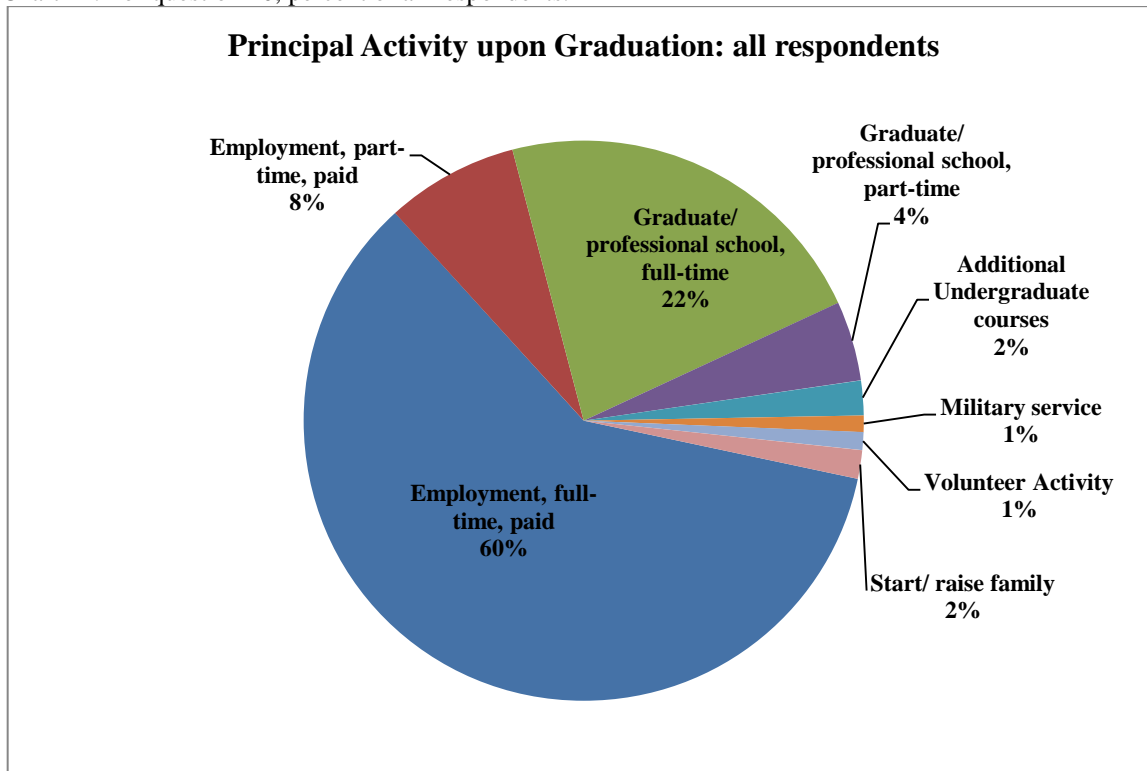
Principal Activity upon Graduation

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

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

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

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



- Please note that question 10 was changed significantly in 2011. This was done in order to get more specific information. Also, this question is being asked nationally, and in the future the college will be able to compare the answers of our students with those around the university and the nation. There is no data yet for comparison.
- From the comments it is clear that students wanted to choose more than one option. Many respondents who answered employment or graduate/professional school also made comments about their desire to work while preparing for or attending graduate/ professional school. No student chose “other,” however. Quite a few of those who wrote in responses did not choose an answer. See the verbatim comments starting on the next page.
- The percentages of students who choose the employment and graduate/ professional school options fluctuate minutely each year. For example, those who chose “Part-time employment, paid” were 8% in 2011, 10% in 2012 and 9% in 2013, and 8% this year. Students choose the other options at consistent rates over the four years we have been using this question in the survey.

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

Department	Employment, full-time, paid	Employment, part-time, paid	Grad/prof school, full-time	Grad/prof school, part-time	Additional UG courses	Military service	Volunteer Activity	Start/raise family	Total
All	59.9%	7.6%	22.2%	4.6%	2%	1%	1%	1.6%	1153
Art	65.2%	11.6%	17.4%	1.4%	1.4%		1.4%	1.4%	69
Communication	79.6%	9.5%	5.5%	3.5%		0.5%	0.5%	1%	201
Communication Disorders	39.1%	8.7%	34.8%	8.7%	4.3%			4.3%	23
CCS: Anthropology	41.4%	6.9%	31%	3.4%	6.9%		3.4%	6.9%	29
CCS: Liberal Studies	63.9%	11.1%	13.9%	2.8%	2.8%		2.8%	2.8%	36
Economics	73.2%	5.6%	14.1%	7%					71
English	72.9%	3.4%	22%	1.7%					59
HHP: Kinesiology	48.3%	8.5%	26.3%	5.1%	8.5%	1.7%	1.7%		118
HHP: Nutrition	49.2%	8.5%	33.9%	3.4%		1.7%		3.4%	59
Hispanic Studies	84.2%		5.3%	5.3%				5.3%	19
History	59.1%	6.8%	20.5%	6.8%	2.3%	2.3%		2.3%	44
Modern & Classical Languages	50%		25%			25%			4
Music	56.3%	15.6%	21.9%	3.1%			3.1%		32
Philosophy	60%		40%						10
Political Science	47.2%	11.2%	36%	2.2%		2.2%		1.1%	89
Psychology	48.6%	5.3%	30.6%	7.3%	2.4%	1.2%	1.6%	2.9%	245
Sociology	71%		19.4%	6.5%			3.2%		31

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

Art

- *Internship in Ghana at the National Museum of Accra.* (answered Additional undergraduate coursework)
- *Travel.*
- *Individual study.*
- *Already have my own company since I know it's not a University's job to place me in a job.* (answered Employment, full-time paid)
- *Running my own business.*

Communication

- *Internship, apply for graduate school and/or apply for full-time job.* (answered Employment, full-time paid)
- *Real Estate, Self-employment.* (answered Employment, full-time paid)
- *Travel.*
- *Not finalized. Either job or grad school.* (answered Employment, full-time paid)
- *Internship.*
- *I plan to go to graduate school once it's required for me to further my career but I'm going to climb as much as possible with my bachelors.* (answered Employment, full-time paid)
- *Both employment full time and graduate school part time.* (answered Graduate or professional school, full-time)
- *Internship.* (answered Graduate or professional school, full-time)
- *Un paid or paid internships.* (answered Employment, full-time paid)
- *Internships before full-time employment.*

- *Starting my own business.*
- *Travel abroad.*
- *Internship.* (answered Employment, part-time paid)

Communication Science & Disorders

- *Along with part time employment.* (answered Graduate or professional school, part-time).
- *Graduate school and part-time employment.* (answered Graduate or professional school, part-time).

CCS: Anthropology:

- *And maybe graduate school as well.* (answered Employment, full-time paid)
- *Employment, full time and part time, additional undergraduate work, and military service.*
- *I've been accepted into Rice University's PhD program for Anthropology.* (answered Graduate or professional school, full-time).
- *Raising a family and working part-time. I'm still deciding on graduate school.* (answered Starting or raising a family)

CCS: Liberal Studies:

- *Full-time employment so I can pay off my loan and few other loans that I have borrowed from parents. Also, continue taking part-time classes and preparer myself for grad school.* (answered Employment, full-time paid)
- *I plan on studying for the GRE, and may decide to pursue a graduate degree from that point.* (answered Employment, part-time paid)

Economics

- *Might continue into graduate studies.* (answered Employment, full-time paid)
- *Travel.*
- *Start a small business.* (answered Employment, full-time paid)
- *Professional athlete.*
- *I may get masters.* (answered Employment, full-time paid)
- *And Continue my full-time job.* (answered Graduate or professional school, part-time)
- *I am starting my own real estate business in Spring, Tx. Legends of Rayford Team a partner with Keller Williams.*

English

- *Additional undergraduate coursework.* (answered Employment, full-time paid)
- *To clarify, I will not be entering in to Grad school right away because I'm graduating in the spring, so I will probably be employed temporarily for those intermittent months.* (answered Graduate or professional school, full-time)
- *Independent Creative Writer.*
- *Writing.*
- *Law school next.* (answered Graduate or professional school, full-time)
- *I have been working part time as a bank teller, will continue till I find something better. Graduate school is a dream, but not sure if I can.*
- *Genealogical research.*

HHP: Kinesiology

- *Go to HPD maybe and continue with my masters.* (answered Employment, full-time paid)
- *Personal Training Certification.* (answered Employment, part-time paid)
- *Law school.* (answered Graduate or professional school, full-time)
- *Internships & volunteering to further clarify the direction to take, as well as prepare for my CPT. Then will most likely return to graduate school thereafter.* (answered Volunteer activity (e.g., Peace Corps))
- *Professional Sportsman.*
- *Part-time employment and Post-baccalaureate studies.*

HHP: Nutrition:

- *Apply for internships.* (answered Employment, full-time paid)
- *Dietetic Internship.* (answered Graduate or professional school, full-time)
- *Be unemployed. cannot find a job.*
- *Registered Dietitian program, then employment, full-time paid.*

Hispanic Studies

- *Much-needed time off..*

History

- *Post-bac in geology.* (answered Additional undergraduate coursework)
- *I may take graduate courses, on a part-time basis, but will most likely seek my teaching certification.* (answered Employment, full-time paid).
- *Taking a year off and then law school or a joint degree program as of yet undecided as to part time or full time.*
- *Entrepreneurship.*

Music

- *Self employed.*
- *I plan on taking a year off to teach privately and prepare for graduate school auditions.*

Political Science

- *I have been offered a paid position at the firm I am currently interning for, in addition, I will be attending law school.* (answered Employment, full-time paid)
- *Law school.* (answered Graduate or professional school, full-time)
- *I will be a 2nd Lt. in the Worlds Greatest Air Force.* (answered Military service)
- *Law School.* (answered Graduate or professional school, full-time)
- *Relaxing.*

Psychology

- *Law School or Graduate school part time.* (answered Employment, full-time paid)
- *Multiple Answers: Employ Full-time, Graduate School, Part-time, Volunteer (Autism).*
- *I work full-time, but I also plan to enter a graduate program on a part time basis.* (answered Employment, full-time paid)
- *Full time employment for 8 months and then start graduate school full time.*
- *Nursing school.* (answered Employment, full-time paid)
- *And Grad school in the future.* (answered Employment, full-time paid)
- *I will work as well.* (answered Graduate or professional school, full-time)
- *I did it for personal gain.*
- *I have applied to graduate programs as well.* (answered Employment, full-time paid)
- *And attend grad school.* (answered Employment, full-time paid)
- *Working while applying to graduate school.*
- *With an online Master's Program.* (answered Employment, full-time paid)
- *Teacher training program with 1-year paid internship.*
- *Dental School.* (answered Graduate or professional school, full-time)
- *Graduate school and Employment.* (answered Graduate or professional school, part-time)
- *I have accepted a full time position with a reputable company starting in Jan. 2014, and I will be applying to graduate school to start in the Fall semester of 2014.* (answered Employment, full-time paid)
- *As well as deciding which graduate programs to apply to.* (answered Employment, part-time paid)
- *And a volunteer internship.* (answered Employment, part-time paid)
- *Getting my teacher certification.* (answered Employment, full-time paid)
- *I actually am currently employed full time. I plan to pursue graduate school, and possibly a part time job.* (answered Graduate or professional school, full-time)
- *With aspirations of grad school.* (answered Employment, full-time paid)
- *Going to have to work for a while since I am delayed applying to graduate school.* (answered Graduate or professional school, full-time)

Sociology

- *I will also prepare for graduate school.* (answered Employment, full-time paid)

Theatre & Dance

- *I want to focus on my art work and try to find a job that works around my art work.* (answered Graduate or professional school, full-time)

Graduate/ Professional School

Question 11 asks students if they are planning to attend graduate or professional school, in which school they might enroll giving them space to write in their answers. 515 responded and comments have been given verbatim below. Those with stars have been admitted and plan to attend that school in the Fall.

Art

- *Business.*
- *Somewhere out of state but hopefully abroad.*
- *University of North Texas.*
- *Boston University.*
- *Sociology department at UH.*
- *N/A.*
- *Not sure.*
- *Drexel University or Southern Mississippi Univeristy.*
- *University of Houston.*
- *n/a.*
- *All over the country, Americas, and Europe.*
- *UT.*
- *UHCL.*
- *Mfah.**
- *Savannah College of Art & Design.*
- *Houston Baptist University.**
- *Undecided.*
- *UH.**
- *University of Texas.*
- *University of Texas-Austin.*
- *University of Houston or University of Houston Clear Lake.*
- *Houston Baptist University.**
- *Various schools in Canada.*
- *Undecided.*
- *I don't know yet.*
- *School of Education.*

Communication

- *N/A.*
- *UH.*
- *University of Texas School of Law.**
- *UH Clear Lake – Psychology.*
- *Beaur.*
- *Not sure yet.*
- *None.*
- *University of Houston.*
- *N/A.*
- *UH.*
- *n/a.*
- *University of Houston.*
- *NYU-summer.*
- *Unsure.*
- *University of Houston.*
- *Psychology.*
- *University of Houston.*
- *Bauer School of Business.*
- *n/a.*
- *BAUER MBA.*
- *Bauer college of business.*
- *N/A.*
- *Bauer to get an MBA.*
- *Not sure yet.*

- *No.*
- *University of Houston.*
- *Red McComb School of Business.*
- *N/a.*
- *University of Houston.*
- *N/A.*
- *It depends on my area of interest once i'm further in my career.*
- *N/A.*
- *The chicago portfolio school.*
- *n/a.*
- *Northwestern University.**
- *UH.*
- *n/a.*
- *Bauer.*
- *N/A.*
- *English.*
- *N/A.*
- *University of Houston - Bauer's MBA program.*
- *University of Houston.*
- *School of law.*
- *Applying to different law schools in 3 cities.*
- *Bauer.**
- *Education.*
- *not sure yet.*
- *Texas A&M University.*
- *Rice University.**
- *Jack J. Valenti School of Communication.*
- *TSU or UH main.*
- *University of Houston.*
- *N/A.*
- *Law School.*
- *University of Houston.*
- *UH.*

Communication Science & Disorders

- *Boulder Colorado.*
- *Several within Houston Vicinty.*
- *University of North Texas.**
- *California state university east bay.**
- *University of Houston.**
- *SFA.*
- *University of texas at austin or dallas, university of north texas.*
- *University of Houston.**
- *Nursing School.*
- *University of Houston, Texas State, Lamar University.*
- *Undecided.*
- *UH - Communication Sciences and Disorders.**
- *Gallaudet University.*
- *University of Houston.**

CCS: Anthropology

- *I would like to enroll at the UT medical center.*
- *University of Houston.*
- *Archaeology.**
- *ASU School of Anthropology.**
- *University of Oklahoma.**
- *Texas Womans University.*

- *The University of Chicago.**
- *Art History.*
- *Rice University.**
- *University of Houston.*
- *Yonsei University or seoul national University.*
- *University of Pittsburgh.*
- *University of North Texas.*
- *UH or Rice, probably in the history department.*

CCS: Liberal Studies

- *Either Bauer or the College of Social Work.*
- *n/a.*
- *Un-decided.*
- *If UH: Hobby Center for Public Policy 2016: I will probably go elsewhere though.*
- *I do plan on enrolling, I just don't know whether yet...*
- *n/a.*
- *University of Houston.*
- *I don't know.*
- *Psychology – Counseling.*
- *Counseling psychology.*
- *University of Oregon.**
- *N/A yet.*
- *University of Houston Clear Lake.**
- *University of Houston Masters in Educational Counseling.*

Economics

- *University of Houston College of Liberal Arts and Social Sciences.**
- *University of Houston.**
- *LSU.*
- *UH LAW.*
- *2015.*
- *University of Houston.*
- *Not Sure.*
- *University of Houston.*
- *N/A.*
- *UH Applied Economics.**
- *N/a.*
- *University of Houston.**
- *N/A.*
- *UH.*
- *University of Texas in Austin.*
- *University of Houston.*
- *UT Austin.*
- *South Texas College of Law.**
- *University of Houston, Rice, UT, or other.*
- *University of Texas.*
- *I have no idea.*
- *University of Houston.*
- *University of Houston.*
- *N/A.*
- *Class.**
- *University of Houston.*
- *Business.*
- *University of Houston.*
- *UH-Main.*

English

- *St. Thomas University.*
- *University of Phoenix.*
- *N/A.*
- *None.*
- *FSU.*
- *n/a.*
- *UTEP.*
- *Unknown.*
- *Sam Houston.*
- *university of Alaska.**
- *South Texas College of Law.**
- *n/a.*
- *Cambridge University in the UK.*
- *n/a.*
- *Unsure.*
- *UH.*
- *Several, including University of Houston.*
- *n/a.*
- *unsure.*
- *University of Houston College of Education.**
- *Columbia.*
- *UH, MFA in creative writing.**
- *School at the Art Institute in Chicago.**
- *University of Houston.*
- *Applications for the fall are not yet due. No idea.*
- *UH LAW SCHOOL.*
- *Texas State University.*
- *Depends on schools of offered admission.*
- *Houston Baptist Univeristy.*
- *No.*
- *Portland State University.*

HHP: Kinesiology

- *Nursing.*
- *U of H.*
- *American Military University.*
- *UH.*
- *PT school.*
- *UT.*
- *Health and human performance.*
- *University of Texas Health Science Center Houston.*
- *Health and Human Performance.*
- *Uh.*
- *University of Houston.*
- *Texas women.*
- *Physical therapy school.*
- *UH.*
- *physical therapy assistant.*
- *University of Houston.*
- *PT.*
- *HCC Coleman.*
- *University of Houston.*
- *any that accepts me.*
- *n/a.*
- *University of Houston.*
- *Texas women's University.**
- *College of Education.*

- *UTMB.*
- *Undecided.*
- *Texas Woman's University.*
- *Dd.*
- *UTMB.*
- *Universe of Houston sugar land.*
- *University of South Florida.**
- *pa schools in Texas.*
- *UTMB.*
- *University of Houston.*
- *Binghamton University.**
- *any pharmacy school.*
- *Physician Assistant School.*
- *Undecided.*
- *U of H or another school up east.*
- *Law school. Hopefully UofH law.*
- *University of Houston.*
- *University of Houston - Victoria in Sugar Land.*
- *Physical therapy school or master program.*
- *unsure (candidates include TWU, UT Health, and UH).*
- *University of Houston.**
- *Texas A&M-Kingsville.**
- *Optometry.*
- *TTUHSC DPT.**
- *University of Houston for post-bacc studies.*
- *Unsure.*
- *N/A.*
- *Bauer.*

HHP: Nutrition

- *University of Texas.*
- *Texas women university.*
- *Dental School.**
- *Undecided.*
- *UH.*
- *N/A.*
- *Texas Women's University.*
- *Nova Southeastern University.**
- *Physician Assistant Masters Program.*
- *UH.*
- *University of Texas health science center.*
- *medical school.**
- *Texas Women University.*
- *UTSPH.**
- *Baylor College of Dentistry.**
- *UT dental.*
- *UT Pan American Physician Assistant.*
- *Any graduate program in Texas.*
- *UHCO.**
- *Optometry school.*
- *UH, TWU, TSU.*
- *UH.*
- *University of Houston.*
- *Uh.*

Hispanic Studies (Spanish)

- *Have not looked into any graduate/professional schools.*
- *University of Houston.**

- *UH Psychology.*
- *Bauer.*
- *Somewhere online.*
- *Not sure.*
- *UH.*

History

- *Law school.*
- *n/a.*
- *Either University of St Thomas or Our Lady of the Lake.**
- *University of Pittsburgh.**
- *n/a.*
- *2015.*
- *University of Houston.*
- *University of Houston School of Law.*
- *University of houston history department.*
- *Do not know.*
- *Southwestern Baptist Theological Seminary.*
- *University of Houston.*
- *NYU.*
- *UH.*
- *CLASS.*
- *University of Houston Law.*
- *CLASS.*
- *UH or Sam.*
- *Whoever accepts and has highest ranking.*

Modern & Classical Languages

- *Nursing/Education.*
- *University of Texas.**

Music

- *Longy school of music.**
- *University of North Texas.**
- *Ivy League!*
- *Oklahoma University.**
- *Carnegie Mellon University.*
- *University of Miami.*
- *N/A.*
- *Eastman Conservatory.*
- *Mannes College: The New School.**
- *Baylor University.**
- *University of Akron.**
- *Do not know.*
- *University of Houston.*

Philosophy

- *University of Houston.**
- *University of Houston, or University of Tennessee at Knoxville, or Vanderbilt University*
- *Florida International University*
- *University of Houston Clear Lake.**

Political Science

- *Bauer School of Business Executive MBA.*
- *Penn State.*

- *Law School.*
- *UCLA.*
- *UH Law.*
- *University of Chicago Law School or other law schools in Chicago.*
- *Bauer School of Business.**
- *University of Houston.*
- *South Texas College of Law or Southern Methodist University School of Law.**
- *University of Houston.*
- *South Texas College of Law.*
- *The Univeristy of Houston.*
- *LAW.*
- *UT Arlington.*
- *Law school.*
- *University of Houston Law Center.*
- *Texas A&M Law, University of Houston College of Social Work.*
- *Law School.**
- *San Diego State University.*
- *Howard University School of Law.**
- *Ohio State.**
- *South Texas College of Law.**
- *The College of William and Mary Law School.**
- *Law.*
- *University of Houston.**
- *Law School.*
- *Charlotte school of law.**
- *South Texas College of Law.**
- *University of Georgia.**
- *Ucla.**
- *University of Houston Law Center.**
- *Creighton University Law School.**
- *Thunderbird School of Global Management.*
- *University of Houston.*
- *Not sure yet.*
- *South Texas college of law.*
- *Pending.**
- *University of Houston Law Center (hopefully).**
- *Ohio State University.**
- *South Texas College of Law.*
- *Law school.*
- *South Texas College of Law or UHLC.**
- *University of Notre Dame.**
- *University of Houston Law School.*
- *University of Houston.**
- *UH.**
- *Mississippi college school of law.**
- *South Texas College of Law.**
- *The University of Houston, UTSA, Texas A&M.*

Psychology

- *Nursing school.*
- *College of Optometry at the University of Houston.*
- *Uh Post Bach.*
- *Texas Woman's University.*
- *Clinical neuropsychology.*
- *Uh.*
- *Graduate College of Social Work.*
- *UH Law or HBU.*
- *University of Houston.*

- *UNT.**
- *UH.*
- *N/A*
- *University of Houston.*
- *UH.*
- *Occupational therapy.*
- *UH main campus.*
- *Na.*
- *UH.*
- *I will apply to different colleges.*
- *N/a.*
- *I don't know yet...not enrolling this year.*
- *Florida Institute of Technology.*
- *Springfield College.**
- *Na.*
- *Grand Canyon University.**
- *College of Technology.*
- *n/a.*
- *Business.*
- *CLASS.*
- *N/A.*
- *IESE MBA program.*
- *N/a.*
- *Business School.*
- *Angelo State University or UH- Victoria.*
- *N/A.*
- *Twu.*
- *UH.*
- *University of Houston Clear Lake.*
- *Not sure.*
- *University of Houston.*
- *Law.*
- *Graduate School of Social Work.*
- *University of Houston, etc.*
- *UCLA.*
- *Sam Houston.*
- *NA.*
- *University of Houston.*
- *I have applied to UT, TTU, and SMU.*
- *University of Houston.clear lake.*
- *n/a.*
- *Not sure.*
- *UH Clear Lake or Houston Baptist University.*
- *Not sure yet.*
- *Hopefully university of Houston.*
- *n/a.*
- *University of Texas at Austin.*
- *Social work.*
- *Class.*
- *Sam houston state university.**
- *Baylor or UT.*
- *University of Houston.**
- *Stephen F Austin State University.*
- *UHCL.**
- *University of Houston.*
- *UH.*
- *UTMB.*

- *Baylor University.**
- *George Mason.*
- *Graduate College of Social Work.*
- *UTSA, UHCL.*
- *Texas Tech Law or UH Law.**
- *Our Lady of the Lake.*
- *Will apply to UH and a few others around Texas, just in case.*
- *University of Houston-Main.*
- *Occupational therapy.*
- *Houston Baptist University.**
- *University of Houston Graduate College of Social Work.**
- *University of Texas, Houston.*
- *University of Houston Graduate College of Social Work.**
- *University of Texas.**
- *Bauer school of business.*
- *UHCL.*
- *University of Phienixp.**
- *University of Houston.*
- *University of Houston Law Center.**
- *Seattle School of Theology and Psychology.**
- *University of Houston.*
- *University of Tennessee.*
- *Psychology.*
- *University of Houston Clear Lake.*
- *Applying to the UH Department of Educational Psychology counseling psychology program (master's or PhD, not sure yet!).*
- *University of Houston Clearlake.*
- *University of Houston College of Optometry.**
- *University of Houston.**
- *Undecided.*
- *Walden University.*
- *Graduate.*
- *Baylor University, University of Houston.*
- *Fall 2014.*
- *Uh.*
- *Texas A&M Vet School.**
- *Houston Baptist University.*
- *Not sure.*
- *University of Houston.**
- *University of texas.*
- *TWU.**
- *Not sure.*
- *Have not decided.*
- *Grand Canyon University.**
- *N/A.*
- *UHCL.*
- *OT school.**
- *Texas Tech University Health Sciences Center School of Medicine.**
- *UHCL.*
- *University of Houston.**
- *Educational psychology.*
- *University of Houston.*
- *UH Clearlake.*
- *University of Houston.*
- *I am applying to roughly 10 doctoral programs this December (2014).*
- *Law School.*
- *University of Houston.*

- *Rice University and University of Houston.*
- *University of Houston clear lake.*
- *Administration & Supervision - Higher Education.*
- *Lamar University.*
- *University of Houston Clear Lake.*
- *University of Houston.*
- *UHCL.*
- *Psychology.*
- *U of h clearlake.*
- *Acupuncture college.*
- *Law School.*
- *I have not decided yet.*
- *Unsure.*
- *University of Houston.*
- *Sofia University, San Francisco.*
- *University of Houston Law School.*
- *Not sure.*
- *Psychology or Law.*
- *UH Law.*
- *Uh.*
- *None.*
- *None at this time.*
- *N/a.*

Sociology

- *University of Houston Graduate College of Social Work.**
- *University of Texas School of Public Health.**
- *Social work.*
- *police academy.*
- *CLASS.*
- *Graduate School of Social Work.*
- *Undecided.*
- *I would enroll in Social Work and Law upon acceptance.*
- *UH College of Social Work.*
- *U of H law center.*
- *Dept. of Sociology – CLASS.*
- *University of utep.*
- *Idk.*
- *Not sure.*

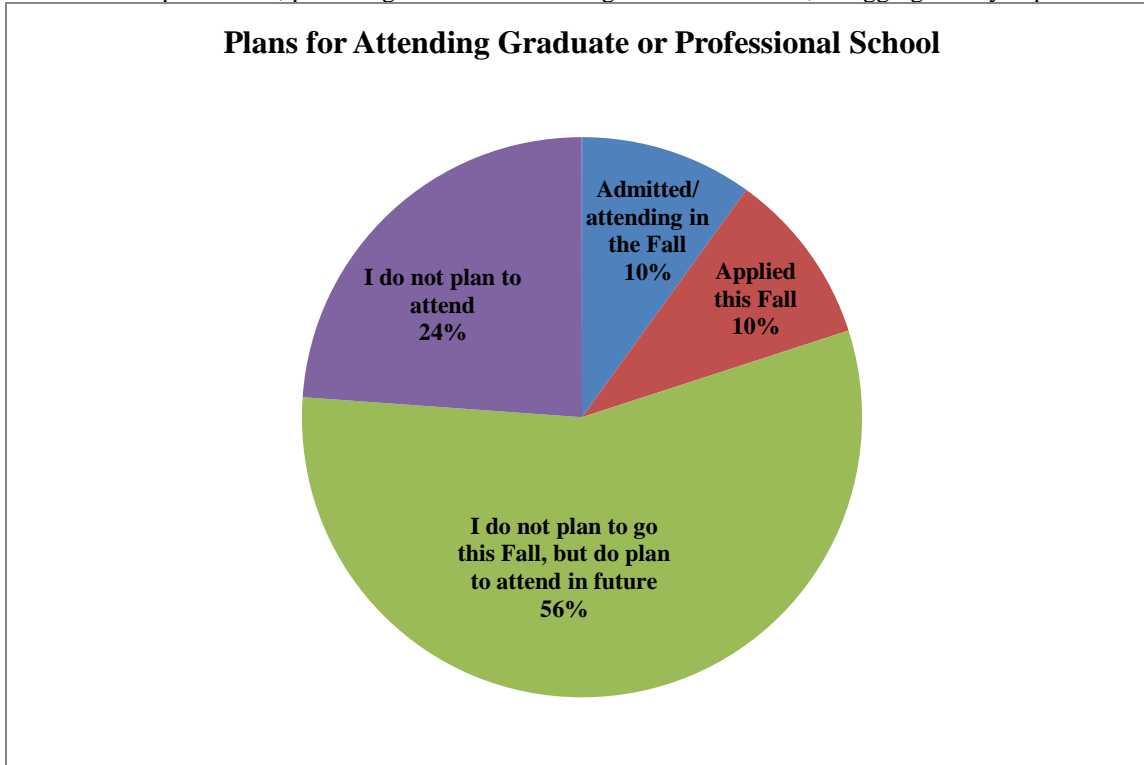
Theatre & Dance

- *UH or Rice University or Sam Houston.*

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

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

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



- 10% of students had already been admitted to graduate schools at the time they were surveyed. They reported being admitted to 44 different schools as well as graduate programs at the University of Houston. Another 10% had applied for admission in the Fall but had yet to hear back.
- In addition, a number of students identified 10 different broad categories of programs they were interested in such as “law school” or “business school.” 170 students named the University of Houston.

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

Department	Admitted/ Attending this Fall	Applied this Fall	Attending in future	Not planning to attend	Total
All	10%	10%	56.1%	23.9%	1115
Art	5.7%	7.1%	50%	37.1%	70
Communication	2.2%	5.4%	46.2%	46.2%	184
Communication Disorders	26.1%	8.7%	56.5%	8.7%	23
CCS: Anthropology	18.5%	11.1%	55.6%	14.8%	27
CCS: Liberal Studies	8.8%	8.8%	50%	32.4%	34
Economics	9.2%	1.5%	66.2%	23.1%	65
English	8.9%	8.9%	51.8%	30.4%	56
HHP: Kinesiology	7%	16.5%	51.3%	25.2%	115
HHP: Nutrition	12.3%	10.5%	61.4%	15.8%	57
Hispanic Studies	5.3%	10.5%	63.2%	21.1%	19
History	4.4%	8.9%	62.2%	24.4%	45
Modern & Classical Languages	25%		25%	50%	4
Music	18.8%		65.6%	15.6%	32
Philosophy	22.2%		66.7%	11.1%	9
Political Science	27%	7.9%	55.1%	10.1%	89
Psychology	10.2%	15.4%	64.6%	9.8%	246
Sociology	6.9%	13.8%	65.5%	13.8%	29
Theatre & Dance		27.3%		72.7%	11

- 111 students were already admitted and planning to attend graduate school in the Fall. Five departments had 15% or more of their students already admitted and planning to attend this Fall: Anthropology, Communication Science & Disorders, Music, Philosophy, and Political Science. Over 27% of Theatre & Dance students had applied and were waiting to hear.
- Most departments had large numbers who wanted to attend in the future. On the whole, it is clear that graduate or professional school is on the minds of many of our students.

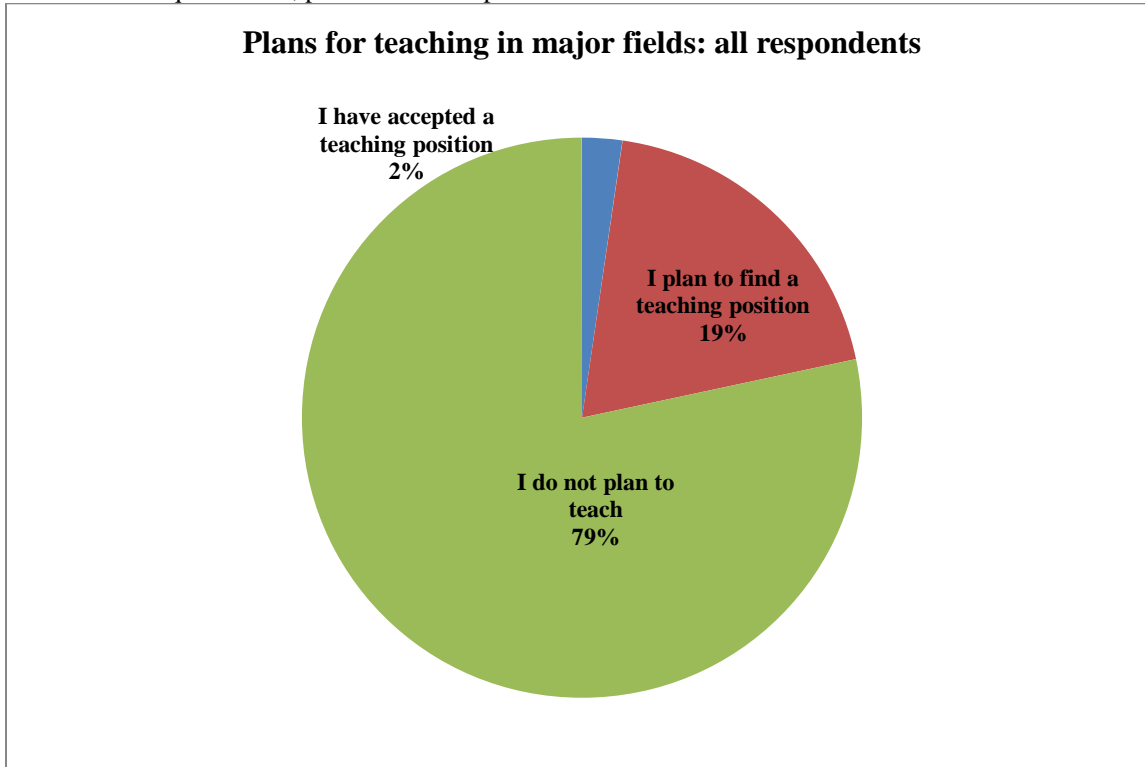
Teaching in Major Field

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

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

Respondents were also given space to write in comments.

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



- The number of graduating baccalaureates who have accepted teaching positions in their field had been gradually dropping: 7% in 2008; 5% in 2009; 3% in 2010; and 1% for both 2011 and 2012. The percentage rose slightly to 3% in 2013 and 2% this year. Along with this, there was a large rise in the number of respondents who did not plan to teach, up from 71% in 2011.
- Many comments reflected that students remained open to teaching in their field although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

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

Department	I have accepted a teaching position	I plan to find a teaching position	I do not plan to teach	Total (N)
All	2.3%	19.3%	78.4%	1081
Art	3%	35.8%	61.2%	67
Communication	0.5%	9.2%	90.2%	184
Communication Disorders	9.1%	4.5%	86.4%	22
CCS: Anthropology		32.1%	67.9%	28
CCS: Liberal Studies		18.8%	81.3%	32
Economics		8.1%	91.9%	62
English	13%	37%	50%	54
HHP: Kinesiology	0.9%	18.3%	80.9%	115
HHP: Nutrition		5.4%	94.6%	56
Hispanic Studies		66.7%	33.3%	18
History	10%	40%	50%	40
Modern & Classical Languages		33.3%	66.7%	3
Music	29.2%	70.8%		24
Philosophy		28.6%	71.4%	7
Political Science	1.2%	16.5%	82.4%	85
Psychology		13.9%	86.1%	244
Sociology		6.9%	93.1%	29
Theatre & Dance		45.5%	54.5%	11

Question 13 also had a space for comments, and 71 students wrote about their plans to teach in their field; 54 of those 71 did not choose an answer but only wrote in their comments. All of the comments for question 13 are given verbatim below. If they answered the question, those answers are indicated next to their comment as well.

Art

- *I want to work with local organizations to help bring drastic education reform, more right-brain stimulation in our entirely left-brain run society.* (answered I do not plan to teach)
- *I might teach, don't know yet.*
- *I don't want to limit myself to "I do" or "I do not"* (answered I do not plan to teach)
- *No one wants art teachers anymore.* (answered I do not plan to teach)
- *I am still debating on whether or not I would like to take a teaching position.*
- *I might teach in my field.*

Communication

- *Maybe many years down the line after proving to be an experienced profession in my field.*
- *I would be interested in finding a career teaching in this field.*
- *Don't know.*
- *n/a.*

Communication Science & Disorders

- *I do not plan to teach at all.* (answered I do not plan to teach)
- *We cannot teach at this level. I would like to teach eventually though.*

CCS: Anthropology

- *Not sure yet.* (answered I do not plan to teach)

CCS: Liberal Studies

- *Might look at teaching later.*
- *I would love to teach a college-level course in Religious Studies, Religion and Sociology (one of my three minors: RELS, HIST, COMD).*

Economics

- *I may one day teach in my field, however, it is a long term idea.*
- *I am interested in teaching but have not made a decision on it yet.*
- *If the opportunity presents itself*
- *I would like to reach in my field.*

English

- *Perhaps teach English voluntarily to immigrants. (answered I do not plan to teach)*
- *Teaching in the maritime industry.*
- *Not yet, teaching is a back up plan. (answered I do not plan to teach)*
- *ESL. (answered I plan to find a teaching position)*
- *I hate teaching. (answered I do not plan to teach)*
- *I may teach. I have not decided. I must meet requirements to teach.*

HHP: Kinesiology

- *Eventual teaching.*
- *Undecided.*
- *Maybe someday.*

HHP: Nutrition

- *I plan to teach but not in my field.*

Hispanic Studies (Spanish)

- *First I will work full time in a position unrelated to my field, return to school & plan to be employed in a position related to my field.*
- *If nothing else works I plan to teach in the future.*

History

- *I plan on homeschooling my children.*
- *I currently have several offers to teach in my field.*
- *I plan to get an alternative certification to teach.*
- *it's a possibility but as of my right now I have no plans to teach.*
- *Defendant on grad school.*
- *If I have to I will.*

Modern & Classical Languages

- *Interested in teaching but would need certification.*

Music

- *I currently teach a lot in my given field (clarinet private lessons) in multiple Houston area districts. (I have accepted a teaching position in my field)*
- *I teach privately in my field.*

Philosophy

- *I tutor the philosophic method (i.e., critical thinking).*
- *I cannot teach within my field without graduate school so I will just be teaching at a high school until I can complete a M.A. program*

Political Science

- *I have taken full-time employment as Citizen Outreach Director for the Fund for the Public Interest in Chicago. The only teaching involved will be directing my staff by educating them on the issues and campaign goals. (answered I do not plan to teach)*
- *Don't know yet.*
- *I do not currently have plans to teach in my field, but I would be open to exploring this option in the future.*
- *Depends if I get my MA or Ph.D.*
- *I don't know yet.*

Psychology

- *Teaching high school via off-site certification. (answered I do not plan to teach)*
- *Counseling.*
- *Unsure at this time.*
- *This is not something I am currently considering, but may be a possibility in the future. (answered I do not plan to teach)*
- *I am not certified to teach. (answered I do not plan to teach)*
- *Will know upon completion of graduate school in the future.*
- *An adj prof. (answered I plan to find a teaching position)*
- *Maybe....possibly in the future.*
- *I plan to teach in my field once i have a PhD.*
- *N/a.*
- *I would love to teach in the distant future.*

Sociology

- *I do not have a graduate degree required to teach but would if I could. (answered I do not plan to teach)*
- *I plan to teach once I obtain a Masters.*

Theatre & Dance

- *I enjoy doing after school programs because they are not so demanding. (answered I plan to find a teaching position)*
- *Perhaps in the future, but now, no.*
- *Maybe in the Future.*

Question 14 asks students if they had been certified to teach in their field. 41 students reported being certified in the following majors:

Art (6),
Communication (2),
Communication Science & Disorders (1),
Economics (1),
English (6),
HHP: Kinesiology (3),
Hispanic Studies (3),
History (3),
Music (10),
Psychology (3), and
Theatre & Dance (3).

29.3% of these students had already accepted a teaching position in their field. 10% of those who were certified to teach in their field did not plan to teach in their field. The other 29.3% were still searching for a teaching job.

There is a continuation of the trend that many students who plan to teach are not being certified to teach: 12 of 24 students who had accepted teaching positions were not certified to teach. 185 students who were planning to find a teaching position in their field were not certified to teach.

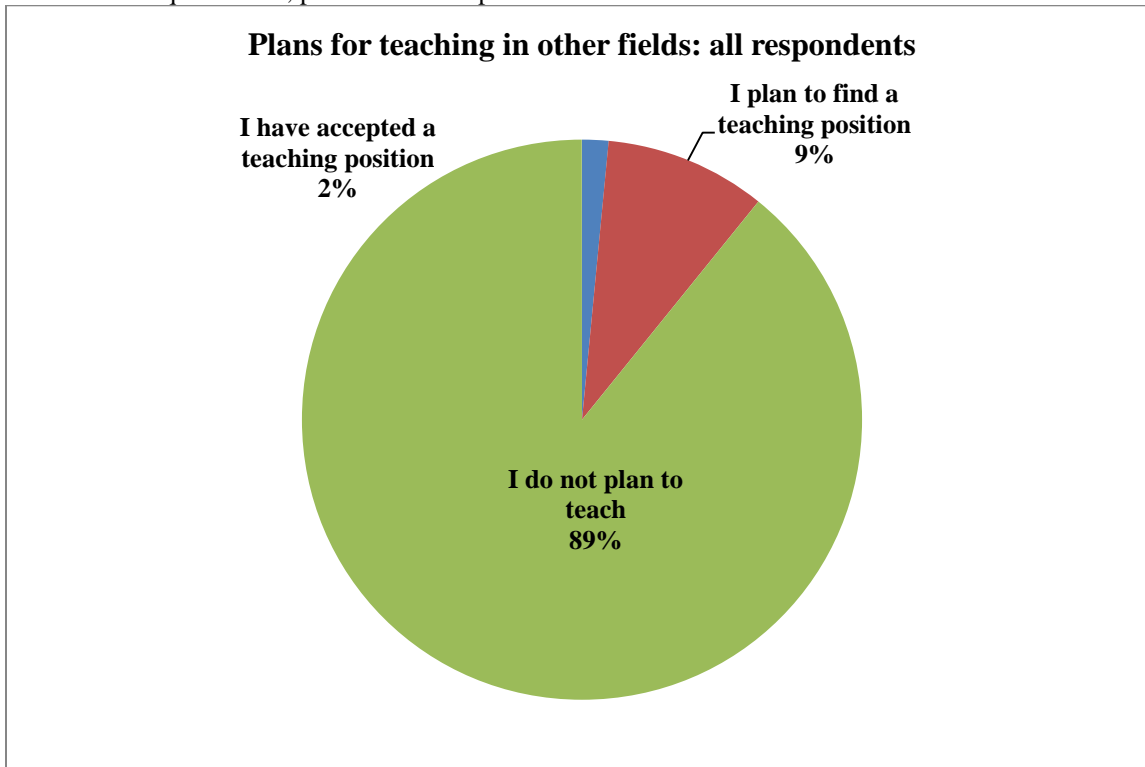
Teaching in non-major fields

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

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

Respondents were given space to write in comments.

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



- An overwhelming majority do not plan to teach in fields outside of their major: 89%.
- 17 students had accepted a teaching position in a field outside their major even though relatively few were certified to teach in other fields.
- All of the responses have been disaggregated by department on the following page.
- Many comments reflected that students remained open to teaching in other fields although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

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

Department	I accepted a teaching position in other fields	I plan to find one in other fields	I do not plan to teach in other fields	Total (N)
All	1.5%	9.3%	89.2%	1118
Art		10.4%	89.6%	67
Communication	0.5%	5.7%	93.8%	192
Communication Disorders			100%	22
CCS: Anthropology	3.6%	25%	71.4%	28
CCS: Liberal Studies	3.1%	3.1%	93.8%	32
Economics		4.5%	95.5%	66
English	3.5%	14%	82.5%	57
HHP: Kinesiology	3.4%	12%	84.6%	117
HHP: Nutrition		7%	93%	57
Hispanic Studies		11.1%	88.9%	18
History	4.7%	4.7%	90.7%	43
Modern & Classical Languages		33.3%	66.7%	3
Music		2.9%	97.1%	34
Philosophy		14.3%	85.7%	7
Political Science		8%	92%	87
Psychology	2.4%	12.5%	85.1%	248
Sociology		7.1%	92.9%	28
Theatre & Dance		16.7%	83.3%	12

For question 15, students were again given space to write in comments, although fewer (27) did. Many of the students who made comments had left their answer blank (20 of the 27). Their comments are given verbatim below as well as their answer if they gave one.

Art

- *I plan to be certified to teach secondary education in my feild and in English.*

Communication

- *Teach english abroad.*

Communication Science & Disorders

- *I do not plan to teach at all. (answered I do not plan to teach)*

CCS: Anthropology

- *Creative Writing. (answered I plan to find a teaching position)*
- *ESL. (answered I plan to find a teaching position)*

CCS: Liberal Studies

- *I plan to teach High School English. I am not finishing certification in the spring and teaching Fall of 2015 because I am having a baby in about 6 weeks and taking the semester off!*
- *I'm open to filling positions of interest and need.*

Economics

- *Maybe math, and history.*
- *If the opportunity presents itself.*

English

- *I would like to teach English, Sociology, or Art. (answered I plan to find a teaching position)*
- *I may add certifications for other areas later.*

HHP: Kinesiology

- *Undecided.*

Hispanic Studies

- *First I believe I need more experience & a teaching certification.*

History

- *May teach...but right now, my primary focus is law school.*
- *Through homeschooling, I will teach several fields.*

Modern & Classical Studies

- *I already teach guitar lessons.*

Philosophy

- *I tutor many subjects and am considering returning to Lone Star to tutor Math.*

Political Science

- *Idk.*

Psychology

- *Guitar and Music Theory.* (answered I plan to find a teaching position)
- *I might plan to teach in another field.*
- *I would love to teach in the distant future.* (answered I plan to find a teaching position)
- *N/A.*

Sociology

- *Teaching is definitely a field I am also interested in.*
- *I plan to teach in my field.*

Theatre & Dance

- *Theater, dance, creative movement.* (answered I plan to find a teaching position)
- *Perhaps in the future, but now, no.*
- *Maybe in the future.*

Question 16 asks students if they had been certified to teach in other fields and what area they had been certified in. 142 students gave some response, but most responded “none” or “NA.” 16 students reported being certified in the following majors, and gave some idea of what area they had been certified in:

Art (1 as a bilingual translator and 1 in photography),

English (1 in ESL, 1 with a “maritime license,” and another in swim instruction),

HHP: Kinesiology (1 in ESL),

HHP: Nutrition (1 as bilingual),

History (1 in ESL and 1 in English),

Modern & Classical Languages (1 in “Guitar, audio engineering”), and

Psychology (2 in EC-6 and EC-12 Special Education, 1 in Yoga, 1 in Bilingual Education in Elementary Schools, 1 in Health/PE and 1 in “high school”).

6 of those who were certified had accepted a position teaching in other fields. 11 students who were not certified had accepted positions in other fields. Much like with the previous set of questions about teaching in their fields, many students, a total of 98, were planning on finding a teaching position in other fields even though they were not certified to teach in other fields.

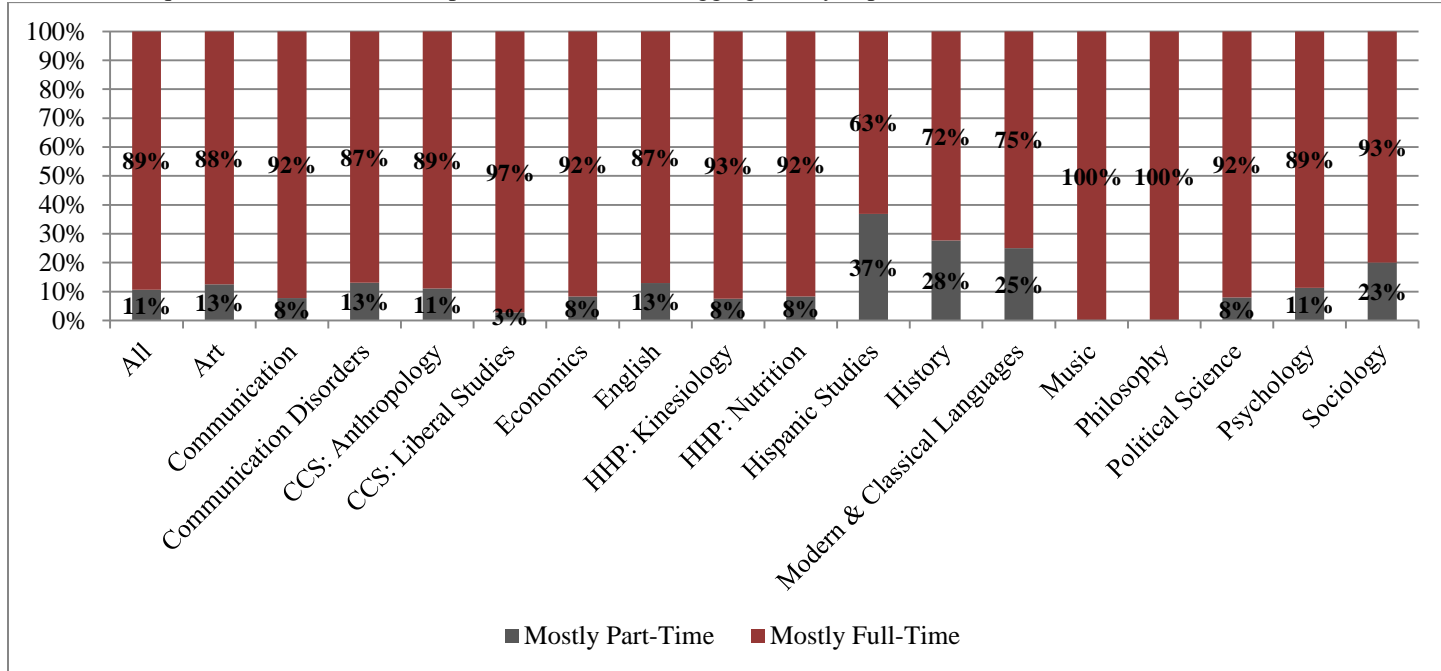
Demographics

Students and Work

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

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

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



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

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

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

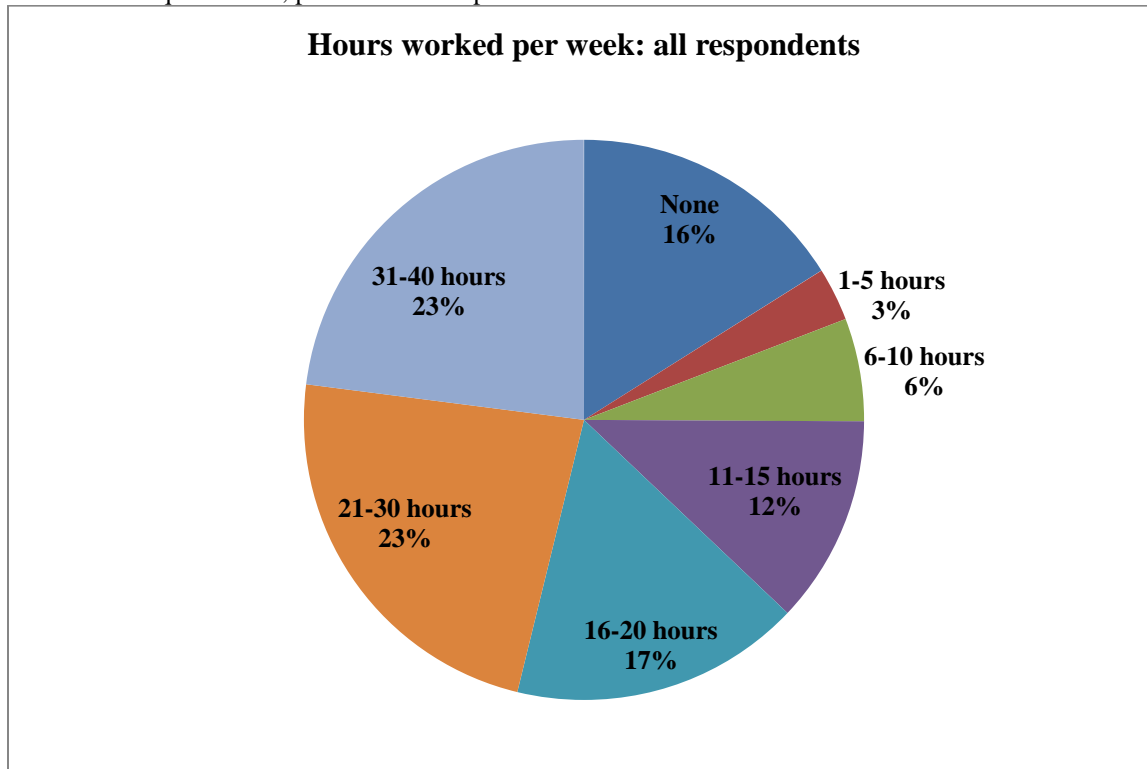


Table 14: Details: All responses for question 18, disaggregated by department.

Department	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total
All	16.1%	3.1%	6%	12%	16.8%	23.2%	23%	1176
Art	29.2%		5.6%	8.3%	13.9%	22.2%	20.8%	72
Communication	11.2%	1.5%	3.4%	11.2%	17.6%	31.7%	23.4%	205
Communication Disorders	26.1%	4.3%	4.3%	17.4%	21.7%	26.1%		23
CCS: Anthropology	21.4%	10.7%	7.1%	14.3%	14.3%	14.3%	17.9%	28
CCS: Liberal Studies	19.4%	2.8%	5.6%	8.3%	27.8%	19.4%	16.7%	36
Economics	18.1%		5.6%	16.7%	11.1%	23.6%	25%	72
English	14.5%		3.2%	19.4%	9.7%	17.7%	35.5%	62
HHP: Kinesiology	13.4%	4.2%	3.4%	10.9%	21.8%	25.2%	21%	119
HHP: Nutrition	19.7%	4.9%	14.8%	11.5%	13.1%	19.7%	16.4%	61
Hispanic Studies	15%		5%	10%	15%	15%	40%	20
History	19.1%	2.1%	6.4%	10.6%	12.8%	17%	31.9%	47
Modern & Classical Languages				50%		25%	25%	4
Music	8.8%	17.6%	20.6%	20.6%	11.8%	20.6%		34
Philosophy	20%			10%	20%		50%	10
Political Science	12.4%	4.5%	6.7%	13.5%	11.2%	31.5%	20.2%	89
Psychology	18%	2.8%	4.4%	10%	18.8%	18.8%	27.2%	250
Sociology		6.7%	13.3%	14.3%	28.6%	35.7%	20%	14
Theatre & Dance	16.1%		21.4%	12%	16.8%	23.2%		1176

- There was some variation from department to department, but many of our students work and work frequently. More than half of the students in 6 departments reported working 21-40 hours a week: Communications (55.1%), Hispanic Studies (55%), Modern & Classical Studies (50%), Philosophy (50%), Political Science (51.7%), and Sociology (55.7%).

	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total (N)
Part-time enrollment	8.1%	3.3%	4.1%	9.8%	5.7%	13%	56.1%	123
Full-time enrollment	17%	3.1%	6.2%	12.4%	18.1%	24.4%	18.9%	1044

- It is quite clear that the majority of our full-time enrolled students work. 43% are going to school full-time while simultaneously working 20 hours a week or more. Only 17% of our full-time students do not work.

Age

Question 19 asks students for their age:

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

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

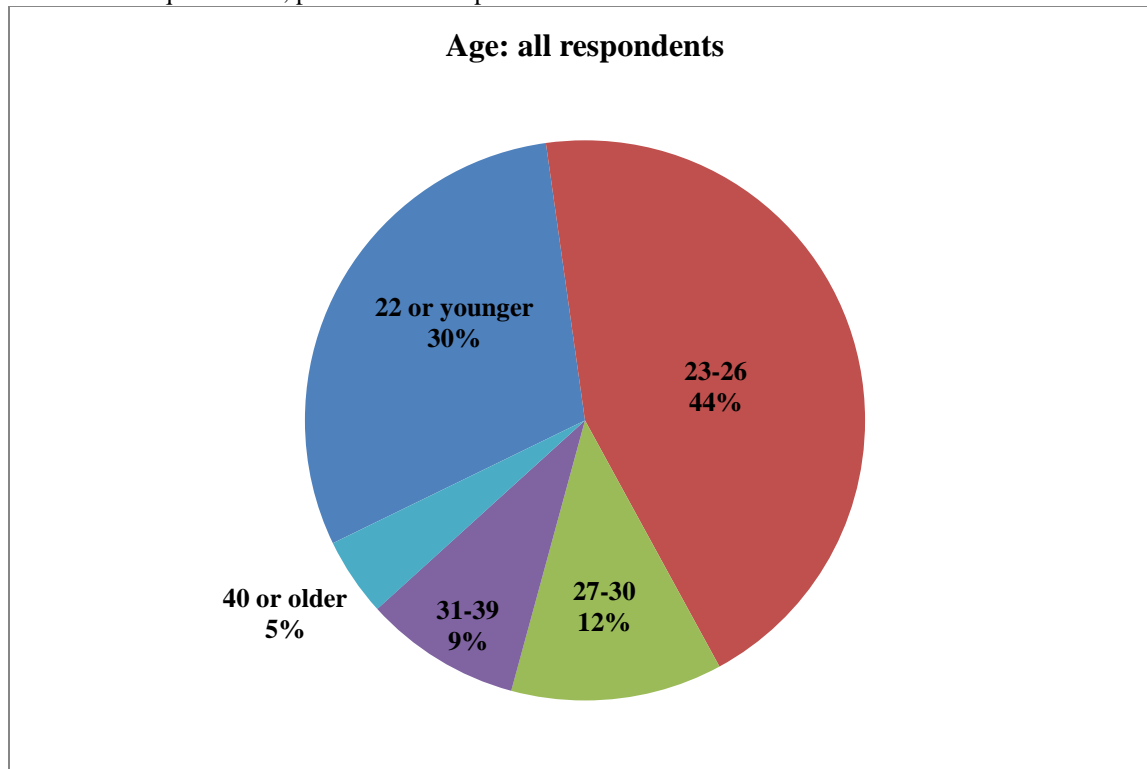


Table 15: Details: All responses for question 19, disaggregated by department.

Department	22 or younger	23-26	27-30	31-39	40 or older	Total
All	30%	44.3%	12.2%	9%	4.5%	1174
Art	19.7%	39.4%	19.7%	12.7%	8.5%	71
Communication	32.4%	49.3%	10.1%	5.8%	2.4%	207
Communication Disorders	43.5%	30.4%	13%	4.3%	8.7%	23
CCS: Anthropology	17.9%	50%	10.7%	17.9%	3.6%	28
CCS: Liberal Studies	22.2%	38.9%	22.2%	8.3%	8.3%	36
Economics	24.7%	49.3%	15.1%	8.2%	2.7%	73
English	19.4%	41.9%	9.7%	16.1%	12.9%	62
HHP: Kinesiology	40.8%	40%	8.3%	7.5%	3.3%	120
HHP: Nutrition	35%	43.3%	15%	6.7%		60
Hispanic Studies	15%	45%	20%	10%	10%	20
History	21.3%	34%	23.4%	14.9%	6.4%	47
Modern & Classical Languages		50%	50%			4
Music	57.6%	42.4%				33
Philosophy	30%	50%	10%	10%		10
Political Science	39.3%	43.8%	5.6%	6.7%	4.5%	89
Psychology	25.5%	46.2%	13.8%	10.1%	4.5%	247
Sociology	33.3%	57.1%	3.3%	16.7%	6.7%	14
Theatre & Dance	35.7%	44.3%		7.1%		1174

Learning Experiences in CLASS: Verbatim Comments

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

Two Most Positive Aspects

Question 20 asks students to name the two most positive aspects of their learning experiences in CLASS. 793 of the 1,219 students surveyed responded to this question, over 65%. The most popular response usually revolved around the quality of our professors: 400 of the 793 responses mentioned professors, 121 specifically by name.

Art

- *The passionate professors, the challenging engaging education!*
- *Growing with the same people and having a close knit relationship to really grow and learn.*
- *Discovered silkscreen which is what I want to do the rest of my life...I was able to take psychology and sociology classes which are two of my side interests.*
- *My advisor, Amanda Clay, in the fine arts department was excellent. Always helped me with tough decisions and was also very supportive through the entirety of my undergraduate career. Second positive aspect was definitely the amount of interdisciplinary course offerings happening all across the CLASS, I was able to take sociology classes, history classes, etc. that applied in my last 60hrs to various areas that I had no clue they would be able to fulfill.*
- *I feel prepared by my instructors to present myself and my work in an educated manner. My advisor, Amanda Clay, was great to work with when planning for my classes. She was always on top of what I needed to do and I always felt like she actually cared for my best interest.*
- *The professors and the courses.*
- *The advisors were really great for me. I had a lot of truly passionate professors.*
- *The professors in the Graphic Communications program were highly skilled and professional, I learned a lot from them. I feel well-rounded in my major.*
- *Sociology classes allowed me to write papers on topics that actually interested me.*
- **Good computer classes in the art building. I took some courses in the college of technology and they were pretty bad in comparison. *I was happy to be able to take Japanese.*
- *It was engaging. A lot of variation and opportunity.*
- *Exposes you to other aspects of art and knowledge, encourages you to expand in other fields of knowledge*
- *Interesting and knowledgeable.*
- *1. Great variety of diverse subjects. 2. Lot of options for majors as well as minors.*
- *Creative freedom And Inspiring environment.*
- *Great art history professors. Good curriculum.*
- *1. Figuring out how to find things out myself 2. Taking some really interesting art and art history courses.*
- *Didn't like CLASS. But I liked the ability to take courses online. Made it possible to work.*
- *Pat masterson, and Amanda Clay.*
- *Experience and Technique.*
- *My thinking capacity grew, and I got to explore in the field I was most interested in.*
- *The uh student community.*
- *Joe Winston's (adjunct prof) darkroom black and white photography class. And most importantly Mary Magsamen's Intro to Interdisciplinary Art class - changed my life and made me change my major.*
- *Stephan hillerbrand.*
- *Individualized attention Motivation & Encouragement.*
- *Excellent art history professors. Fair space for the painting Block.*
- *Critiques & professors feedback.*
- *The advisors were very nice. I would say that is the most positive thing, having people who know what they're talking about and who actually care. Another would be the professors who are just damn good.*
- *Great advisors and I loved my professors.*

- *I met a lot of great people within my field of study. Being able to work alongside said people.*
- *Class size in the art school, The Honors College.*
- *I was able to successfully write an analysis paper in my art history classes. I learned the aspects of graphics design in my art classes.*
- *Small classes, more one-on-one interaction with professors. Wide range of resources that were available to me.*
- *Studio time at the SPA while in Sculpture block. Almost 24 hour access to all the facilities for creating work. Like the welding, wood shop, computer lab.*
- *1. Great Instructors (Sculpture). 2. Great classroom (SPA).*
- *Instructors! Aside from 1 professor I had amazing instructors in the school of Art. Not limited to but absolutely including Dr. Kootz, Dr. Lockheed, and Dr. Tahinci.*
- *Great teachers, good material.*
- *1. I enjoyed many of my professors and thought I was always being taught by the best educators. 2. I believe I was given all of the resources I needed to succeed. The combination of books, Blackboard and other materials was always great.*
- *The design aspect is very interesting but not much is offered. Dr Orto is amazing along with Dr. Lockheed, Dr. Koontz and Dr Tanhici*
- *I took several professors for more than one course, it really helped to build a student-teacher relationship where I could ask for advice in the art field as well as develop my art ideas.*
- *Positive envirement, Good Teachers.*
- *I learned that any student can get through any of the courses if they would just do what they have to do. Most students, I noticed, weren't prepared or just lazy. I learned that the courses to me weren't challenging enough.*
- *Lina Dib, Patrick Masterson.*
- *My semesters in the Painting Block were my most positive experience at University of Houston. It was a valuable opportunity to paint under the direction of experienced professional artists from within a guided studio environment. The visiting artists lectures and studio tours added a helpful perspective for me as an undergraduate artist. The opportunity to study Art History under the excellent professors at the University of Houston was also an experience that will help to form my knowledge and perspective as an artist moving forward. I am grateful to have been provided the opportunity to focus on artistic practice from the perspective of a contemporary Art Department while looking at the development of art over the historic timeline.*
- *The courses I took were taught by knowledgeable and involved professors who encouraged critical thought and the expansion of ideas.*
- *1). The friendly, helpfulness of the staff, including office staff, advisors and professors made me feel that my questions and opinions were important. 2). The knowledge of the teaching staff was definitely a positive aspect.*
- *My class mates.*

Communication

- *The professors are really caring about my work. The classes made me a better writer.*
- *I liked having the full studio for my media production classes. Also, I enjoyed the many classes I could take online.*
- *Professors.*
- *Small classes that encouraged class participation and getting to know my professors better.*
- *Great classes and teachers. Very easy to find classes to fit your schedule.*
- *CLASS was easy to navigate academically. The degree plan was fairly straight forward. I learned the most during my internship experiences and Dr. Laura Ashley was a great asset during my time as an intern.*
- *Facilities and Faculty.*
- *- The instructor - The classmates.*
- *The absolute most positive experience that I had in CLASS was the Honors College. I know that it is not technically a part of class, but it lends itself towards an ability to take a wide spectrum of the interesting and unique classes offered by the College of Liberal Arts and Social Sciences. The second most positive experience that I was the Phronesis program. Specifically, the Junior Fellows program. I have moved to Washington and taken a job as a lobbyist, and I have yet to find another group that carries on discussions that are as fractionally fulfilling as the Phronesis discussions. I will spend the rest of my life trying to recreate the environment I found in both the Honors College, the Phronesis Program, and the University of Houston. Nowhere else have I been that has so many people so interested in make me interested in the wold.*
- *I had amazing teachers and always had help when I needed it!*
- *Classes were easy.*
- *My professors were really great. I enjoyed the classes.*

- *Great faculty and fantastic colleagues.*
- *The classes I took for my major were rigorous and made me feel confident about working in my field after graduating.*
- *Very knowledgeable professors and a decent variety of elective options.*
- *SWOT analysis and RACE matrix.*
- *Great professors relevant classwork.*
- *Professors like Carolyn Canville and Crixcell.*
- *- Had some inspiring professors. - Learned new things that I found helpful in reality.*
- *The classes in CLASS were very informative and applied to real life situations. They were also a lot of fun to take in regards to learning about people, the media and adapting and analyzing different situations with different communication techniques.*
- *I loved my PR professor Julie Fix, she was very helpful and I always enjoyed her classes!*
- *Most of my teachers gave me some insight on working in the communication field.*
- *Clubs to network; professors real world experience.*
- *Wide variety of classes offered large number of creative classes/arts classes.*
- *Networking Thinking outside the box.*
- *Professor Kelley was the best professor I had. I also enjoyed that the CLASS requirement was to take other classes within CLASS. Otherwise I would have never found out I liked art history so much.*
- *Adf.*
- *1.) The fellow students in classes I took. Most were all very professional, and became good friends. 2.) Learning in ways I wouldn't have expected to learn.*
- *Professors Schedule.*
- *Teachers Their classes.*
- *Great professors and interesting courses.*
- *The amazing professors at Jack J Valenti.*
- *Journalism Professors Cheap books.*
- *Professors who have an ample amount of relevant experience working directly in communications. It is much more helpful with a professor that has real-world experience. I like the availability of several online classes that can go towards my major.*
- *Once I was in my major, I really began to enjoy my time at UH. I loved all my French courses. I knew little to no french upon entering and I can now cover basic french.*
- *Easy to build relationships with your teachers and a good hands on approach to teaching.*
- *I learn specifically how to write more creatively and craft my messages when writing essays. I also learned how to network better and efficiently with others.*
- *The NSAC class fully prepared me for the real world of Advertising.*
- *1. Lots of great people to ask to work with in the future. 2. The professors are great.*
- *I'm done.*
- *Some good comm professors. Nice new comm lab.*
- *Learning to do my own research, never be afraid to be creative.*
- *Learning real world things for my future Having great teachers.*
- *The professors that really cared about their students success.*
- *It's a little more laid back than Bauer, but in a good way. I also feel like CLASS (at least in Jack J. Valenti) gives you a lot more hands-on experience and opportunities to see and apply how your major works in the real world.*
- *The diversity of classes allowed me to explore various subjects, and [comment breaks off suddenly]*
- *Some of the professors I met (Crixell, Vardeman, Buck, Ashley) The people I met.*
- *Professors have real experience in the field that they teach & advisors are really helpful and knowledgeable.*
- *The main professor for my degree was a great teacher; there should be more like him. The close-to-real-world experience I had by participating in NSAC.*
- *I enjoyed my classes and feel ready to begin my career.*
- *The classes offered and great advisors.*
- *1) The professors are very knowledgeable and most are helpful. 2) I liked testing in the CBB because everyone was organized and it was very quiet.*
- *The great teachers and the language department.*
- *Within my communication degree I was required to take other communication classes with the Valenti school and this was really helpful. I would not have otherwise taken courses outside of my specific concentration of communications. Taking other*

classes allowed me to get a feel for other aspects of communication that I would not have considered. Secondly, I was offered a variety of courses within CLASS. I appreciate this very much because I was able to learn about different aspects within my two fields.

- The professors and the environment that the school is built around. It was very welcoming and encouraged progress through practical situations that could come up in real life.
- 1. Learning how to work as part of a team. 2. Skills that I am able to take into the work world.
- A wealth of experience and access to individuals who can help me build on the foundations I made in the class room.
- The teaching methods made most things hands on, this made it possible for me to gain real life experience rather than just reading from a book. Second, had to be the material we learned.
- Taking communication courses with Professor Buck was very enlightening. I learned things from her lectures that I can and will apply beyond the classroom.
- 1. The COMM Lab allowed me to work on all of my projects and always had the correct tools I needed. 2. The Professors were great especially Larry Kelley.
- (1) Experienced professors with a passion for learning (2) Curriculum in the field of Public Relations that will prepare me for my field of work.
- Joining an Organization with my major Advertising - AAF American Advertising Federation Also, Meeting a group of people, doing an internship and learning so much about advertising, marketing, public relations, and communications. I have become a much better writer because of that.
- Theories relating to my field and hands on training.
- 1. The Knowledge and helpfulness of my professors most specifically Crowe, Houk and Crowe in my production classes. 2. The hands on experience I received in my production classes.
- The teachers! I have always had great teachers for everyone of my classes. I have really enjoyed them all. Another great thing about CLASS is all the different resources they offer.
- Great teachers and classmates are really helpful.
- Hands on experience Access to additional help.
- 1. Professors passionate about what they were teaching and making sure students understood the material. 2. Having hands on experience with labs.
- Small Classes Responsive Teachers.
- Overall quality professors and connecting with students in my major.
- Availability of professors, use of professional equipment.
- The professors--Doctor Vardeman. The opportunities being mentioned and emailed to students.
- The most positive aspect was my professors. I really enjoyed the experience in the field of study that my professors had and that they were able to relate to during lectures.
- 1. The Sugar Land campus was great. 2. Great teachers.
- Being able to talk to other students in class I enjoy hearing professors real life experiences before they started teaching at the university.
- The professors. There was maybe only one or two professors that I feel did not help me. The sizes of classes.
- I felt that the professor were exceptional and always open to give extra support to students. In the communications school, I felt that the classes offered really prepare students for the professional world than anywhere else.
- actually learning about the major and getting to see what it'd be like to have a job in that field.
- Communications lab, great teachers.
- The professors and courses.
- The best part about the communication school is that all of the professors have been in their various fields so they bring first-hand experience to the classroom. Classes are easy.
- Teachers were very passionate about the subjects they taught.
- The faculty really helped make my closer enjoyable and I learned a lot from them. Course work was reasonable and applicable.
- 1) Friendly communication professors. 2) Helpful advisors.
- The hands on approach of the Media Production classes I took Orlando Zamora is the best advisor hands on.
- Some great faculty that taught me a lot, lots of interesting students to collaborate with.
- How to manage time; mostly between working and academics.
- The two most positive aspects of my learning experience was the advisors and my major classes that I took.

- *Amazing Professors Great advisors and study lab.*
- *Friendly Teachers and Excellent Facilities.*
- *Spanish Classes! Eduardo Vargars -Blanco is an awesome teacher!!!!*
- *Great professors and programs. NSAC and AAF.*
- *Being active in an internship during the semester and producing our own television broadcast.*
- *Experienced a broad selection of study topics. Information was up to date.*
- *I was taught curriculum that translates to exactly what I will be doing in the workforce. Second, the professors were almost always professionals in the field outside of teaching which allowed them to give us real world examples.*
- *I met the most influential professor, Professor Buck. I learned that communicating will make a huge difference.*
- *1. I got to take good classes. 2. The advisors were extremely helpful.*
- *The 2 most positive aspects of my learning experience in CLASS is in how every single class the students bonded. We bonded over assignments, exams, papers, everything. Also, for me, I enjoyed the more traditional classes. The ones that were, for example, power points with notes, lecture, then go home and read.*
- *Small class sizes, hands on assignments.*
- *I learned new communication skills. I learned how to use basic programs the professionals use.*
- *1. Great professors. Almost all of my professors seemed very passionate and knowledgeable in their field. 2. My classes were very interesting and engaging.*
- *Hands on classes. Teachers with experience in the field.*
- *Schedule flexibility.*
- *The teachers are great, and the material is highly effective. I liked that the CLASS professors had real world experience within their fields.*
- *Teachers with real experience. Meeting others in my field of study.*
- *Larry Kelley and Larry Kelley.*
- *The advisor I had, the opportunities of internships they offer.*
- *Computer labs and resources.*
- *My most positive experiences were within my major field of study, Public Relations. My professors helped me transform my love for writing into a skill that I could make a career out of. In addition, my experience with the UH chapter of PRSSA played an integral role in helping me acquire past internships, as well as my current full-time position.*
- *Interesting coursework and amazing professors.*
- *I have learned a lot of technical aspects of broadcasting. As well as software programs for Mac computers.*
- *1) Taking courses in French and studying abroad 2) Taking communications courses and getting to use the studio.*
- *Peers and access to lab at all times.*
- *Comm teachers & lab.*
- *Not many.*
- *How the professors treated us like professional adults. I like how we were able to do projects that actually made a change in the school.*
- *Great communication skills. Better time management.*
- *Luisa Quiroga was a great Spanish professor, I have good understanding of the Spanish language now. Catherine Graham was also a great professor, she challenged me to become a much better writer and student.*
- *Getting to interact with a lot of diverse people, and having resources available to me (labs, studios, etc).*
- *There were many classes that I enjoyed and were beneficial to my future career. My transition from another school was smooth.*
- *The classes I took were small and did not have more than 40 students. This allowed me to network and become a part of not only the class group, but also become part of the network of communication students at UH. The second would be professors like Prof. Kirkland, Prof. Barkley, Prof. Olsen, Prof. Lee, Prof. Jowett, and Prof. Buck. They all are an asset to CLASS and to students who want to go into a career in communications. They teach with with personal knowledge and experience making their classes invaluable to the students. Taking each of their classes and their guidance made me realize I was in the right field and had picked the right major.*
- *Most of the teachers I had were really fantastic, and class sizes were mostly small and very manageable.*
- *Great professors and good technology available.*
- *1) Meeting Dr. Vardeman, she is truly inspirational, loves what she does and will do anything to help her students. 2) I appreciated the professors that gave us real life clients to work with. I am graduating with a portfolio I can be proud of.*

- *The professors in CLASS had a lot of practical, real world experience to share with students. Networking with other communication students.*
- *The teachers I had were great. Most of my professors worked in the field they taught and were able to give me real world advice and better help me figure out what I want to do with my life. David McHam in particular was an outstanding professor. He helped me perfect my writing skills and made it his goal to help me and other students figure out what to do after graduation and how to go about getting a job in the field. Being in Houston, my journalism professors were constantly bringing in guest speakers to talk to the class. Writers from the Chronicle came to speak to my classes several times. I feel I would not be able to get the same experience had I gone to another university. I am a business minor and they too were able to get guest speakers from major companies throughout the Houston area.*
- *I was able to meet some truly interesting professors and I am also now able to say that I have a degree from UH.*
- *Great professors and learning material.*
- *Working in groups can be highly beneficial.*
- *I learned all the basics needed to succeed and I had the opportunity to work with actual clients.*
- *The teachers and real-world experiences.*
- *The professors were all willing to help. The range of course work help prepare me for real world work loads and deadlines.*
- *Being able to use Trados Software for my translations class.*
- *Learning Spanish, who needs RosettaStone when you're being taught by respectable professors, in my case profesoras. Having adjunct professors. Provided quality education with real world experience. Especially in the School of Communication.*
- *Being taught by professors who actually served years of employment in the business world. The small nature of the college.*
- *The experience and level of experience of the teachers.*
- *Randy Polk & Arthur Santana.*
- *Skilled professors (most of them were adjunct).*
- *Teachers where great and very passionate about their field.*
- *Most, if not all the communications professors I had currently work in the fields they teach, bringing an invaluable experience to the students. Prof. Vardeman, Barkley, Economou-Clarke and Crixell are just a few. Communication classes were realistic in providing real world training and group projects with outside agencies (IE Issues management class).*
- *My minor is in History, and for the most part I loved my history classes. Especially those taught by Dr. Cong, and Dr. Holt. I also love my Japanese classes with both Mr and Mrs Nakamoto Sensei. I also really enjoyed non linear editing with Professor Crowe.*
- *Face-to-face interaction with the professor and other students. Instant feedback and follow-up with lectures, assignments, and projects. I enjoyed the variation of my courses and gained knowledge in each class that can be utilized in my professional career.*
- *N/a.*
- *Learned great communication techniques. Learned great psychology techniques.*
- *1. Available resources 2. Practical experiences.*
- *Joining AAF and being a part of NSAC.*
- *The professors where experienced in their field and gave good advice. When i was not doing my best someone was there to assist.*
- *Face to Face.*
- *Learning Face to Face, and My professors.*
- *The professors providing hands on experience. Being able to talk to professionals in my field.*
- *Great professors Great facilities.*
- *The professors that were interested in teaching and learning. All of the people that I met.*
- *1. Outstanding professors with impeccable academic credentials. 2. A wide array of course topics.*
- *Classes offered at the northwest campus made it possible for me to earn my degree. I appreciated having professors who had actual work experience in the field (outside of teaching).*
- *Taking French from Dr. Tucci and a Small Group Process comm class from Jill Yamasaki.*
- *1. I thoroughly enjoyed studying the courses of my major, Interpersonal Communication. 2. I feel that my communicating skills have been enhanced by the courses.*

Communication Science & Disorders

- *Great teachers and great advisor!*
- *1) Professors were all great, even outside of the CLASS department 2) Advisor was extremely helpful.*

- 1. Research Assistant 2. Personally getting to know counselor and professors to help me out whenever needed.
- One teacher I had Sandra Buck was great.
- The teachers were always supportive and helped to the best of their abilities to lead students to succeed. Also, the interaction between students of the same class was a strong foundation and reference to cease every opportunity and move together to achieve our goals.
- Great faculty, great advisor.
- Highly educational professors and nice campus.
- Great faculty and supportive staff Loved the courses offered on campus and online.
- All of my teachers had a wealth of knowledge and information that they gladly provide to me every single day. Also I loved how I got to really know the professors and administrative staff in COMD, especially in the ASLI Program.
- Graduating from a tier one school and learning how to take what I have learned and being able to use it.
- I met some amazing people and made lifelong friends. CLASS is a close nit department.
- I truly enjoyed the classes and really liked the student-professor interactions. I believe the learning experience is based on what the student puts into the class. No matter where or how you take it, if you give it all your effort and utilize the resources available, you will do well.
- Friendships I built between a few select classmates. The psychology and health professors I had were amazing. Particularly Dr. Gail Gillan (human sexuality), Dr. Lynda Villanueva (intro to methods in psych), and Dr. Herb Agan (psych gender)
- Being taught by people who are truly passionate about their field.
- Great ComD professors, learned a lot! Also, for the most part, great professors in all classes in I took at UH, except for 2 in Psych department. Dr. Leasure and Dr. Steinberg in Psych, however, were fantastic, I loved them both!
- I had great professors who helped me specifically Dr. Ivey on my thesis. I had a good advisor who was personable.
- I had an outstanding advisor. She was professional, caring, and very encouraging. I feel she is one of the best parts of UH. Blackboard, not Blackboard Learn, was very useful for keeping up with due dates, other classmates, and turning in assignments.
- The experience in learning how to behave professionally with professors and meet deadlines. The knowledge and background experience that was passed on to me that each of the professors held.
- The professors are great! The coarse work was intense.

CCS: Anthropology

- The variety of classes that were offered and how most of those classes helped me to become more socially conscious and aware.
- Well-rounded, low stress atmosphere.
- Dr. Storey and Dr. Zentz.
- Research and how to be open and in biased about going to receive information.
- Professors in the Anthropology department who were not only extremely knowledgeable in their field, but helpful and receptive to any questions. CLASS being more of a close-knit student and faculty environment.
- There were some psychology courses that were good.
- Critical thinking and evaluation Self-led learning.
- There were a wide variety of topics so I had exposure to many different areas of study within Anthropology. The work load was not as heavy and I never felt stressed or under pressure. This could be a good ore bad thing.
- The teachers and the social opportunities.
- Class discussion/debates, Knowledge sharing.
- I appreciate how professional my professors were. I had very good courses and challenging coursework.
- I was never bored in any of my classes. And my professors were all fantastic.
- 1.) Interesting class offerings each semester. 2.) Faculty was always available for help.
- Good teachers and improved my writing skills.
- I enjoyed taking classes with Deepa Reddy and Jose Martinez.
- The Professors in the Anthropology department are amazing!
- The classes were interesting and helped me to really learn my field. The second thing that was great was my advisor. Landis is really the best and helped me all the way.
- Most of the professors I had were passionate about their field. There are many services available for students.
- The history that I always wanted to know about and the opportunity to fillful my dream of getting a degree.

CCS: Liberal Studies

- *Being more well-rounded in terms of the topics covered in my education and the outstanding advisor that I had, Tamara Cobb.*
- *Opened me up to the world of the arts More accepting of not STEM majors.*
- *Tamara was a great advisor and the opportunity to choose many different minors worked well with me.*
- *I enjoyed the conversational nature of ILAS 4350, and I also thoroughly enjoyed the books in Dr. Houston's Science Fiction Literature class.*
- *Diverse classes. Knowledgeable and effective advisor.*
- *Developing my writing skills Having the opportunity to have a well rounded education.*
- *Being able to have a major that incorporates different fields of study. The psychology (Dr. Lisa Penny), HDFS, and communication classes.*
- *Learning about different cultures and their art/literature.*
- *The Spirit and determination that we had as CLASS students to achieve in every aspect of our major.*
- *Dr. Witt And courses such as social psychology were my two favorite aspects. He and Jennifer byran are phenomenal professors applied course concepts to everyday life.*
- *My Academic Advisor, Tamara Cobb. I had great professors.*
- *My Liberal studies advisor has been amazing advisor. I loved the people I met.*
- *Social skills and being a well rounded student.*
- *On the whole i had knowledgeable teachers who cared. Also the class selection in regards to topics and scheduling was very diverse.*
- *I got to learn some amazing things about culture which can help me when interacting with people from another culture, and in history getting to learn about how some things came to be.*
- *I loved my Women's Studies minor and all the classes and especially the professors of that department. I first started with communication as one of minor but a semester after I changed my minor Comm minor to Soc minor, because of bad experience and very rude professors in my comm minors that I came across.*
- *I enjoyed the option of choosing three minors for my Liberal Studies major.*
- *1) I love that I was able to focus on 3 minors that interest me instead of having to pick one. 2) I love that I was able to receive mentorship for my 3 minors advisors in addition to my degree advisor keeping me on track with my degree plan.*
- *- Study globalization and political sciences.*
- *Made me think out side the box and topics were new.*
- *The layout of my degree plan was easy to understand and, although I find some of the classes I had to take COMPLETELY unnecessary for what I want to do, overall, it was fair. And I appreciate the faculty in my psych and sociology classes...they were very passionate people and seemed to really like what they do and expanding minds to their respective fields...*
- *My analytical and writing skills have increased phenomenally.*
- *Advisors are clearly the glue of the University. Ms. Gold-Singleton and Tamara Cobb are superb at what they do.*
- *1. Broad spectrum of learning and understanding in an academic field 2. The reading materials in both ILAS required courses via Dr. Behr and Dr. Oliva.*

Economics

- *Professors Classmates.*
- *1) Developed a more well-rounded world view, 2) Better project management skills.*
- *Met great professors saw multiple sides to an argument.*
- *Edward Manouelian, teachers.*
- *I was able to meet some incredible people and teachers. I enjoyed getting to know my professors and how available they were when needed.*
- *Great people, exceptional teachers.*
- *Work smart not hard Get started on work as soon as its handed out so you and professor can work on it to make your skills proficient.*
- *None.*
- *Professors subjects.*
- *Good classes Good teachers.*
- *The Language Center The Advising process.*
- *Meeting the group of students also in the program!*

- Degree plan flexibility and quality professors
- NA.
- Knowledgeable faculty members and Diverse teaching methodology.
- The teaching staff in my major are well versed and teach a good curriculum. I believe that I learned much of what I need to know to succeed.
- Mrs. Foley and the help she gave me whenever I needed it. Ed Hirs and his Economics of Energy class was one of the best and most beneficial classes I have ever taken.
- All the professors are very passionate about what they're teaching.
- Good professors, good students.
- Hands on professors An easily accessible advisor.
- Meeting new people , learning new things.
- First positive aspect I learned was that education really is the key to success and the second aspect I learned was hard work will pay off in the long run!
- They had a lot of interesting class offerings for electives and they were very generous to give us 30+ hours of free electives.
- I learned how to manage my time. I feel prepared to work on my field.
- Na.
- I thought most of my professors were terrific teachers. I have much respect for them and enjoyed learning from my class professors. I also thought class was very good about keeping in contact through email and updating students on various events.
- The requirement to take 9 hours outside of your college allowed me to take classes i otherwise would not have taken. This allowed me to take an interest in other classes. Another positive aspect of CLASS was the class selection. I have only had a difficult time enrolling in a class i wanted to take a few times.
- Being able to sit among a diverse group of people. Having s school that was a true urban experience.
- IT is such a diverse school and I enjoyed meeting everyone.
- Class environment and people willing to help you.
- Ms. MARION FOLEY is the most amazing aspect and person i have ever encountered in any college. Second to her, would be professor Cubas and Zhivan... both amazing professors.
- Real world application of the material and the experience of my professors.
- Convince and access to professors.
- The faculty and the material.
- I had great professors and the size of the classes.
- Great professors. Diverse and challenging electives.
- I learned to overcome my fear of learning a new language. I also learned how to have patience in situations where you're forced to work in a group and you don't receive cooperation from everyone while doing so.
- Time management, multitasking.
- One would be the major electives offered. I'm an econ major and took a class on Russian transition from communism to a a looser market, I liked the class because I've always been intrigued by Russia as up until their collaps they were are equal on the world stage. I also took a class on capital markets which I enjoyed. Another aspect would be that a couple of classes encouraged me to "think outside the box", specifically game theory and economic analysis of law. They were hard classes but fun, very analytical.
- Full-time, tenured Economics professors are fantastic!
- A few professors/classes have been very engaging. Others not so much. I enjoyed some research opportunities.
- 1. Teachers were effective and curriculum were succinct. 2. Ms. Marion Foley, the counselor!
- Listening to the professor, and being able to ask questions.

English

- Many of the classes I took were wonderful (although not all). I generally felt like the teachers really knew and cared about their material. They were quite helpful, and interested in their students learning well. Also, many of the classes encouraged discussion and interaction, which I really appreciate.
- 1. Knowledgeable professors. 2. Reasonable workloads/assignments.
- Helpful professors who helped me understand classroom material and excellent online classes that were clear and understandable.

- *The professors were always very knowledgeable and were, for the most part, friendly and willing to answer any and all questions I had about coursework. I also loved that English classes were never very large. It allowed for productive in-class discussions.*
- *Writing and work shop classes.*
- *1. Meeting teachers who were excited about their fields 2. Taking courses that helped me better understand the english language.*
- *The connections I've made and the stories I've workshopped.*
- *The faculty. Some of them.*
- *A strong educational experience and the opportunity to connect with people who have ideas that differ from mine.*
- *I love the relationships I made while in CLASS, as well as, meeting some amazing professors who have forever influenced my life.*
- *Classes offered.*
- *Professors in the English department are greatly appreciated, I have learned so much. I am happy with the degree I have achieved in liberal arts college.*
- *The advisors and professor Maria Gonzalez.*
- *Good professors and helpful advisors.*
- *1) Expanding the variety of books I have now read. 2) Deeper literature discussion.*
- *Professors and course work.*
- *I really enjoyed the atmosphere. The English Department is just a great place to be. I also think the professors in the English Department are the best professors I have had in my college career.*
- *Gaining the wisdom of my professors and developing my writing.*
- *1. The classes were small and intimate in a way that increased the effectiveness of the learning environment. 2. My academic essays/papers/exams were mostly graded by the actual professor of the class, not his or her aid. I feel that this aspect was important in my academic writing experience.*
- *Professors library.*
- *Dr. Jim Pipkin, Kevin Prufer.*
- *I got a community of writers who make my life worth living. I wouldn't have this had I not gone to college, particularly UH.*
- *Dr. Hogue's post modernism class. Love, love, love. He gave some fabulous lectures. Aboul-Ela also did a great job engaging the class, and constructing a classroom that demanded discussion participation from all individuals.*
- *Small classes Great teachers.*
- *Ange Mlinko and Sally Connolly.*
- *One of the most positive aspects of CLASS was the awesome professors I took. I had a french professor who was incredibly kind and nice, and who gave me an opportunity to lead a student organization. Another aspect, was my creative writing professor who I learned a lot from.*
- *Encouraging teachers and helpful advisors.*
- *I learned to write efficiently and effectively, and I was exposed to the creative writing community in Houston.*
- *My professors and the courses.*
- *Meeting many great professors, in particular Dr Ferguson and Dr Baker, who inspired me to pursue literature with the same degree of interest that they did. Having my writings critiqued and analyzed so thoroughly, I felt with every essay I turned in I learned an immense amount about writing.*
- *The professors and the workshops.*
- *African American Studies Program and Creative Writing Program.*
- *Instructors always available and willing to help with concerns or questions.*
- *Knowledgeable professors, good library.*
- *Dissecting and examining how stories best fit together. Class discussions, including workshopping.*
- *Versatile; engaging.*
- *Flexibility with course methods.*
- *The professors and their insights were very rewarding, and the exposure to various authors.*
- *The faculty and staff of the English dept have been supportive and easy to work with. Professors allowed me to pursue my own critical interests in the assigned texts, encouraging me to develop my academic critical voice.*
- *I have had a few outstanding professors. These professors made me appreciate their subject, even when it was a class that I was not looking forward to. My experiences with the History department were outstanding.*
- *Great professors such as: Natalie Houston, Patricia Yongue, Jim Zebroski, Alex Parsons, Robert Boswell, Aaron Reynolds.*

- *Mostly great teachers. I only had one professor I felt did not care, nor was he an effective teacher.*
- *Exposure to professors who pushed us to think creatively, think analytically, think uniquely. Professors Christensen, Parsons, Bacchus, Mazella, Barr-Fitzgerald, Battle, Dorothy Baker, Kathleen Lee, Vigil, Guajardo, Boffone, and Naranjo. They pushed us to THINK and write what we think in a way that stimulates discourse and further literary critical analysis.*
- *I had some good professors and was exposed to wide range of literary readings. Each class contributed something new to my understanding of English Literature.*
- *Dr. Zivley - an excellent professor who actually taught us how to write I enjoyed learning critical thinking skills with papers written on literature.*
- *No comment.*
- *The poetry professors were extremely helpful and encouraged different views. The details I have learned about the history and the authors helped to understand the creative writing process.*
- *As a result of my learning experience at the University of Houston, my love of literature grew even greater, I gained an appreciation for other cultures as well as for literature that speaks of experiences different from my own, and I came to better understand why rules are applied to how we communicate.*
- *Getting an F on my first paper from Shirley Shively Studying Fiction from 1865 with Michael Snediker.*
- *1. Dr. Aboul-Ela's course in Post Colonial literature was my favorite English course. While my other instructors preferred the stand-and-lecture approach, Dr. Aboul-Ela generated vigorous and thoughtful class discussion. He never told us what we needed to know, he guided us to the knowledge and let us discover it. Very gifted instructor. He should be a role-model. 2. Dr. Fish's 4319 course was the most valuable course I've taken. It should be required for all prospective teachers. She could teach a few things about "critical theory" vs "reader response" methods of teaching to other UH English professors.*

HHP: Kinesiology

- *Dr. Lowder's Class Dr. Simpson's Class.*
- *My internship was the most positive learning experience. And also my sports law course since I am going to law school.*
- *I enjoyed taking the classes in CLASS, but wished I was better prepared for my future. I also wish there were more learning opportunities that would prepare us for future jobs related to our major.*
- *Taking classes that actually had to do with my future profession. Taking courses that got me interested in other areas of my field.*
- *Meeting new people in the field. Connections broaden throughout the years.*
- *Meeting all the people in my same major on different careers paths than I am and completing the courses thatll get me closer to my career.*
- *Feeling of in unity and pride. Felt like the classes I've taken really pertained to major.*
- *Good people, great staff, and also the HHP department is very friendly.*
- *I loved the hands on experience of some of my classes. It enhanced my learning. The computer lab and study area were places I definitely utilized. They made studying on campus more convenient.*
- *Some of the teachers and courses taken.*
- *The internship and my classmates.*
- *Good hands on learning experience in senior level Kinesiology classes. Many clubs offered to help make connections with students in similar majors.*
- *Online courses with for flexible schedules, and majority of Kinesiolgy professors very knowledgeable and effective teachers namely Professor Lowder, Breslin, and Simpson.*
- *Broad array of personalities and different learning styles.*
- *None.*
- *Great professors Online classes.*
- *Classes were decent Teachers are okay to.*
- *N/a.*
- *Getting to work with the Special Olympics.*
- *The courses were interesting and the preparation for graduate programs were phenomenal.*
- *The professors were great and the facilities were nice.*
- *Opportunities I was given to gain experience, whether through employment or volunteering. Being around people with similar goals as me on a regular basis.*
- *My teachers and classmates.*
- *N/a.*

- *Great professors, and very knowledgeable.*
- *N/a.*
- *Professors and advisors.*
- *The students the major.*
- *1) Learned how to deal with obstacles in the classroom. 2) Had a major dealing with my life plans.*
- *Met interesting people.*
- *-online classes -alot of options for choosing a major.*
- *Idk.*
- *Great professors and good opportunities to connect to others already working in the field I am working towards.*
- *hands-on classes, faculty friendliness and casualness.*
- *Professors, hands-on activites.*
- *Upper level professor were helpful. Enjoyed upper level labs. (Exercise Testing).*
- *Lowder is a bad ass professor. Getting to know my classmates very well.*
- *HHP Edinburgh Napier Exchange program and the opportunity to work in the Texas Medical Center.*
- *Great professors A lot of volunteer opportunities to help build a resume.*
- *Certain professors impacted the way I looked at my major (and what I was able to do with it after graduation). My peers in most of my classes were enthusiastic about the same subject/topics as myself, which made class much more enjoyable.*
- *Kinesiology is a science even though people look down on it the human body is still a mystery in many aspects.*
- *When I needed help it was easy for me to talk to my professors when I had a problem through email than person. My peers and I would were friendly and willing to help each other since we all had the same goal in mind with doing great in the class. examples of study groups or when would quiz each other before the big test.*
- *Easy grades, and easy to talk to teachers.*
- *The support from professors. The support from staff.*
- *Great teachers and a schedule I could work around.*
- *Great Teachers, and great opportunities for internships only.*
- *Helpful teachers in HHP.*
- *I was able to meet a lot of professors that were conducting different students that required them to apply for grants and conduct high level research at the University of Houston. I was exposed to all the different types of careers in my major and what the job descriptions were.*
- *The teaching of Dr. Rey Trevino and the advisement help from Alma Gonzales.*
- *Great group bondage Professors always willing to help.*
- *Availability of online classes and helpfulness of teachers.*
- *William Kurth the advisor and my internship with UH sports med.*
- *Sports Marketing with Dr. Cottingham Human Development with Dr. Lowder.*
- *Time management and communication with professionals.*
- *Having to complete an internship which could possibly lead to a full-time paid position. Getting a well round idea of what Sports Administration is all about.*
- *Learning the necessary skills for related jobs and truly enjoying what I was learning.*
- *The classes and the students.*
- *Course times and availability. Quality of teachers.*
- *Learning about my field and taking sports related classes with guest speakers who have worked in the industry.*
- *Dr. Lowder and most of the material through the Kinesiology plan.*
- *Lots of activity and interest.*
- *Professors, students.*
- *1. Online courses were offered instead of face-to-face courses. 2. Offering summer courses was good because it helped me complete my major in a shorter amount of time.*
- *Professors that taught in a way which made me really learn. Peers that made the learning experience a little bit easier.*
- *The internship process was good learning experience for me.*
- *Can't actually think of any positives...*
- *I learned a lot about the subject im most interested in.*
- *Good teaching.*
- *Knowledge regarding Sport Law Basic knowledge in sports management.*

- *Exposure to the many job, research and teaching opportunities that exist within the field of kinesiology was an important and positive aspect of my learning experience. Being taught and inspired by (mostly) high quality professors was another positive aspect.*
- *Learning support services, counseling services.*
- *I got a lot out of the KIN lecture classes more than any other class, specifically the classes taught by Dr. Lowder, Dr. Connaboy, Dr. Cottingham, Dr. Breslin, Dr. Wier.*
- *I made A LOT of friends and thoroughly enjoyed my classes pertaining to my major.*
- *Opportunity to work closely with professors and interesting coursework.*
- *I learned alot about biomechanics and the professional preparation of sports.*
- *1) Learning to work with a diverse people group 2) Improving my work ethic and dedication (hard work) to succeed, even in the face of difficulties and trials.*
- *Exposure to a diverse student body. Enthusiastic instructors.*
- *Ability to access my education tools when needed. Ability to have access to discussion pages.*

HHP: Nutrition

- *Meeting a lot of great professors and students. Learning a great deal from experienced professors.*
- *Thinking outside of the box, opening my eyes to the importance of research, in depth knowledge.*
- *Exposure to different fields in nutrition. The different diseases that nutrition can have an impact on.*
- *Professors were very helpful in allowing students to get into certain courses that were already closed. Professors used a variety of teaching techniques in order to provide students options when learning the material.*
- *Importance of networking and taking advantage of any opportunity that comes my way.*
- *Online classes. Friendly professors.*
- *The hands on Commercial Food production experience was fun The two MNT classes were intellectually stimulating.*
- *My professors for the most part, have been the most positive aspects of my experience in CLASS. Especially the professors for upper level courses, 4000 classes. I also took a language course (arabic) although it wasn't required for my degree plan and it was a great experience. I wish I could fit in the 5 hour language courses more easily into my schedule so that I could have taken more (arabic 2,3, etc).*
- *Most of the professors were great. Positive educational environment.*
- *Nutritional Counseling with Prof. Honig I chose good electives for Humanities, Writing Intensive and Visual/Performing Arts (World Cinema, American Drama and Intro to Theatre).*
- *The computer room in Garrison and the nutrition professors.*
- *Dr.Tracey ledoux was an inspiration!*
- *Some professors are very knowledgeable about their field. The teaching style is effective to build skills to use in the real world.*
- *Since I was a transfer student, I didn't really know what to expect coming in to CLASS. I had a really great experience. I received frequent emails updating me, and there was always extra curricular activities that I enjoyed!*
- *I enjoyed some of the classes.*
- *For the most part, I loved my professors and classmates my last few years. I also enjoyed my internship opportunity at UNDO. Like any other college, I had some professors who were completely willing to help me and others who could care less.*
- *N/A.*
- *Email communication from CLASS (for example: reminders of due dates) instructor's passion and knowledge.*
- *Knowledgeable Nutrition professors.*
- *A select few select professors made the major worth it. Lots of notable faculty to work with for professional purposes as well.*
- *I enjoyed my medical nutrition classes as well as my assessment and planning course.*
- *Most teachers were very helpful and class sizes were good.*
- *Learned a lot about nutrition and wats to counsel others about nutrition.*
- *Major classes reflect the rotations for internships. Courses and pre-reqs were given in a reasonable order.*
- *The courses that focused on aspect of my degree were fantastic, I really enjoyed all of my instructors.*
- *Learning to be healthy and to help others become healthy.*
- *Work study.*
- *Passion and work ethic.*
- *1. Professors are very knowledgeable and care about their students. 2. Variety of courses offered gives wide overview of field of study and closely related fields.*

- Professors that are willing to teach you and that actually care for students.

Hispanic Studies (Spanish)

- The Professors and the opportunity they gave us to reach out to our community and help.
- Additional Foreign Language (Italian) LAC.
- Professors were wonderful & the LAC was great!
- It is fun learning different cultures. Great friends that I make in this major.
- Professors are very knowledgeable and caring. Study abroad programs.
- Professor's devotion and assigned material was interesting.
- Personable faculty High quality education.
- Learning center and great classes.
- PROFESSORS AND CLASSES.
- My professors were highly qualified, helpful, and encouraging. Likewise, I feel that the courses I took were relevant to a well-rounded background in Spanish.
- The professors (especially in Spanish) were about our learning not just grades.
- Teachers were very educated and very good. Learned many new strategies.
- I enjoyed the classwork completely and I was always challenged. Nothing came easy to me and I really had to focus and want my degree.
- Curriculum and professors.
- Professors and the classes offered.
- Professors and administrators.
- Many of my professors have been excellent. In addition, I have made life-long friendships with other students from the Spanish classes I've taken.

History

- All the different options for class topics and the small class sizes.
- 1. there was a great amount of courses to chose from. 2. Easy access to getting help from instructors.
- I learned research skills that have prepared me for graduate school. I also connected with wonderful professors who inspired me to learn more about the world.
- Taking my capstone with Natalia Milanesio was amazing. I learned so much. Being able to confidently teach high school history next year.
- The two most important aspects to me were the professors I had while pursuing my history degree and the other was the amount of new material I learned while pursuing my degree.
- I did meet a lot of interesting people and learned a lot.
- Learning to write what is required and not being as creative, and group projects created a sense of community.
- Overall, the professors were very down to earth and helpful. Secondly, the classes that were offered tended to be very interesting.
- I has some really interesting classes and I learned to schedule myself and achieve goals I had set (eventually!).
- 1. Cool subjects 2. Great professors.
- Dr. Obrien's courses are wonderful ! Dr. Buzzanco's class was wonderful! Dr. Romero's class was interesting! I do feel that I learned in all history classes.
- 1) Great professors 2) Writing practice.
- The most important I pace was made in the African American Studies Department. They were able to be there for support and answer questions. Associate Dean Vela is also great! Professor Romero and o'brien are awesome.
- Wonderful teachers, great academic program.
- I can't.
- High level of professionals. Tier One school.
- The knowledge from my classes and ability to analyze.
- 1) wide variety of subject/class choices 2) professors.
- I loved all of my professors, they were amazing.
- My research writing skills were truly perfected and upon graduating, I certainly feel more prepared for graduate school.
- I am glad that I had to learn a foreign language because that has helped me when applying. I also really enjoyed the professors that taught me.

- *All of them!*
- *Learning from very experienced and knowledgeable professors from CLASS. Being in a college with advisors and professors that were so helpful in every way when students needed extra assistance.*
- *Dr. Sarah Fishman Dr. Jeff Church.*
- *Flexibility/diversity.*
- *Knowledgeable, passionate professors and fantastic subject matter.*
- *Class size was always nice and I was always accommodated when it was needed.*
- *The classes were well organized in the history department. All of my English professors were fantastic and really knew their field of study.*
- *Professors...not having anything to base this off of, I still feel as if the UofH has THE best professors in History. The Spanish professors were also excellent! Flexibility...Even working a full-time job, I was always able to find the classes I needed at times I was available for.*
- *For the most part, the professors were very knowledgeable and fair. There was a balanced assortment of classes from where to choose from.*
- *Courses were good (mostly) Advisors in history were very accessible.*

Modern & Classical Languages

- *Small classes in my German major. Having good teachers.*
- *Dr. Kleinheider and Dr. Glass.*
- *Writing improvements. Critical thinking ability.*
- *The language experience and the wide range of courses offered.*

Music

- *The first positive aspect of my learning experience was the faculty in the music department (the department where 93% of my classes were). The faculty was extremely experienced in their given fields and understanding of different learning approaches and styles in a field where the majority of what we study is how to communicate from one medium to another. The second most positive aspect of my learning experience was the experiences I gained outside of the university through the programs and faculty employed in the music department. This outside experience greatly improves one's employment possibilities outside of the university, and I am thankful for those various opportunities.*
- *1. Taking all of our theory and history classes with the same people, because I felt more connected to the music school and met people in other departments outside of ensembles. 2. Dr. Leek and trio sonata/ reed making classes. These extra classes were crucial to my success as an oboist the first two years.*
- *I had professors that cared about my success and about my well being and generally well structured classes which prepared me for subsequent classes. I had a fantastic student teaching experience that prepared me for my first year of teaching.*
- *Being able to have a voice teacher like Joseph Evans who helped me both academically and professionally. The administrative staff supported me continuously and they truly cared about the well being of my career in and outside of school.*
- *Work with different personality types. Organization and time management.*
- *My academic advisor, Carrie Young, was one of the most helpful, knowledgeable, and influential people in my academic learning experience. Not only did she ensure that my degree plan was being followed and that I was on the right track, she taught me so much about how to plan for life events, and her lessons were invaluable. The professors at the Moores School of Music are really second to none. In every one of my music classes, I felt that I was getting more than what I was paying for, and the knowledge I have gained from them is outstanding. They are all incredibly intelligent, concerned about the student, and invested in giving students a strong basis of musical education. Favorites of mine included Dr. Bertagnolli, Dr. Durrani, Dr. Davis, Matthew Dirst, Marion West, Noe Marmolejo, and David Bertman.*
- *Carrie Young. My advisor. She was my everything.*
- *The atmosphere of the music school. The growing UH campus. I liked seeing all the improvements made. Wish I was staying I actually enjoy them!*
- *Great professors and advisors Hands-on experience!*
- *1) The faculty in the music school were often heavily invested in their students. They put in extra time and effort to help each student and encouraged them to go beyond "okay." 2) There were many opportunities to explore your chosen field outside of classes.*

- *The supportive classmates at the Moores School of Music, and the (mostly) very caring and considerate faculty and staff. It's a great school with an inclusive atmosphere which was nice coming from high school. Other positive experiences include several orchestral/operatic performances which went particularly well.*
- *Performances and graduation.*
- *It seemed that most faculty members cared about my success.*
- *Working with a world class music faculty, and the state of the art facilities at the Moores School of Music.*
- *Coursework in the Honors College. Variety of chamber music coachings at MSM.*
- *My violin professor Dr. Yon is an incredible asset to the school and I learned so much from her. The music school has great professors and feels like a second family.*
- *Learning more about music than I ever could have imagined, and learning to apply myself.*
- *Highly interactive classes. Very knowledgeable and helpful faculty and staff.*
- *1. Carrie Young 2. Chester Rowell.*

Philosophy

- *The teachers, for the most part, were always available for help and were genuinely concerned for the success of each student. The advisor was very helpful when it came to picking out classes.*
- *Faculty availability and willingness to discuss with students.*
- *1. The professors in the English department are fantastic. 2. The class sizes are good; that is, not too few and not too many students.*
- *The professors were friendly and always available for questions. The advisor was also available for anything I could possibly need.*
- *Iain Morrison - Because he actually challenged me to grow as a student. I did not stagnate like I did in every other course I took here.*
- *1. I enjoyed the variety of classes which I was able to choose from. I was not able to take several of the upper level courses not essential to my major (french cinema for example) but I did very much enjoy all of my upper level courses in Philosophy. I was able to take courses on the philosophy of film and time travel. 2. Although I did not often take advantage of the resources to help students I greatly appreciated that they were there.*

Political Science

- *I was able to use what I had learn in my theoretical classes in my more practical classes.*
- *Writing skills and presentation skills.*
- *I loved how passionate the professors were, the credentials they each carried, and how all of them really cared about the progress of their students.*
- *Professors Networking available to students.*
- *I learned how expansive and the depth of topics within Political Science which correlates and relates to the general usefulness of the degree. This relates to my career move forward for the future which relates to the intersect between business and global politics. Therefore, the positive aspect of my learning experience, is the huge field that is very enjoyable and the marketability within my field. The second most positive was the professor and students. The network acquired from my degree was amazing. Not because of the potential employ-ability because of my degree, but rather being surrounded by motivated and interesting people from all walks of life provides students with a network from all over the world and a new dimension of learning that reaches beyond the curriculum.*
- *One of the most positive aspects of CLASS was having access to excellent advisors. I know that without having Dr. Manouelian, I would have been taking courses that weren't necessarily germane to my research interests. Additionally, one of the positive aspects during my time in CLASS was the fact that professors were very open to your thoughts and interests and were often willing to work with you on your own prospects. It is in this regard that Dr. Kennedy excelled in, as he helped frame my graduate school interests.*
- *I learned a greater understanding of world politics and the foundations on which they were built on.*
- *My professors. I had some really great Political Science professors who I admire and learned a lot from.*
- *I thoroughly enjoyed my adviser Edward Manouelian. He was very informative and kind.*
- *I feel that I have grown not only as a student, but as an individual who has come out of shy shell, open to learning and experiencing new things.*

- *The professors that I had the pleasure of learning from were great. They gave the confidence, support and knowledge necessary to pursue a career in the field. I also really appreciate the variety of courses I was able to chose from, from CIA to education policy, I have expanded my knowledge greatly.*
- *I believe that the wide variety of classes I enrolled in helped me become a well balanced individual. Each class demanded a specific method of thought, in which I had to adapt to succeed and learn in the class.*
- *I learned not to trust others with your information and to always be prepared.*
- *Diversity in the classroom and competitive nature of students .*
- *I loved the discussions in the majority of my classes.*
- *1. My professors were incredibly helpful and would always be willing to assist me when necessary. 2. The Political Science advisers were incredibly helpful in planning my college career.*
- *The people and learning.*
- *Overall I enjoyed the degree to which many of my courses in CLASS encouraged me to think abstractly in ways I had not previously done so. Additionally I found the professors very available to spend time with me one on one when I required it.*
- *1) Access to excellent faculty 2) strong training that prepared me for graduate coursework.*
- *Didn't have many experiences in CLASS. I gained a lot experience with my two internships that positively affected my learning experience.*
- *It was a great experience in CLASS, the classes and professors! They were great help on the subject and for my majors.*
- *Professors were outstanding always able to answer questions and help out the students in CLASS . Also the opportunity to study aboard was the best experience in learning as well because you get to experience a whole different culture outside the books and classroom.*
- *The quality of the professors and the diversity of the classes taught.*
- *The professors. The workload.*
- *Sandra Goldstein and the computer labs.*
- *The effective professors and the hardworking advisors.*
- *Makes you a well-rounded individual Professors are very good.*
- *That political science has great advisors like Sara Gold-Singleton.*
- *1) Research Papers 2) Student led discussions moderated by faculty member.*
- *I worked as an office assistant for some time in CLASS and through that experience, I believe I learned about a lot of resources available to me, and was able to use them. I also found that classes were an average of about 30 students past my freshman year and I truly enjoyed having the ability to speak to my teacher whenever possible. I don't believe that is the same for every other major at UH.*
- *Open-mind ability to analysis object through different perspectives.*
- *1.) PProfessors had real world experience. 2.) Advisors were readily available.*
- *I enjoyed my political science classes. I enjoyed my Chinese classes.*
- *Small classes and friendly professors.*
- *Na.*
- *Access to advisors and support staff, interesting and intellectually stimulating course curriculum.*
- *1. Diverse offering of courses 2. Fantastic professors.*
- *Having Justin Kirkland as an advisor, and completing an honors thesis.*
- *The vastly different people I had class with. The diversity of the student body is like non other.*
- *1. One positive aspect of my learning experience in CLASS was a development of working and interacting with different people from diverse cultures and backgrounds. 2. A second positive aspect of my learning experience in CLASS was my individual class room involvement, which has given me confidence in public speaking.*
- *Amazing professors. Amazing resources (LAC, library, tech commons).*
- *Great role-playing discussion and professors' integrity in their teaching style and feedback.*
- *The teachers were knowledgeable and helpful and there was plenty of resources available to me.*
- *Professors and class sizes.*
- *Great profsssors and advisors are available mos o the time.*
- *Faculty and available classes.*
- *The professors in the Poli Sci courses were extremely qualified and knowledgeable and the campus environment was much more diverse than previous experiences.*
- *Wonderful instructors. Diverse community to learn from.*
- *My minor in african american studies study abroad trip to ghana and my senior honors thesis.*

- *I didn't take many of my core classes at UH.*
- *I had great professors. I enjoyed my classes.*
- *Meeting people with different ethnic backgrounds and learning their views on certain paradigms.*
- *1. My most positive learning experience while in CLASS had to be the easy access to the professor. I built some great relationships with them while I was there and I look forward to continuing these relationships after graduation. 2. The other positive experience it had while at UH was just the overall diversity of the campus. No where else that I have been has there been such a diversity of different vibrant cultures.*
- *NA.*
- *I liked the range of subjects in my major.*
- *I had quality professors. With quality resources that allowed me to produce good assignments!*
- *Nothing positive to say.*
- *I learned to work with other people and developed a critical thinking.*
- *I have to say Dr. Stockton from Political Science was excellent. I contributed an editorial to the Daily Cougar in 2000 and 2001 and he would have a 10 minute discussion on my piece whenever a new article would come out. Being an ultra conservative it procured some lively debate. I was never derided for my opinions and i received an "A" in the Class. I was afforded an internship with Michael Berry. I was a brilliant experience and one that I will forever be grateful for.*
- *I studied the classics and was required to write various and lengthy papers on such. I studied French and Spanish*
- *Being surrounded with cool classmates and having a few teachers who actually care about their students.*

Psychology

- *The faculty and staff were so helpful, there were coops and workshops that helped with career development.*
- *I liked most of my psychology classes, especially cognitive psychology and problems of normal life, and I like how some of the information learned is applicable to life.*
- *1. My personal research I was able to conduct with a faculty member. 2. Intelligent and enthusiastic professors - Dr. Alan Witt, Dr. Donald Foss, Dr. Aimee Chin, Dr. Andrea Szabo.*
- *Being challenged in course work.*
- *My internship at the Hwemudua Addictions and Health Disparities Lab Professor Foss's Methods for Psychological Research Class.*
- *The professors were great.*
- *The help that I received from advisors and the professors who taught in the psychology department.*
- *Amazing teachers and very interesting classes.*
- *The teaching environment and also the interesting information I gain from ally courses.*
- *Dr Inman as a professor was amazing. Otherwise, I really enjoyed MOST of the course material.*
- *Professors are highly knowledgeable in their field. Resources available to students (i.e. computer labs, professors, advisors) helped tremendously throughout the journey.*
- *1) great instructors 2) great class discussions with peers.*
- *The Jack Valenti Communications college was great, and their new SVN department is an amazing place to be.*
- *I felt the psychology department did a great job. I also enjoyed my Honors Political Science courses.*
- *Professors who want to help you succeed, and the variety of different classes that you offer.*
- *The Professors.*
- *Availability of professors Advisor.*
- *A large variety of classes, and the opportunity to choose many electives- classes I'm interested in and will assist in specializing in grad school.*
- *Great professors and great students.*
- *The different courses The teachers and help that was available.*
- *1) Great professors who really cared about students success 2) Great advisers who were able to answer questions and assist me in a timely matter.*
- *Great professors and supportive academic advisor.*
- *Teachers and advisers were very helpful. The classes I took were geared towards my major, and very informative.*
- *Interesting, knowledgeable professors Stimulating classes.*
- *Variety of classes, openness to discuss different ideas.*
- *Major classes and professors.*
- *Teacher availability and intriguing coursework.*

- *I really enjoyed the professors.*
- *I was able to learn how to manage my time. Balancing college and work has been an exhausting but rewarding experience. I now know how to effectively manage my schedule while taking a full course load and working full time. I learned how to network with different people within the college. It's provided great opportunities for me.*
- *I learned to open up and network with people. Also, being apart of CLASS has taught me how much I enjoy interacting with people. Now I know that counseling is the direction I want to go in my career journey.*
- *Variety of courses in class.*
- *1. Professors were enthusiastic about their class 2. They were also very helpful when I went to their office hours.*
- *1. Having the most engaging instructor- Dr. Julia Babcock. Her abnormal psychology class was my favorite undergraduate class. 2. I can't think of a second one...Oh, I guess free printing at Heyne Building.*
- *I learned how to think critically and outside-the-box. I was able to narrow down my choices of graduate programs.*
- *The professors were great the classes helped me a lot.*
- *Great professors, great academic advisors (Linda Canales and Marion Foley).*
- *Interesting courses, good set up for graduate school.*
- *Great class size, varied material.*
- *Learning about the mind and how people socialize and interact were interesting.*
- *1-The option of many different classes. I wasn't forced to take classes that didn't interest me b.c I had so many options for electives 2-Many of my classes were smaller(as compared to my friends in business, etc) so I was able to ask questions and voice my opinions which really helped me understand my major and get to know my professors.*
- *Easy to follow degree plan Availability of classes/times*
- *Found my passion for social work. Learned a lot about people.*
- *I enjoyed meeting great professors and learning a good deal from my field.*
- *The advising department is easily the best on the campus. They were always very timely and prepared for appointments, and they were very helpful. The professors also were really great!*
- *All my classes were interesting and taught by good professors/grad students.*
- *1. Gaining valuable critical thinking skills through a liberal arts education 2. Extraordinarily competent advisers and professors.*
- *Always try to help others Working hard is worth it.*
- *I got the opportunity to meet with many different people. I learned alot from my professors.*
- *The professors and the coursework.*
- *Majority of the professors I encountered within the department of my major were always helpful and were very knowledgeable and were able to provide assistance whenever needed. I enjoyed the classes I took in my major.*
- *I was able to meet other people that had similar career goals to mine and I was able to learn about research opportunities.*
- *The real world applications and constant help.*
- *N/A.*
- *-learning how multiple disciplines intertwine. - getting a better understanding of the humanities studies.*
- *All of the professors were available to help me in my studies and advise me for the future. Also the organizations within CLASS allowed me to meet people which allowed me to create study groups.*
- *Gain of experience and great advise.*
- *I enjoyed some of the material in my classes. I liked that in some courses I was able to work at my own pace.*
- *1) For the majority, I loved all my CLASS professors, they seemed very knowledgeable, and very passionate about their class, and their areas of study. 2) I was presently surprised with psychology online courses, the majority of my psychology courses were taken online, and they felt just as informative, and challenging as a face- to face class.*
- *Psychology courses, art courses.*
- *I learned knowledge useful in everyday situations and when interacting with others.*
- *1. The instructors seemed to really enjoy what subjects they were teaching. This made the material a lot easier to learn since students were able to become equally excited about the material. 2. There was a great variety of courses that I could take within CLASS. If I were not required to take any other core classes or electives, I very well could have taken only CLASS courses.*
- *Having a logistics professor (who is no longer here) so dedicated to helping his students truly understand. Working with him during office hours allowed me to truly grasp and enjoy the material.*
- *Great professors in the psychology department and excellent resources for research assistance positions.*
- *Great instructors.*

- *Great professors and classes.*
- *Learning my vocation. And developing a passion for teaching.*
- *NONE*
- *The most positive aspect of learning experience is taking the different psychology course and discovering that I like neurology.*
- *Changed my world-view several times, seriously challenged what I thought I knew about the world. Made me a lot more accepting and open to new and foreign experience.*
- *Poetry.*
- *Learning about the area of psychology.*
- *Great professors, learned a lot about myself and others.*
- *A lot of classes to choose from, good instructors.*
- *The classes, the professors.*
- *The many class discussions in my Psychology classes were always insightful, listening to other people's point of views. The volunteer programs were a great tool to get experience in the field.*
- *I loved the psychology courses!!!*
- *Interaction with the teacher lessons. The connection between the teacher and students.*
- *The classes and the professors.*
- *I enjoyed all of the classes I took. Classes were small in size and lectures were more personal.*
- *The professors dedicated a lot of their time to making sure the students understood and enjoyed the materials being taught.*
- *Hands on helps with professors, as well as getting that college experience we all dream about having.*
- *The two most positive aspects of my learning experience is from the structured environment from the classes as well as the peer groups that I had to develop in order to learn among my peers and instructors.*
- *Enriched and interesting major content, flexible class slots.*
- *Awesome psychology staff always made sure I had what I needed!!!! Great and detailed courses that provided me with the knowledge I need to move ahead.*
- *The classes were great as well as the professors.*
- *Dr. Knee was an excellent professor and I had several other darn good professors too.*
- *The advisors and the professors.*
- *Teachers Were Usually Friendly and Made Themselves Available.*
- *I had to take a variety of classes for my degree which broadened my horizons to many levels of thinking. I also had excellent professors. They each had our best interest as their main concern. I really had a great experience in CLASS.*
- *I enjoyed all of the classes I took. The professors and TA's in all the classes I took were so helpful through all the distance education courses.*
- *N/a.*
- *I loved the classes I took and found all of them interesting and relevant topics to study for my major. I also found that all of the professors I took, though they all has different styles, helped me learn in different ways and guided me into being a better student, as well as, teaching the material in an intriguing manner.*
- *Advisors were always helpful and prompt in responding to e-mails.*
- *The 2 most positive aspects of my learning experience are that I can do anything that I set my mind to and there is always room for improvement.*
- *Practical applications. Knowledgable teachers.*
- *I liked some of the professors.*
- *Great knowledge in courses Encounter with many new people.*
- *Small classroom is great for learning research experience is available even for undergraduate.*
- *I liked the Professors in my classes. they were helpful, nice and made learning interesting and fun. I did not have a single terrible professor in my major and minor classes, and most were good to great.*
- *I was able to take many classes that I believe expanded my view of the world, and added to my general knowledge. The classes also require more critical thinking than normal classes and helped evolve the way I think and process information.*
- *Having the opportunity to work as a RA in two labs Being able to talk to my counselor Ms. Villalon, she is the best counselor.*
- *Receiving positive feedback from my professors and classmates.*
- *The diversity of students. The cafeteria food, it helped me relax my mind.*
- *Learned how to succeed in life, Was able to complete my major.*
- *Very helpful professors and advisors.*

- *Had some excellent professors, and good resources.*
- *The professors and the classes offered.*
- *One of the positive aspects of CLASS that I learned was to be open minded about different things. Another thing I learned was to be always be prepared for the unexpected.*
- *1. The subjects of the courses were broad and covered a lot of interesting subjects. 2. The instructors were skilled at teaching.*
- *The opportunities for growth and experience beyond the curriculum were available if students sought them. There were very good courses within my major, mostly based around theory and survey-type courses which is a limitation, but the faculty and curriculum for them were good.*
- *Teachers were great and the advisors helped guide me through my time at Uh.*
- *Research and studying methods.*
- *Volunteering as a research assistant in the Cognitive Development Lab and the variety of psychology courses available.*
- *CITE Lab and well-rounded and knowledgeable professors.*
- *-The Professors were very knowledgeable and demonstrated positive professionalism.*
- *I found that most (98%) of my professors were amazing and truly cared about what they were teaching and made me enjoy class and really learn the material not simply memorize it. Having access to classes online allowed me to work and finish my degree. This was very important.*
- *I really enjoyed the relationships I got to build with my teachers, they assisted me in learning more material that interested me outside of the classroom. It really helped to have a variety of on campus and online classes to take, so that I could continue to work while going to school.*
- *The professors were so informed about the class they were teaching and many of them had external experience that brought value to the lesson plans.*
- *Classes were very relatable to my work. I have many professors in which I hold high regards in their knowledge in the fields that they teach.*
- *My degree in kinesiology from hhp really taught me a lot about sports administration. I have learned a lot about organizations and how to run them.*
- *1. Professor Edwin Aiman, one of the most engaging professor I have ever had. 2. My experience doing research for the laboratory that studies the neural bases of bilingualism.*
- *1.) Dr. Jillian Anderson, has been pivotal in my education at the University of Houston. She loves her job, and goes above and beyond to make sure that her students receive a good education. She makes her students want to learn, and always makes her classes enjoyable. I cannot imagine what my experience at the University of Houston would have been like without her. 2.) See above.*
- *Online classes Advising - Ms. Canales was very helpful throughout my entire time at UH.*
- *Time management is the most important thing I have learned throughout my experience by far. Learning to juggle classes, work schedule, and studying was difficult but talking with professors and aligning my priorities made it a little easier to manage. I also learned how to apply what I learn in classes to my everyday experiences.*
- *Dr. Leasure's Brain and Behavior Dr. Farr's Abnormal Psychology class Dr. Waite's classes.*
- *The psychology and human development and family studies courses were great. The course content made me even more excited and intrigued with these areas of study. Great professors. They were all very knowledgeable, helpful, and seemed too genuinely care about my education.*
- *Being supported as I navigated my first semester back in 2012 after 4 years off. My Econ 3350 class.*
- *The Northwest campus was an answer to our prayers for all of us night students. The coffee bar that was made and kept up late for working students that come late.*
- *The counselors got better in my junior and senior years. The online only experiences were very convenient.*
- *Helpful and positive professors.*
- *Different ways to help those who need it. Being able to understand the way many people's brain function.*
- *Very helpful advisor and great professors and classes.*
- *Instructors were very knowledgeable about their respective areas of expertise and the material was very taught in a clear and understandable way.*
- *A lot of online classes that made it flexible to raise baby Department always seemed organized/*
- *I was afforded the opportunity to travel to Ghana, West Africa. This journey has changed my life immensely. I was in an Statistics of Psychology course and the professor really paid attention to me. I usually just blend in and never make a connection with any of the professors because of the large class sizes. She made me feel worth something. I cherish that.*

- *Effective counseling and awesome teachers.*
- *It helped keep me informed and it helped keep me organized when it came to meeting deadlines.*
- *Weekend u Online classes.*
- *The advisor and some of the classes.*
- *Professors' understanding of working student body and options to meet the needs of the course requirements around the work schedule was a positive. I had a few professors that genuinely cared about the material they were presenting and were passionate about teaching that material and that was the best part of coming to class.*
- *I enjoyed the majority of my classes and instructors. I appreciated the flexibility of courses in the Psychology department (many online and evening classes).*
- *1. All of my Psychology courses were available online. 2. Availability of other CLASS courses available through distance education.*
- *My Advisor was wonderful, Linda totally rocks!*
- *I originally attended UH from 2000-2004 but did not complete my degree in Theatre. I am now a distance education student as I live in Austin. I chose to major in Psychology because it gave me the opportunity to complete my degree utilizing the distance education department. I like the flexibility it gave me in completing my assignments around my work and family schedule.*
- *Good professors helpful TAs.*
- *The two most positive aspects that I have experienced are; learning from instructors that have experience, and the vast library.*
- *Professors and online classes.*
- *Academic Advisor and Exemplary Professors.*
- *Philosophy course and Geology course had a great instructor.*
- *1)The educators were well informed. 2) I acquired more knowledge in my major and minor and in other classes I enrolled in, like Anthropology.*
- *My professors and the course offerings.*
- *Teachers, and academic advisers were helpful.*
- *The two most positive aspects of my learning experience in CLASS would be the advising staff as well as the professors.*
- *I enjoyed every moment of the learning! I learned the academic concepts that are tied to real world experiences that I have already encountered, and I learned many new things about myself.*
- *My psychology classes in general (my major). The overall advancement of computer based classroom learning.*
- *Learning about personality and about the relationship between psychology and law.*
- *I learned how to interact with other students and overcome my fear of public speaking.*

Sociology

- *1. I made great friends 2. Landis was an awesome advisor.*
- *Great advisors and professors that matter.*
- *Hands on... Meeting new friends.*
- *The teachers were very supportive and passionate about their work. Landis was a great mentor, as was Melanie Barr Fitzpatrick.*
- *My advisor The classes I took.*
- *I loved the course work and many if not all of the professors encouraged critical thinking and open discussion.*
- *An informative advisor and supportive professors.*
- *Getting to know some professors and expanding my education in the sociological field.*
- *Getting my degree and teachers that understand.*
- *Experience, learning curriculum.*
- *I can apply everything I learned to real world issues and past experiences. I have learned to be analytical and have developed strong problem solving skills.*
- *I was able to finally decide on a major and stick with it. My professors were always there if I needed extra help.*
- *Professors Course Material.*
- *1. Dealing with a great advisor mr. landis odoms 2. doing research rather than always reading a textbook.*
- *I had Professor Grigorian for three different classes so it was always a good feeling when she would recognize me and look to me to give feedback during the class. Landis Odoms is my lifesaver! I am so lucky that he was there for me every step of the way when I transferred in.*

- *My professors' passion for their students and their field. My peers who were as interested in social issues and solutions as I was.*
- *Classes with practical applications such as critical thinking, research writing, and useful software. Great professors who keep their classes up to date and are organized.*
- *Practical application and critical thinking.*
- *1. The Sociology Advisor (Landis Odoms) 2. Being able to maintain my work schedule while attending school.*
- *Teacher involvement and materials studied.*

Theatre & Dance

- *Made many professional connections as well as friendships that will serve as a good support system in the work force.*
- *Professors Meeting people in the field.*
- *Flexible schedules to add classes in both my major, minor, and the honors college. I had very learned professors.*
- *I enjoyed all of my core classes. The teachers were all very receptive and helpful.*
- *The people and opportunities.*
- *Dance, the Marley floor.*
- *Tight knit community Helpful advising in Dance department.*
- *Kevin Rigdon and Jonathan Middents were excellent mentors. Rachel Bush offers connections to the working profession outside of school.*
- *Extraordinary teachers and hands on learning.*
- *1. Access! Everything I ever needed was extremely accessible, including professors. 2. Art days in the courtyard.*
- *Oppurtunities were offered outside of the university as a hands on training experience in the dance department Thanks in large part to the lovely Karen Stokes and Jaqueline Nallett. Re-direction from Ms Jaqueline Nallett and my academic advisors Erika Jimenez and Dr. Lacy Johnson.*

Areas that need improvement

Question 21 asks students to tell us about academic or administrative areas that need improvement and if they have any suggestions for how we might improve those areas (i.e. Advising, Class-size, availability, degree planning, etc.). 750 students responded. The biggest complaint was advisor availability, and a number of changes have been instituted and are continuing since this survey was administered. Many students tempered their complaints with thoughtful comments and occasionally more praise, while 121 students responded with “n/a,” “no’s,” dashes, or other comments that indicated no improvement was needed (16.1% of those giving a write-in response).

Art

- *I think that the relationship between the architecture school and the art school needs to be stronger.*
- *Art advising has gotten better, Amanda was the only advisor who was able to help me. Before her they didn't even know how many hours I needed before graduating. U of h needs a print making major.*
- *My only complaint is that the Methods of Art History class is too large. This class is supposed to be about 10-12 students, and was actually 19-20 this semester. Made it very hard to zone in on necessary readings and have effective discussions with classmates.*
- *Sculpture facilities could use a bit more space. We share the space with many sculpture classes therefore workspace and presentation space becomes cluttered fairly easily.*
- *The class size for some studio classes are too small and limited enrollment for other students which was unfair. Also, some classes that were needed were only offered during certain semesters were not available to fit in the class schedule.*
- *I did not really have any issues with any of the administrative aspects of CLASS.*
- *With my 8:30-5:30 T&TH classes, it was hard to find time to meet with my academic adviser during Mo&Wed's. Though I was able to find answers through emails, but I just felt like advisers weren't that available especially when the staff lost a member when Cindy retired. I also heard that the Graphic Communications program was going to change the organization of junior/senior classes. However, I think the organization should stay how it is, it teaches students how to manage time more efficiently, and the close-knit group allows us to understand one another's work/style and get better feedback.*
- **School needs more Japan/Eastern Asia-related courses. Nearly everyone who takes Japanese language courses would be willing/excited to be able to get a major/minor in Japanese. *The Art BA degree plan (and possibly others, but I only have personal experience with this one) is inaccurate in credit hour requirement. It lists the language requirement as two 3-hr classes that total 6 credit hours, but all of the language classes are 5 credit hours each. After two language classes, the student has obtained 10 hours, but the degree plan "calls for" 6. This messes with various financial aid, scholarships, tuition refunds, etc, that rely on staying within credit hours specified in the degree plan. So, some people are disqualified from financial things because they are four hours "over." Additionally, some people may be six hours "over" if they take the lower level language courses as a secondary CLASS elective in order to be ready for the upper level classes. Something needs to be done to accurately accommodate for REQUIRED courses that aren't 3 hours long.*
- *Better accessibility to students with urgent matters when needing to speak to advisors.*
- *N/a.*
- *I think everything is very well organized.*
- *Professor Email Replies And advisor email replies.*
- *I had a VERY negative experience with Kenya Adams as my advisor. When I went for advising for my weeks before my last semester Kenya advised me to drop a class that she said wasn't necessary for me to graduate. Two days before the spring semester Kenya calls me to tell me that I actually need to take three additional classes. A year before my graduation I had created a plan for the classes I was supposed to take with Amanda Clay and these three additional classes were never mentioned until two days before my last semester. This is something that could have post pined my graduation date and is very, very poor advising. Whenever I was advised by Kenya she was completely unprepared and usually was not able to answer my questions. Please hire someone who actually cares about HELPING your students rather than just pushing them along as another number and paycheck.*
- *Talk more with incoming students about the block program in the art school as well as alerting them about W's and the change in graduation plan when changing your major.*
- *I had the best counselor. No complaints.*
- *There is a strong desire for a printmaking program inside the art department. I would have stayed at UH if there was a printmaking masters degree.*
- *I think there should be a drawing major as well as a painting.*
- *Language classes should be taught by real professors not by a ta.*

- *It's highly unfair to students to change their entire degree plan halfway through their pursuit of their major. Systems should be in place to allow students who signed a degree plan to be able to graduate with that same degree plan. Expanding the curriculum to make more classes available that generally get filled up within a day of opening for registration. Also, the Art School is going down the tubes. There is extreme favoritism in choosing who gets into block. This is something known by professors and students alike - NOT GOOD. Why should this just be accepted instead of improved? Delila Montoya sending out emails to all the students in the entire photo department, BASHING a fellow professor who helps run the program is highly unprofessional. Students watching their own programs here at UH go down the tubes before their eyes does not encourage people to say here for their masters nor does it encourage them to tell others to attend. I showed work in galleries before ever attending art school here at UH. After going through the UH Art Department - despite a few great professors, I would NOT recommend the program to anyone and furthermore I see MANY people graduating without any true understanding of what it takes to be an artist. The Interdisciplinary Art program is the greatest Art program ya'll have going for ya'll, and it's not even technically part of the Art Department. It's truly progressive and innovative. Beef up IART, make it a major, not just a minor. Oh, and keep IART out of the Art School, it'll probably function better if you do.*
- *Art funds, studios for all block students.*
- *Time Management.*
- *Well, I am a painting major. And I think that before entering the painting block students should have taken more intermedia Classes painting and drawing related, in order to be able to develop greater level of skills while they are in block. Also, I strongly disagree that Sculpture block is been tough by Grad - Students. Studio classes are particularly expensive and I think they have the right to have professors, or higher qualify instructors.*
- *Advising schedules more flexible based on request type, year level & urgency.*
- *Everyone has issues with print cards. You can't get change when you buy them, you can only buy them in person, you can't buy them online. Late at night when your printing in the studio and you need run out of money, you're screwed. Also if they would take credit cards that would be great.*
- *Size of art classes and availability.*
- *The way the art school is set up really doesn't work. It doesn't have enough funding, and the teachers rarely, if ever, work together.*
- *I don't believe in senior hold, I believe it's counterproductive to class enrollment.*
- *No improvements.*
- *I wasn't a fan of Jillian Conrad, most weren't unless your a "favorite."*
- *Make it easier for transfer students going for a BFA to graduate in two years by letting them know that they can apply for block, immediately (or as soon as possible).*
- *I do feel as though I did not have any guidance when it came to future jobs in my degree/field. I did not have a lot of exposure to my peers. For example knowing what they might be doing in the future with their degrees. There are so many options in the Art History field and I would've liked to be able to meet with other students and professors who were also unsure of how they might use their degree in the future so that I may be the most confident in choosing a career path after graduation.*
- *The education administration is extremely unprofessional... Does not seem to be managed well, usually disorganized when having events. Letting students know about mandatory meetings a day or two before the event. Some of us have real jobs and just can't do things at the drop of a hat. Extremely unprofessional.*
- *Offer a variety of cross cultural courses like Chinese art. Offer classes either online or more in the evening since majority of the students work full time.*
- *As is the courses that are available are great but are becoming stretched too thin. While I attended there were two printmaking/silkscreen teachers and a grad student. This seems ideal for this department because of the amount of expertise needed for this subject. This is completely different from say drawing. However, while taking intro to drawing, I was given a grad student that was completely incapable of communicating with the students what she wanted us to do. I think grad students who teach courses should be monitored more. I've been taught by three grad students in different subjects, none had any sort of plan for the semester, one was far too critical for their lack of a semester plan. One went the whole semester without given any real feedback. I do fill out the surveys at the end of each semester honestly, and I did so religiously when they were online briefly but there has to be some more guidance for student teachers.*
- *The advisors left a lot to be desired. I figured out my class schedule and courses all on my own. The advisement holds were more of an inconvenience for me, because I would have to take time off of work to go up there, since I worked everyday that I wasn't in class. Then I could even get an appointment half of the time to see the advisor when I actually had questions or wanted her advice. Then when I went in to see her finally, she couldn't even answer my questions. I wanted advice on applying for graduate school and taking the GRE exam. She said she couldn't help me, because she didn't know! Why would an*

academic advisor, for a major university not know these things? She actually told me to try to get an appointment with the graduate school advisor. But I was an undergrad, wanting to go to graduate school when I am done, shouldn't she have been knowledgeable about that option for undergrads continuing their education? So in order to get help, I would have to take off work again, and try to get an appointment with a graduate advisor, when I am not even a graduate student. I found the undergrad school of art advisor to be completely useless, in my respect, to my particular needs.

- The Sculpture department is located almost off campus at the South Park Annex. It's a trade off to be so far away from the rest of the art department. Cross discipline interaction is very limited due to our group being isolated from the rest of Fine Arts, but having our own workshops, studios, and gallery/display areas lets Sculpture students really experience self-guided studio discipline. This has been greatly hindered, however, by the recent change of parking allocation at the small lot in front of the SPA. Sculpture students need access to this building and reliable self-transit to be able to participate with the rest of Fine Arts and be able to load/unload tools, materials, equipment, and art, many of which are large, heavy, and impossible to move without a vehicle. I understand parking is an ongoing issue for the campus, but this past semester at the South Park Annex saw borderline harassment from either Campus Parking or vindictive neighbors unwilling to accommodate our unique needs for reliable vehicle access in relation to our studios. What could be one of the University's most positive experiences was extremely soured for me by the revoking of student access to the SPA lot. Sculpture students are expected to compromise with the school on many levels (increased usage fees for access to the equipment at the Keeland Center, being located as far from the rest of the art department as possible, lack of inclusion/representation with events at the Fine Arts building and Blaffer Gallery, etc). Being ticketed while loading and unloading materials, or during critique days or speaker events when we're expected to commute across campus within single class periods, as well as being physically blocked by Campus Parking from removing vehicles in such situations, is aggressively abusive to your sculpture students and needs to be rectified immediately. Students are extremely limited in the power they have to make change, and rely on those who ARE able make changes to not let situations like this continue. In my time, I understood it was completely unrealistic to expect Sculpture to be reintegrated into the Fine Arts building or that vicinity, and came to appreciate the South Park Annex despite it's location. I feel that working with the Sculpture faculty and students on restoring their access to South Park Annex parking is the most reasonable compromise regarding their unique situation and needs.

- Yes. I wish the instructors would really teach the students how to either draw, paint, or whatever the media is, rather than just giving us an assignment and expect us to do an awesome work of art. I'm sure those who study engineering aren't given an assignment and expect them to accomplish it without first showing them how to do it.

- I was surprised to learn there was no class on the Italian Renaissance for art history majors which feels like a pretty big hole in my overall education.

- Cannot really think of anything.

- None.

Communication

- More advisors.

- Sometimes the classes needed for my specific major - Media Production - were not always specified, it was confusing to see which classes were actually needed and which ones were only for the other specifications.

- Advising, building/classrooms could be remodeled, career services.

- Mine was a breeze, so no.

- More advisors. More "real-life" lessons/projects. Requiring businesses classes.

- Is there a Meteorology certification at UH? If so, it's not advertised very well. I would like to have studied that. Others schools have it and I didn't realize I would be interested in it until I learned a few things about meteorology during my internship at KPRC.

- Add Soundtrack pro to the computers in the lab in the Valenti Building. It's not fair to people taking audio classes to only have 2 computers with Soundtrack on them in the entire university.

- More budget for the Media Production concentration.

- The Communications advisers are appalling. The scheduling system was incomprehensible, both online and in person. I found the advisers were completely incapable of effective communication of requirements, goals, and standards. This is especially embarrassing considering that they were the advisers for the communication school. Moreover, when I did manage to see an adviser, they were frequently annoyed that I had questions about the information and requirements that they had ineffectively communicated. The best solution would be to fire all of them and start from scratch. I essentially self-advised freshman, sophomore, and junior year because I so desisted the advising office. I also received miss information about graduation. I would have otherwise graduated in the spring, but because I was the last person that that particular adviser was seeing that

afternoon, so they didn't bother to outline the graduation process in its entirety. I even asked them: "so that is all I have to do to graduate?" and the answer that I got was "you look good for graduation." Consequently, I have had to defer graduation to summer. My experience with the communication advising office was bad enough that I will never donate a cent to CLASS or Communication until all of the current advisers have left UH.

- I had a hard time trying to see my advisers when I really needed them and comm 1302 mrs Haun was one of the worst teachers I have ever had in my life!
- Need more knowledgeable and friendly professors.
- N/A.
- It is difficult to meet with advisers so giving students more time will be helpful. A huge improvement would be giving students the opportunity to concentrate on certain areas in their field. For Advertising, focus on the creative or focus on the planning side.
- More advisers for the communication department. There are overworked since there are so few.
- GRADUATE STUDENTS SHOULD NOT TEACH. The advising schedule could be worked on. This semester, I had classes M-Th at 8 a.m. so I was unable to go to the walk-in sessions and when I checked the times online to make an afternoon appointment, they were always filled on the day that they opened. That never made sense to me.
- More advisers needed. Regardless of what activities are going on, sometimes seeing an advisor is near impossible.
- None.
- Communications advising really needs to be improved. There are so many comm majors and so few comm advisers. It is incredibly hard to get an appointment; on Fridays when the schedule for the next week opens at 8 am, by 8:05, every time slot is full. Walk-in advising is an even bigger nightmare; at least 2/3 of the students that come are turned away due to not having enough time.
- There needs to be more advisers for Communications students. It was impossible for me to have an appointment. There was also not enough classes specifically for broadcast journalist majors.
- - The Communication school needs more advisers. The process of getting to see an advisor is stressful. Why do students have to "compete" with others to be able to meet an advisor?
- The Comm advisers are awesome, but it's such a big department. We need more advisers! Also making financial opportunities known, like tuition rebates, would be great for students, especially seniors.
- There was a class that I was always interested in taking but was never open for enrollment. I also didn't feel that the Communications Law & Ethics class reflected its title. I don't feel I learned laws and ethics of communication.
- Class availability, need later class options for people who have to work full time while taking a full class load
- More advisers for school or communication !!!!!!!!!!!
- Need more advisers need better online services for simple questions.
- Advising was a pain. It was difficult to get an appointment that matched my own schedule, so I generally avoided them unless absolutely necessary (a hold on my account).
- As far as degree planning maybe have specialized field within advertising. For example media, research, or creative. It's a very broad major, so unless someone gets an internship they would only know the very basics of everything. Which isn't the most useful when looking for a career in advertising.
- Dfa.
- The main problem I had during my time at UH was with advising. Not necessarily with how the advisers did their jobs, as they were good, but access to the advisers. There was a stint where we only had access to two advisers, and they only saw ~15 students per day. Even though that was temporary, and another has since been added, I feel as though getting in with them has been beyond complicated.
- Advising (hard to get an appointment).
- Degree planning.
- You've improved in adding advisers, but we need an easier way of accessing them beyond waiting in line at 6AM to hope to get a spot.
- Please improve advising. I would recommend getting another advisor.
- Comm advising Comm career advising/fairs.
- Advising! Make it available for students to schedule appointments beside on just one day (Friday mornings at 8 a.m.). I think that being the only way for Communication students to schedule an appointment with an adviser is ridiculous.
- I didn't like any of the CLASS electives except foreign language. I took them only to meet the requirements.
- There should be more advisers in the communication building since their appointments are always full and it is really hard to get a hold of them.

- *I feel that the advising department for the Valenti School of Communication needs to hire more advisers due to the high volume of students enrolling in the college.*
- **MORE ADVISORS.**
- *At first, advising was really tough. My first two or three years in college I felt that the advisors were not very helpful at all, but this year they were more than helpful. They were so great, they even talked to other advisors in other schools to get me on track to graduation. In hindsight, they were probably working closely with the seniors during my underclassmen years which is why I didn't find any help. I heard from many others that they were not helped by the advisors but I disagree because they helped me out immensely this year.*
- **MORE COMMUNICATION ADVISORS!!!!** *For advertising majors offer more of a creative route than just a focus on copywriting and planning Get more upper level communication professors to allow for more course availability Better leadership. Olson doesn't seem to have the right drive. More innovative learning experiences and ventures, we should utilize the businesses we are lucky to have in our backyard. This will hopefully draw more teaching talent our way. Regardless, we need to garner more funding to attract top-tier faculty.*
- *My advisor set me up on a degree plan that I didn't know about until I saw a different advisor the next semester. I also did not receive my documents from my first senior advising appointments. And did not receive an email back when I asked for them and also asked in person and did not receive them. I also wish I could take more comm classes in place of my minor.*
- *Advising needs to pay more attention to detail, need to have a better way of making appointments,.*
- *1) Advising, taking more time and actually caring about everyones future. Every time I go in, IF I can get an appointment no one seems to care about anything I want to know about or have to say. 2) There needs to be career fairs or career panels or something on campus to help students network and find jobs without being in student organizations because they didn't help me either. 3) There needs to be someone to help job facilitate or talk to about jobs because the UCS was no help with jobs in my career. The Bauer school is all about helping you find, or at least giving you the tools to help your job search and potential after school, the communications school couldn't care less about my future, as long as I am enrolled in classes that is all they care about. I will never recommend anyone to come to this school, it was never helpful nor had any resources or assistance.*
- *The communication school definitely needs more advisors. Having only 3 or 2 advisors for the amount of students that are in the communication school is a bit ridiculous.*
- *I can only speak for the advertising school. One thing I'd highly recommend is that plans books be incorporated into the curriculum early on and frequently. I had no idea what one was until I took one of Professor Kelley's classes. Now that I do know, I think it's extremely important for every advertising student to learn about them. I couldn't imagine what it would have been like to walk into a job now without knowing what a plans book was or what it entails.*
- *Acquiring an advising appointment was incredibly difficult at times especially if it was needed. It would be nice to see more advisors able to help the large student body in the school of communication.*
- *The advising was ridiculous, there was absolutely no way to get face to face with an advisor when it was needed the most. However, Orlando did stay on top of his emails which helped. Martha Haun is another serious problem at that school. I could probably write a book of all the reasons I think she should be fired.*
- *Advising was great but sometimes it could be difficult to schedule an appointment because they filled up so quickly.*
- *The Dean needs to speak up to the entire university to get more funding for our college! There needs to be more CLASS pride like there is Bauer pride. We're just as good as them and we're just as part of UH as them, therefore we deserve good care too. The Comm school needs more time with out advisors! Hire student workers to help them with the paper work so advisors can actually advise!*
- *The advising system is terrible. I am not sure how this could be improved, but I find it ridiculous that my friends can get advising appointments easily in other colleges/departments.*
- *I believe that the Comm Building could use a little updating in the classrooms.*
- *I think you are all doing a great job.*
- *More Advisers who provide more insight.*
- *I believe that professors need to be better evaluated. There are some amazing professors within CLASS that I feel go unnoticed. At the same time there are some professors that are not very helpful and they go unnoticed as well. I'm sure that there are evaluations other than those submitted by students, and as a student I would like to know what those evaluation methods are.*
- *More advisors in the CLASS area. Have them be able to contact the students better via email.*
- *None.*
- *Advising when you could get in was great. The issue was getting into Advising. Perhaps you could add a 4th member to the advising team.*

- 1. Get more advisors, so that more students have the opportunity to see an advisor when they need to without having to wait outside an hour or two in the cold just to see their advisor. 2. Create an intro to cinematography class to be a pre req before single camera and digi cin where students are taught how to use dslr's and effective, interesting and fast lighting set ups.
- Access to advising, possibly more flexible hours in when to meet with an advisor.
- Academic advising is way too inconvenient and unhelpful. I have talked to advisors who didn't know what they were talking about. I was misguided a few times as well. Advisors never had any flexibility in their schedules.
- The sole complaint that myself -- and most of my peers -- saw in the Communication school was the tremendous difficulty in scheduling advising appointments. In fact, in one course, we discussed as a class what we would change about the major and the lack of readily available appointments was a focal point. Once I was able to schedule an appointment, however, the advisors were knowledgeable, helpful and friendly.
- Academic advising for CLASS.
- Better equipment for media production.
- I guess the biggest thing to improve would be advising. I know advising can take a while to get into if you wait till the last second. I am glad I never waited that long because I heard a bunch of students complaining on how long they had to wait.
- More advisors.
- Degree planning - help with students wants/needs out of the major & explain job opportunities.
- There were some classes I wasn't able to take because of the limited availability. Especially the ones that related to my major.
- Advising is absolutely ridiculous. Allowing a whole day for walk in once a week would be so much easier for some people like me that can only attend advising during school. NOT a Friday, no one is ever there on Fridays, maybe a Thursday?
- Get more advisors.
- More availability with advisors, more classes.
- Advising is awful. I could never get an appointment even when I was on my computer when appointments opened. 3 advisors is not enough and it was a stressful experience. There needs to be more advisors and more appointments.
- More flexibility on class times morning/afternoon/evening, as a commuter college we should have a wide variety of courses offered all day. Advising should be more flexible on walk ins and students shouldn't have to get to campus at 7am and not see an advisor till 10:45am.
- Advising services at the university lack time and effort that is put into students knowing the best plan of action for graduations. Some good ways to plan this out would be freshmen and entry level classes planning what classes are necessary to graduation on time and with necessary classes.
- There needs to be a bigger advising staff for Jack J Valenti School of Communication. I also do not find it fair to have walk-ins available. Students having to sit around and wait while they have busy lives is neither fair nor smart.
- I love how Bauer provides career fairs and career opportunities for their students. I would love to see CLASS take upon this task as well and provide these same opportunities to their students. Also, I would love to see the involvement in out of state competitions for different majors, especially in the communications school.
- Advising is always tough because of time slots. availability of some classes can really screw up when you are supposed to graduate just because you couldn't get into the class.
- There is a lot that could be done with the communications building. The lab is great but the rest of the building seems like UH forgot it existed. Also getting an adviser was always impossible unless you showed up 7 am. The UH website is incredibly hard to navigate and has a shocking number of broken links. Also the degree plans in the comm building are out dated.
- Would be nice to make advising a bit more easier to access or to knock down on lines.
- Advising is absolutely awful. The fact that every communication student has 2-3 advisers to choose from is ridiculous. This needs to change. Also I learned nothing in my classes that I didn't learn in my internship. There needs to be more hands on stuff and less looking in a book and reading.
- Advising is horrible, impossible to get an appointment. Also, the spanish department is unreasonable in their requirements. The amount of work they expect, they act like you are a spanish major.
- Having more advisors available at peak season.
- The front desk girls in the communication school could use a little more skills in helpfulness. I found them to be lazy/unhelpful more than twice. I have also witnessed one of the girls giving another student attitude about a form. It's unnerving when going into an appointment and being greeted by two unpleasant people.
- I wish that I had more help from UH in finding a career after graduation.
- Advising, more hands on.

- *Adjunct professors. There are two professors in particular that I learned next to nothing...and I took both of them more than once. Curriculum and class progress needs to be monitored and adjusted if needed. One of the professors is even a running joke among students, knowing that in taking one of their classes, one would effectively learn/do nothing for the entire semester. It's sad really, because some of the adjunct faculty brought so much learning and creativity to my education. For the two I mentioned above however, I feel like I should demand my tuition back from the University. As students we pay for a service and many times I felt like the University and CLASS especially forget this. You can't just plop 30 students in front of a person speaking and call it education. We are paying THOUSANDS of dollars to learn. I often found myself offended at what was being passed off to me as "quality education".*
- *As most would put, maybe 2-3 more advisers or better hours rather than the first 15 in the mornings.*
- *I think maybe adding on an advisor might help the large amount of students seeking guidance in their major. The times were great for me, I took classes at exactly the times I needed. I always signed up courses as soon as they were available however.*
- *Language classes need more resources: more tutoring availability.*
- *Advising needs more staff, availability.*
- *More interpersonal communication classes.*
- *Advising in the Jack Valenti School could definitely improve. There are tons of Comm. students and only 3-4 advisors. Could it be possible to have advisors for each major in that school, something similar to what Bauer offers?*
- *Spanish department needs to be reevaluated.*
- *The corporate comm major could use a stronger focus.*
- *Because it's can be difficult to secure an afternoon appointment via the online portal, advising should be more readily available than the first people that line up in the morning. Students should not have to be in line at 6:30 am just to get a walk in advising appointment.*
- *Only one advisor did a great job and that was Mr. Zamora. Class availability was not beneficial to everyone.*
- *Just the availability of classes. It is so frustrating when classes needed are only offered once a semester.*
- *Advising availability.*
- *I. Sometimes it's hard to get an appointment with an advisor. The appointment page on the website is a bit hard to manage. I do understand though that there are thousands of students and only a few advisors, so I think it went pretty well overall.*
- *Advising is an absolute nightmare, and made life very difficult. Take away the senior hold that makes us see an advisor to sign up for classes. I've been figuring them out on my own until now. I tried to see my advisor for months and could not. Worst part about the COMM school. VERY frustrating.*
- *Professors did not take courses seriously enough.*
- *Advising was horrible - Orlando Zamora sucks. I have nothing good to say about CLASS Advising - terrible experience and a huge pain in my butt. As someone who had to work my way through college, I did not appreciate the 'we don't have time for you' attitude of the CLASS advisors. Students PAY to attend the University of Houston and therefore the students are the customers of UH. Why is it so hard to get in and see an advisor? Why are the CLASS students expected to work around the advisors schedules? Terrible. Nothing good to say about the advising system, and really hope UH is looking into fixing this.*
- *I think degree planning should be required with counselors every year.*
- *Classes availability per semester.*
- *Later advising times; mostly all of the appointments are during the day which makes it difficult to meet with an advisor if you work during the day since there aren't any weekend appointments.*
- *I felt it was far to difficult to get an appointment with advisers. Then once you did get an appointment, you felt rushed and unable to ask them all the questions you wanted because they needed to move on to the next student. In addition, I wish there would have been more availability and course choices for the required technology credit. Overall, I think that communication students should have additional graphic design/digital media requirements. I feel that I am the least prepared in that area of study.*
- *Find better Spanish Professors. Fix advising system for communication school, I checked every Friday at 8am for 8 weeks this semester and was unable to schedule an appointment each time.*
- *An increase of advisors, it's become difficult to seek help when needed. I wish there were more reporting classes. I didn't get much of it while an undergrad.*
- *There are too many classes to choose from. Most of them are not necessary. There should be a set plan telling you which classes to take each semester in order to make the most of your time. Ex: 1st semester: course course course course 2nd semester: course course course courseand so on There also needs to be more hands on courses so that when we go out looking for a job we already know how to do things on our own and not focus so much on book work (I know it is*

important but we also have great facilities that need to be taken advantage of.) I love this University and I believe we can do a lot better.

- N/a.
- Advising needs to be more accessible.
- Advising wasn't as available as I would have liked.
- Scheduling meetings with advisors, options for prereq classes and core requirement substitutes.
- N/A.
- More advising opportunities would help, perhaps an online advising program would work.
- It was extremely difficult to get in to see an advisor. I was very frustrated in the spring 2013 semester, I took 18 hours of classes for two semesters so that I could graduate in the spring but because of the schedule, I had to take my last class in the fall.
- The way the advising system is set up is horrible. The fact that CLASS is one of the largest colleges on campus or quite possibly the largest and there are only three advisors is absurd. The whole scheduling for an appointment online needs to be improved. Students should not have to wake up at 8 am every Friday just to get a spot. Also, there isn't enough career talk or help with career planning. One of my teachers promised to help and never did. This isn't right. There is also not enough communication as far as graduation. I had to find out a lot of the information on my own. The administrative office needs a major update. I don't want to feel like just a number. I feel it should be more personable which I feel could be improved with more advisors!!!!
- ADVISING! Communications advising is a horrid mess for the students. The advising office is understaffed and overwhelmed. Getting an appointment online is near impossible and the walk-in advising fills up quickly. Personally, I've sat in the hallway for 90 minutes before the office opened just to make sure I was able to talk to an advisor. Secondly, the advisors need to know the degrees, requirements, AND professors/classes in order to properly advise the students.
- The advising department needs improvement, more advisers during peak times. Numerous times I was told incorrect information directly by a CLASS adviser. Also, I had numerous issues finding classes for my degree requirements that were actually being offered. For instance, I was required to take 2 of 4 classes to complete a specific part of my degree requirement, only one of the classes was offered over a year and a half period.
- The advising process needs improvement. For communication majors is really hard to get appointments. Plus, the curriculum, catalog and degree planning are confusing and people end up taking more classes than needed or not enough to graduate.
- Educating advisors not only about classes offered at CLASS but other programs. I felt like I missed out on a major opportunity that my advisor should have mentioned to me. I also feel that they should try to get a better understanding of who you are to help guide students when having to chose a minor.
- Securing an advising appointment seems to be more stressful than it should be.
- I felt like getting an appointment with an advisor was always hard. I know there are only four advisors but I think that walk-in appointments should be in the morning and afternoon. I also think that the advisors should see more than 15 students per day. Out of my whole college experience, getting an appointment with an advisor by far the hardest part.
- The communications advisors need to be increased, since it is almost impossible to secure an appointment with one.
- I think that the Public Relations degree should include more media courses. Most jobs now require that students have some media program training.
- More advisers! The amount of advisers available for students is pathetic.
- Advising system for such a large school (School of Comm) needs improvement. More advisors so waiting times are not ridiculous, and people shouldn't have to show up at 6 am to sign up for advisor that day.
- Advising is pretty difficult to get in this department due to the high volume of students. Another advisor or two will make things better.
- Planning to meet with an advisor provide a bit difficult as I worked full-time.
- Advising is horrible! Even when waiting by your computer like you are about to purchase King George tickets you aren't guaranteed to get a time that works for you. Once, I was able to get the time/date/advisor I wanted then the office called and cancelled my appointment. I feel like when this happens, we should get top choice for the following week. Instead I was sent back into the pack to fight for a new spot, or spend my day hoping and praying to get a walk-in appointment. Also, I good bit of the classes that are needed for your last year are not offered at convenient times to accommodate all of the students who need the course to graduate. That being said, if the course is held at the NW campus on a Saturday. That is somewhat inconvenient to your commuters who live south of UH toward Galveston. The commute to main campus is already a haul.
- More Advisors, especially during peak seasons.

- *To continue to provide and increase the number of classes online and at night for full time students who are also employed full time.*
- *I think there should be more classes available for work in media production. The classes are very selective but they should be open to anyone wanting to learn.*
- *Need to be available for Seniors at all times. When the gatekeeping to see an advisor is tighter than a lawyer or doctor, something isn't right.*
- *In reference to Valenti school - make advisors available to meet at any time during senior year. Jumping through hoops to get appointment or waiting for hours in line to see an adviser portrays a bureaucratic university rather than a student-centered one.*
- *More advisors.*
- *Some classes that are needed are difficult to get into. Some students had to try several semesters to get into one class. Classes should be larger to accommodate the students needs. Trying to get an appointment for advising for Communications was very difficult, it should not be that tedious to actually talk to you advisor. (Having to be online as soon as the schedule opens on Fridays) Lack of evening classes makes it difficult to get all the requirements for graduation, there should be more classes offered at night.*
- *Some of the classes I took in communication were online classes, and they were very outdated. For example, in my Information and Communication Technologies I class, the videos were made in 2004, and explained to use that the main problem with the internet is that it isn't portable. Also, you should have some of the history classes that are listed to actually be available. I had a hard time finding two history classes that I was actually interested in. I don't really care about Hispanic history, or the history of Houston. I took Texas history just because nothing of interest was available.*
- *I can not comment in great detail. My advisor in the communication department was great. He explained what I had to do and guided me to select a better degree plan that fits my past work experience.*
- *More challenging material, classes.*
- *More advisors.*
- *Might want to reconsider the format for Spanish 1501 & 1502... I still believe that everyday attendance is a little excessive. Instead of 1 and a half hour classes (Tues & Thurs) ...just go to 2 hour classes and 1 hour on Mondays. As a former commuter...it would've saved me a day of travel. :) Just a suggestion for my young coogs that follow.*
- *Advising needs to be more organized. There needs to be more advisers or longer walk in advising hours.*
- *Sometimes the Spanish department is tough stringent.*
- *N/A.*
- *Financial Aid department.*
- *If they can make the advising website easier to navigate it would be great.*
- *I think the communications area needs more advising availability it is growing rapidly and I at times found it difficult to get in for help. Orlando was always a great help, I left his office feeling reassured that I was still on the right track and could do this. You need more staff like Orlando Zamora.*
- *Increase the number of classes for COMM 3327 DESKTOP PUB. and COMM 3326 GRAPHICS. The information and training from these courses are necessary in the majority of careers in CLASS, unfortunately there is only one class offered per semester. Stress the importance of internships beginning with the freshman class. It was only in my last year that anyone mentioned I should do one or expressed how vital it is for future employment. Inform students about instructor led tech training in the library's technology training area. Inform students about the VMWare Horizon View Client that allows you to have the library desktop on your computer.*
- *Advising should be on as "as needed" basis for different demographics. As an older student, I did not need graduation advice or to follow a particular plan within a particular time. There should be exemptions to some requirements for such students.*
- *It seems as if there is less and less variety in the French program. I don't feel as if the students are top-of-mind when curriculums are created. Is the program dwindling to nothing? Other language programs appear to be thriving.*

Communication Science & Disorders

- *I think all the areas were up to par!*
- *None.*
- *Advising is poor. I wouldn't have graduated on time if I hadn't caught the mistakes my advisor made.*
- *I think that it would be more beneficial to have separate courses for native Hispanic students and non-native spanish speaking students.*
- *No complaints.*

- Professors more focused on their students, rather than research. Have TA teaching sessions instead of appointments (appointments should be for reaching the professor).
- ComD classes should be in 1 general area of campus, not scattered in various buildings. I've had classes in nearly every building which makes it hard transition between one class to another. Psychology advisers should have walk in hours or more open times. It seemed that they were always booked and taking up a 30 minute slot to ask only a few questions is wasting another student's time who needs that time.
- As for me, I don't think anything needs to be improved as far as academic or administrative areas in the ASLI Program Department. The advising is very open to the students and they can easily come to the advisor for concerns, comments, and questions.
- N/a.
- I do not have any suggestions.
- In the Communication science and disorders major, post baccalaureate students were given much more freedom in class selection and course load selection whereas undergraduate students weren't. I understand they want to finish, but so do we. Degree requirements should be finalized; there a lot of time and money wasted based on changing requirements for graduation. Classes should teach what they say they are going to teach. Need more professors, many times they had to increase class sizes because there was no availability.
- For my specific program (COMD) I would of liked to have been given more direction on how to enter the field if not going into grad school right away.
- Obviously, it would have been great to have small classes. I took both of my History classes with the Honors college just for that reason. It is so much more interesting to study in a class of 20 versus a class of 200-300+. I took the PoliSci classes with CLASS and both professors were great, Dr. Abbott and Dr. Contractor, but the amount of people in the classes is too much. I still was able to have discussions with them, but a smaller class would have been better.
- Classes can be smaller, sometimes there weren't enough chairs or it was too cramped. the COMD building could move out of temporary buildings if its really that competitive.
- I would say it would be your COMD department as a whole. This choice in career comes with several challenges, but that's the reason I choose it. I realize they were prepping us for Grad school, but some of the professors were impossible and down right mean spirited. I've met several Speech Pathologists and have come to realize they are some of the most caring and positive people. These professors act as though their mission was to weed out the "bad" and behave over the top. After my first two semesters, I feel we encounter some pretty ruthless professors. UH is about producing qualified students eager to excel in their field, but so many of the COMD grads felt the professors were not encouraging, condescending, and thought very little of us. That department can use some work.
- More class times available for working students. Cost of textbooks.
- I thought everything was great.

CCS: Anthropology

- Some of the teachers are ineffectual and rude.
- Everyone loves Landis Odoms but he was all but unwilling to help me enroll in a class I had the right to take just because it would take him more paperwork than talking me out of it. CLASS courses would do well to focus more on the old hated multiple choice tests, just to make sure the students are learning something specific.
- More hands on.
- None. The advisor, Landis Odoms, is amazing at what he does and goes above and beyond to help and guide students.
- I think that you have many teachers who are good in their field, and that's wonderful. We need those people. We need people who can think outside of the box. We need people who can DO. But those who can DO are not always those who can TEACH. Almost all of my Anthropology professors are fantastic RESEARCHERS, but not fantastic teachers, and it kills me, because they have an awful lot of potential, but I think that they have achieved their position by good research with the theory that we should learn from the best rather than learning from those who know how to effectively teach, and I believe this theory to be inherently flawed. The professors need to learn how to engage their students working memory without overwhelming them with pre-reading. DO assign things (some teachers don't), and PLEASE have a textbook. Students will bitch about it, because they are students, but have SOMETHING. Even if it's a printed summary of your course. Anything that we can reference that you have assembled. Simultaneously, don't assign 8 things. I worked more than two jobs and didn't have time for that, and so couldn't perform to my highest ability in those classes. But most importantly... Engage working memory.
- My advisor did not necessarily help guide me down a path for my specific focus on Archaeology. The advising needs to be much improved. Maybe a focus on providing the student with information that will enhance their academic experience. For

example, offering to tell Anthropology students that are interested in Archaeology that there is a lab available for them to work in and give students the name and emails of professors that are involved in archaeology. I wasted an entire semester trying to find out all of this information. I am also unhappy with the field school offered in the summer and the lab practicum. I did not learn anything in field school that I could apply to my career as an archaeologists. I watched the professor verbally humiliate a student when he made a mistake, which is understandable as we had no direction. It was the worst field school I have ever had the pleasure of attending. During my lab practicum, I only saw the professor twice and he didn't even acknowledge my presence. I did not learn anything that I already did not know and I was confined to working one area of the lab doing the same task. Because of these two classes, I will never recommend University of Houston to anyone seeking an Anthropology degree. The classes that focused in Archaeology were a waste of my time and money. I am severely disappointed with both th advising amd the professor's preparation for students going into the field I chose not to atrend grad school here because of it.

- Give a broader spectrum of classes (ie not just hispanic and african american history, make a japanese minor etc) more discussion based classes in history and anthropology departments.
- I had a good experience I don't think any change is needed.
- More careful revision of prerequisites for studying abroad. I lost some time because a department chair approved a course that could never count towards my major.
- I believe that all required classes should be taught every semester. I have no suggestions regarding advising (see below).
- There needs to be a 2000 level theories of anthropology course to prepare for ANTH 4310. ALL students I talked to who were Anthropology majors, including myself, felt inadequately prepared for the theories, concepts and writing/reading workload in the course. The Intro to Culture course seemed inefficient in preparing for 3000 and 4000 level course material. Adjunct faculty who take teach intro courses do not seem to be held to the same academic standard and I believe students suffered for lack of or incomplete exposure to pertinent material needed to successfully complete higher level courses. I felt this was a departmental problem and not the fault of those who teach 4310, please fix the gap between and more students will feel better prepared and motivated to actually go forward with careers in anthropology or to attend graduate school.
- Other than Landis Odoms, everything needs improvement. Landis is a gift to all of the students majoring/minoring in Anthropology or Sociology. However, the overall administration at the University of Houston is ridiculous. I had to have my AP scores sent more than once because the testing center didn't receive them and I've had them going through all the files, "sigh" and say it's happened again. As a result, by the time the scores finally were accepted I couldn't count certain credits toward my elective count because it would affect my ability to graduate with honors. There were times that classes toward my major were cancelled on the first day of class or the first week of class which left me scrambling to find classes appropriate for my major. There is too much overlap between Religious Studies and Anthropology courses.
- I was a part time student at U of H. I work full time at the Houston Zoo and would use my vacation time to attend class. For the most part the class schedule was good except for the Foreign Language class in my case French. It would be really helpful if you could schedule a night class to meet the requirements of part time students.
- Make more classes available online; most of your students are commuters. Offer CLASS specific scholarships. Advertise the honors courses more and tell students about the thesis track early. It will help them focus on things like graduate school sooner.
- Some classes that are offered only every few semesters should be offered at least once a year (spring or fall) rather than every other year, and more time choices for classes. There were many classes I would have liked to take for my major but they were too late in the day.
- If the same class was taught more that one semester at a time. There might be class that you can only take in the fall but is not available until the spring. Or being able to take an into class and then the follow up the next semester instead of having to wait until the semester after that.

CCS: Liberal Studies

- Market the benefits of CLASS to the entire UH population, it is sometimes seen as a fall back and it's very underrated.
- The liberal studies program is great. I cannot vouch for the rest of the department.
- I do not feel the ILAS 4350 class helped me in any way. It was just a requirement that seemed to get in the way of other classes.
- I would have liked to take classes that interested me more. Taking classes just for the credit makes them so laborious.
- Everyone should take note of Tamara in Liberal Studies. Tamara contacts all the student twice a semester to ensure that we are on track and doing well. Tamara is always available and never takes more than 5 hours to responds to an email. I would not have graduated without her. The only room for improvement the Study Abroad office. The only one who is polite and effective is the secretary. Due to the inadequacy of the Study Abroad office I was unable to receive a scholarship which I was

awarded. Fernades is difficult to contact and meet with. Moreover, Fernades is incredibly rude. The office needs to keep better track of their students and have adequate information of the programs offered and be available for advising.

- The Spanish department has many flaws that needs some attention to. Being a non-native speaker, and deciding to minor in Spanish is more of a call-of-defeat to me than a tool that I hope to continue using. I had the amazing opportunity to have a few great Spanish professors, but the difficult ones outweighed the exceptional ones.
- Organizing all three minors for the liberal studies major was a little complicated (trying to declare the minors in various departments, meeting with various advisors to get things signed/petitioned). I don't know if that can be simplified though. That's just how it is!
- None.
- I don't know if this falls under your category, but the Student Abroad Office needs a lot of work. Their secretary and Bilal are amazing, but Parul and Maria need to get things together. I've never been in a situation in which I had to wait an extra hour and half for a scheduled meeting, until I had it with Parul! To show up that late for a meeting, and not even apologize was disrespectful and rude. It made me even want to reconsider ever studying abroad with them, however because I had the drive to want to study else where, I gave in. However, their credibility as the Study Abroad directors is not acceptable.
- It was difficult to get advising my first semester but once I reached Linda Canales she was great. I can't say enough about how she positively effected me.
- Advising in the school of communications was a mess! They need more advisors and tech help ASAP.
- I think more communication minor and major counselors would be helpful.
- I really hope and wish that later in the near future there would be career fairs held only for Liberal Arts students. For example, Engineering and Bauer College often have career fairs only for there students, like them Liberal Arts dept should also have career fairs for they're graduate students.
- None.
- I am a non traditional student that had to fit college in to my schedule. Unfortunately, more times than not, I felt I had very little choices in what I could take and had to compromise a lot on what I felt would enrich my degree because the classes I wanted were not offered during the times I needed to take them. Toward the end, I had to change my entire schedule to satisfy my core requirements because they were never offered at night or during the weekend. I would like to see UofH consider people more and offer classes, especially core classes in the evenings, at least.
- CLASSES! I came here being told I would be able to enroll in classes to continue my current education in languages, specifically Biblical Hebrew and ASL. But it turns out there are no classes in Biblical Hebrew and there are virtually none in ASL--the ones that are in the latter are highly limited and specific to being a translator. In the 2 1/2 years I was here, only one semester offered ASL II and it was full the first day even though I had priority registration. MOREOVER, I am hard of hearing and the language classes are not geared to HH or Deaf, because they are online. I tried German and Spanish and couldn't decipher what was being said. So I ended up taking substitution classes that had nothing to do with languages. Had I known this, I would have worked on a BS in math since I had a AS emphasizing math and language. HISTORY DEPT is a real problem. I tried to get help because of a particular teacher whose behavior is highly questionable, but upon asking for assistance from the History dept chair (who Dr. Fischer said I needed to go to first) she completely ignored me. ADDITIONALLY, three semesters before graduation I enrolled in a history class that my advisor gave me dual credit for: Core and History minor. It was on my record for two semesters but the History Dept waited until my last semester, when I'm a graduating senior to deny the DC. I was already enrolled in 18 credits. In order to accommodate the sudden denial Tamara Cobb shifted a History class from my Globalization minor to History minor, so she could take the class that was giving dual credit and apply it to Core. Then, because I now short another class in Globalization minor, we included a beefy section on Globalization in my thesis, which added the equivalent of another course to my semester. I am getting credit for 18 but really worked over 21. Had the History Dept not been asleep at the wheel, I would have had a much better experience my last semester.
- I felt that my advisor fell painfully short of her job, for she only does what she has to and no more. For example, I took, and passed, an English CLEP test in order to bypass one of the Core English courses. For the essay portions of the test, CLEP's own professors graded those instead of sending them to UH (I gave them UH's code number). In spite of being a student who has made the Dean's list every semester, as well as making A's in required Writing courses, and passing the CLEP exam and essays, they denied me the ability to bypass ENG 1303. They asked me who my advisor was, and felt she should be talking on my behalf concerning situation; but, she did not do that. Also, she made mistakes about what classes I needed, causing me to have to extend courses into the summer. She added my course units and told me I was ready to graduate in May; but, later realized that I needed two electives. The disclaimer on the paper students need to sign saves her from what she calculates and SAYS in the office; for, it says that meeting our requirements are up to the students, not the "advisor." Last, she did nothing to

guide me toward graduate school. I knew nothing about GRE until I asked her. When I told the UH Psychology/Counseling department that I had just received my bachelor's degree, and that I had an overall 3.78 GPA, would they accept my application without the GRE, they said that my advisor should talk with them. When I mentioned this to my advisor, she told me I had to take the GRE, period. It is not right for some advisors to stand behind their students and others not, nor to hear that many students walk the graduation ceremony in May while having two swift summer courses left, but others being denied this privilege. All advisors should take an active roll in moving students along within the system; both in academic courses, CLEP exams, as well as continued education within the same university.

Economics

- None.
- More class options.
- Just work on my study habits.
- 1) Classes and class schedules need to be reorganized to provide for specific specialities and real-world work skills that employers look for.
- Economic adviser Marion Foley has a bad attitude when dealing with students.
- There should be more assistance with degree planning and helping students understand what they can do with an economics degree.
- More activities for the economic department and more investment.
- NA.
- Degree planning better class times bigger class size.
- Better advising Better organization.
- Hire another Damn advisor for economics! You're gonna kill Marion foley! I double majored so I could use polisci advisors. More challenging political science classes. Applied no effort. More relevant/ business related advanced Econ classes. Too Many social Econ classes offered.
- Class availability for Economics courses and French courses were always conflicting, there needs to be more classes offered and at different times.
- Re evaluating and adding new electives. Some of the electives are not in the best interest of the program.
- Better degree planning. Make students aware of which semester certain courses will be offered ahead of time.
- Na.
- Advising and classes for sure.
- OMG make the school a safer place....
- Primarily within the Department of Economics, greater availability of undergraduate advising and structured degree planning. In other CLASS departments formalized grading methods (reporting, posted dates, feedback).
- Having more than 1 advisor for economics would make it easier to access for students. Also, having more than 1 section of certain classes (primarily upper division) would have allowed me to take more classes that I was interested in.
- More flexibility regarding night, evening classes for junior and Senior ECON classes; or online options if possible. It would have been nice to have a forecasting class after econometrics for undergraduates.
- Give Ms Foley some help in that office.
- N/A.
- Advisors more involved in student academics.
- I think one thing you guys could do would be to offer more upper level (3000 and 4000) Economics classes online or on the evening or on Saturdays.
- Advising is Spectacular. Marion Foley goes above and beyond for all her students in order for them to graduate on time and meet the major requirements. Classes are cool, some professors should work on the way they prepare their classes and not make it hard to for students to communicate with them in class and out of class. The McElhinney Building for Economic Majors need serious work. We need new study tables and chairs. What is given looks like hand-me-downs from other departments which they choose to get rid of. Update an modernize the McElhinney Building PLEASE!!!!
- None.
- As an econ major there were not as many choices for electives within my major. I would have also liked to have known more about career options and the university career center (I didn't find out about the career center until the last semester of my senior year).
- I wish the degree plan was more concise, it also does not reflect any of the newer requirements for the degree.
- Some of the classes are to large smaller learning environment with a central focus on debate.

- *More classes available, more information about which are only offered in the fall and which are only offered in the spring so that transfer students have a chance to take certain classes before it's too late.*
- *I think the Economics department should focus a little more on the Analytical part like the math part.*
- *Class sizes are fine, but in most of the buildings that have economics classes, the temperature was very hot, especially after 30-50 students in one small room for more than an hr, many professors would even sweat and comment about the issue. ...i know i don't need to list each building, because it has been a problem for years... too cold in some, too hot in others.*
- *I feel that hiring additional undergraduate economic advisors is a must. Please also consider the addition of more economic classes available for econ majors.*
- *Communication with students prior to a problem when dealing with financial aid or graduation enrollment. Specifically for transfer students an orientation would be helpful.*
- *Maybe more mandatory classes. I can't see an economist without knowing econometrics or game theory.*
- *Teachers, some teachers have lost that enthusiasm for what they do.*
- *I think the teachers should encourage the students more to use the teacher aides and other services more. They cover the TA's on the first day when going over the syllabus but after that that's it. I didn't know there was free economics tutoring until my last semester at UH. I know we're adults and "this is college" but even as adults it can be refreshing to get encouragement from our professors.*
- *There are a number of ECON classes in the catalog that were not available for the 4 semesters I checked - such as Economics of Development, Urban Economics, Economics of Gender, etc.*
- *The variability between the amount of work involved in some classes and others for the same credit hours was absolutely insane. I had one econ class that I never once showed up to, never met the professor, but showed up for the tests and made a B in the course. I had a couple online history courses under a couple professors where the same thing happened. I did nothing but review the material for a couple hours and take the tests with A/B results. Then there was another online history course with 70 pages of essays in four weeks over summer & it didn't even count as a WID course. I liked that history had a capstone requirement where original work needed to be done. I wish Econ had such a requirement. I created my own experience like that with an independent study course, but everyone should have to do something like that. Advising mostly sucked. The history advisor was inaccessible and often wrong about critical stuff that slowed me down. I ended up dealing with the history minor advisor to get what I needed done over there. She recognized I didn't need a math reasoning course due to an institutional option in an associates degree. She better understood the transfer of military credits. She was a lifesaver. The Econ advisor was impossible to get in touch with via peoplesoft or by email. But, you could walk in and wait. Once you got in front of her, she was helpful and knowledgeable. Overall, I would say advising was not helpful at advising me on anything. I needed to do my own research and figure everything out for myself with no outside help. The advisor served only as an administrative liaison to submit paperwork & clear holds. If that's the way it's going to be, at least the online resources to research my own requirements and issues should be accessible and consistent from major/minor to major/minor.*
- *I'm a first generation college student, the process for getting the loan was easy, but navigating the school resources was always an issue for me. (it seemed that i always got information from second hand sources) I wish that i had someone to show me a better way to acquire some of the resources that were available to me before it became a stressful predicament of time.*

English

- *I felt like although there was good communication between me and my adviser, there was not ideal communication among UH higher ups. There were several mix ups I encountered. I switched my concentration with my adviser and it still was incorrect in the UH system a year later. This I do not believe was the fault of the advising staff, so much as whomever it is they interact with to make changes like that official.*
- *There may need to be an increase in the capacity for students that each course can have.*
- *If one changes their education minor to non-certification, restrict these people from taking qualifiers so it is clear that taking these qualifiers will not count towards their qualification to take the TEXES exams.*
- *I think there should be more communication between advisors, or a student should only be allowed to visit with one assigned advisor. There is too much confusion between the advisors and it makes it difficult to coordinate things. The online scheduling system for advising could also use improvement. It is not very user friendly. The Student Services Center also needs to be improved. Several of the employees there do not understand how to do their jobs (what forms a student should fill out, what to do after taking a CLEP test, how to get a score posted to a transcript, when AP scores post, etc.). These are things that come with the job, but these employees are very poorly trained.*
- *None.*
- *Career planning. My degree planning was great. Career planning no.*

- *The advisors were not very helpful. I planned everything out on my own and only used the advisors when I really needed them for paperwork. Class planning seems unfair because I was a senior and couldn't sign up for classes until many days after registration opened. I didn't get to take the classes I really wanted to take because they were full by the time I got to sign up.*
- *The creative writing program needs to be more selective. About half the students lacked a basic understanding of storytelling and even English, which wasted the class' time.*
- *I feel if CLASS is trying to jumpstart a new type of class, let's say research intensive for English students, let the students know when they sign up so that it won't be a surprise for them. Also, if a teacher cannot teach, don't try to replace them with someone who isn't qualified. I took Hindi and failed because someone thought it was a good idea to replace a qualified instructor with a woman who only teaches other teachers how to use blackboard. Just because you know how to speak Hindi doesn't mean you can teach it.*
- *I think that there needs to be another advisor because there are so many students in comparison to the advisors' abilities to meet their needs. Also, graduation applications need to be processed earlier.*
- *I experienced some serious miscommunication between CLASS and Education advising. I'm sure that any effort to remedy this would be appreciated for future students.*
- *I didn't interact much with the admin staff for English. They did a good job of ignoring my emails.*
- *Help students with an alternative plan if hope is lost when there is a delay in expected graduation date.*
- *Availability of necessary American literature courses needs improvement.*
- *I would enjoy more small, seminar-style classes.*
- *The advisors and advising were terrible every semester and each advisor. I was told wrong info several times and the only way to speak with either was through appointments which was difficult.*
- *I didn't utilize the advising staff as much, but when I did go they seemed helpful. I don't have many complaints.*
- *There needs to be more creative writing classes! I can't tell you how difficult it is to get into the one or two classes offered. And we need these to graduate! These are mandatory classes and yet, people are unable to graduate each semester because they couldn't get into a class that only holds 30 people (while there are tons of creative writing majors).*
- *More advisors are needed for the English major.*
- *More advisors for larger departments.*
- *Availability! There are not enough classes available for required courses--and the only times that are offered are somewhat unreasonable.*
- *There needs to be a university-wide standard for forced drops due to absences. I have been dropped from a class for being late 4 times, which is unacceptable. I went into \$30,000 worth of debt to attend these classes. No professor should have the right to drop anyone from their classes like that. Most of us work full time, and have lives outside of school. This is a commuter school, and Houston is notorious for its traffic problems. This is an absolutely unacceptable practice and can be severely damaging to a students career and financial situation. I cannot say enough how much this disgusts me.*
- *Bring back the linguistics!*
- *Standards for grading.*
- *The required classes are impossible to get in to and too large!*
- *Advising should be better. Because I was mis-advised, I retook two classes that I didn't really need. I should've been classified as Core Compete but my advisor told me I was missing two classes, when I spoke up and said I'd taken them, he replied by telling that they didn't transfer. The truth was that my transcript was sent before my final grades were posted, and it was discovered I should've been classified Core Complete.*
- *Consider alternative options to language or other courses students may have a hard time and struggle with.*
- *Advising was sometimes difficult to schedule due to lack of availability.*
- *A variety of new, varying courses should be implemented. For example, more modern novels, authors from non-English speaking countries, European authors, East Asian authors, courses focusing on fantasy and mystery novels, and courses that compare a novel with its movie.*
- *I feel that the liberal arts department at UH is an echo chamber and is hostile to many different ideas. Politically it is almost universally left, there is an overemphasis on minority literature to the detriment of overall literary quality and a neglect in particular of more contemporary literature. There is also gaping holes in the literary canon that is absolutely essential, especially secular analysis of religious texts such as the Bible (which while covered isn't required) and the Quran.*
- *Blackboard needs to be relied less upon, and entry level classes need to have stricter attendance policies if the professors plan on taking it out on the students when the students choose not to attend class based on a lackadaisical attendance policy. (The students who do attend, like myself, should not be punished for the attendance of other students. This is not the military. We are paying to be here.).*

- *More classes in African American Studies Program and Creative Writing Program.*
- *Increase amount/frequency of evening classes or weekend classes.*
- *Advising - I was seeking a second degree, and my degree requirements changed every time I saw my advisor. My minor was in education and they apparently had trouble communicating. When I went to pick up my walk card for graduation, someone from the dean's office told me I had to go get paperwork and run it all around campus so I could have my degree certified. When I went to get paperwork, no one knew what I was talking about. It would be convenient if English classes could have atypical class times similar to Education.*
- *The financial aid process could be much easier and more streamlined. The University Ombudsman could be made more prevalent, I wasn't even aware one existed until my final year. School bureaucracy was often frustrating and unhelpful. In particular, finding time to speak to an advisor in the Communications office over the past year was a constant major headache. For months, there were no appointments, only walk-in hours, which are extremely inconvenient for anyone who works late and doesn't get up early. All phones went to a pre-recorded message that basically said no one was minding the phones or even checking the messages. Emails were answered on a huge delay, if at all. What advisors there were, were clearly over-burdened and receiving no help from their superiors. The sheer length of time that the Communications office spent being, ironically enough, almost totally non-communicative would have been embarrassing for a community college, much less a top tier university. Also, the university's job-seeking / job-placement program is a joke. I wanted real help in finding a job on or near campus; what I got was sent to a website where dubious "employers" spammed the same jobs over and over again, often leading to dead websites or even not including a way to contact them at all. At no point did a human being attempt or even offer to give me real help finding a job.*
- *I think overall the advisors and professors should work on responsiveness. There was several times I didn't receive a phone call back or a reply to an e-mail.*
- *Some of the courses that are geared toward the Honors College should be made available to regular classes on a consistent basis (Literature and Medicine and Bible as Literature).*
- *Creative writing 4000-level workshops should be better monitored for class size and individual student enrollment. I took a capstone poetry workshop with a student who had never before written a poem. Perhaps if enrollment in those classes were more tightly monitored by advisors/administrators. Class sizes are often 20 or more, when 12 (15 absolute max) would be best for the students' learning experiences.*
- *Honestly, the English department is rather dismal. There are a few outstanding professors that I had experience with there but as a whole I would not recommend it. The advising department was lack luster. I had difficulty getting responses to emails. I was intensely frustrated with the availability of classes, including those that are required. I was excited about UofH and I had hoped on doing my graduate work here but my experiences with the English department made me change my mind. I don't regret my decision to come to UofH but it was not all that I hoped it would be when I enrolled.*
- *Definitely workshop size is too big at the 4000 level. We have access to some excellent creative writing professors, but I feel there are too many students in the classroom to get maximum benefit from these professors. Furthermore, many of the students didn't really participate in discussion, had very little motivation, and produced mediocre work due to their own laziness. While initial access to the CW concentration is folio/merit based, many of the students didn't seem to be too accomplished nor meritorious, thus they were stifling the progress of the more conscientious students. I believe if administrators continued to monitor students' progress throughout the program (that is, if the program continued to be merit based on an ongoing basis, with a min. GPA of, say, 3.0 in concentration), then the threat of potentially being kicked out of the program might give these students an incentive to work harder and be better class members. Because so much of a workshop is hinged on the quality of written critiques received from classmates, we really need students who are working, writing, reading, and critiquing to the best of their abilities. Overall and ultimately, this would be better for the program's reputation, and help the undergrad creative writing program develop, improve, and receive more funding.*
- *To enter the creative writing program we are required to submit a portfolio. Based on the level of work brought to the classes, however, I am certain that these portfolios have not been read. There are students in the program who do not know how to form a sentence properly, much less tell a story. I realize that we are in the program to learn to tell stories, so it is ok if that is what is being learned, but as many of those classes are set up in a workshop format, it is a waste of time for the students who are very serious and also paying thousands of dollars to be there. We are being required to rely on other students participation who do not speak in class, nor can they provide a critical response. I wish the screening process would be taken more seriously, or just quit requiring a portfolio for the illusion that it does matter.*
- *Advisors MUST be enthusiastic about the students. Kim Williams is fantastic! She was my go to advisor, always ready to help, fine personality, accessible, and diligent. The advisors in the Education college should all be fired; every time I had an appointment with them, they looked at me like I was there for a haircut, then I'd take a seat and every question I asked felt like*

the answer came out of their paycheck. I'm exaggerating, but I am serious. I was less than pleased with the quality and attitude with those people. Get rid of them all and start again. They're worthless. If I ever mention them to other students, education students immediately agree, every time, "Oh yeah, they suck." That may be rude, but it's the truth...which is good to know considering that's, what, four or five people on salary and benefits at UH that don't earn them. The Spanish language program is all wrong, ALL wrong. I spent four semesters studying how to read and write Spanish and a total of, maybe, a months worth of actual conversation practice. Now, look, I'm no expert here, but I know that language skills have little to do with learning a language if you don't converse, actually hear and speak the language. We're not learning Latin. How many of the kids who are required by CLASS and Texas to take a second language are going to go out and read and write in that language? Seriously, that's what dictionaries and the internet are for if the time comes to read/write a couple years from now. However, spoken language is alive and engaging for all of us. It's what makes us feel alive in another culture that mere letters can't do. I can't understand someone who speaks rapid fire Spanish, my ears aren't trained for it. And, I was fluent in Spanish and Portuguese when I was very young! I like the language, but what about someone who just floats through for the credit? They are lost. I saw many folks who barely scraped by, just to pass. 2301 and 2302 should be Spanish only, except for the first week or two to get the students in the groove and comfortable. Sound hard? Oh, ho, I think not; I had learn, at 5, 6, and 7 years old, in Venezuelan and Brazilian schools. Immersion is the key to language proficiency. We should spend the Entire two hour Friday labs in 1301/1302 in Spanish conversation. That means, accent correction, grammar correction, syntax correction and practicepracticepractice! I can read a Spanish newspaper or story, but I get lost in conversation. Sure, I could have gone out and practiced every day, but we had such minimal conversation practice in class, my time and attention got swallowed up with work and other studies. Lame? But reality. I did try to practice with folks I'd meet, but it's difficult when they don't really want speak Spanish with me because we're in the US. Even the Latin folks I've known through restaurants, stores, work, all lapse back into English, almost immediately. Many reply in English to my Spanish attempts. I view University level language courses as education in effective communication. What are significant job traits these days: fluency in Spanish (not literacy) or second language and effective communication skills. So, UH needs to apply this model to the Spanish language courses. It's important.

- *I think career counseling should be mandatory, not optional. Graduating without a job is demoralizing.*
- *Advising - Mr. Ashley is totally incompetent and nearly kept me from graduation on time due to an oversight on his part. He failed to mention to me that I was required to declare a minor until such time as I thought I was preparing for graduation. I saved each semester's checklists from our advising appointments and every semester there would be something he had overlooked or would change. It was frustrating and unacceptable. I was also given wrong information regarding a biology credit and ended up taking what was essentially the same class twice.*
- *Greater accessibility to advisors.*
- *The degree plans for creative writing should have some opportunities that are not suggested now. For example, writing lyrics or a combination of creative writing that would be used with someone's minor.*
- *Don't make it so difficult to get an appointment with advisors. Staff with the office with knowledgeable and helpful people who can answer questions that don't require an adviser. Provide help (or at least a manual) for returning students (who come from the days before everything was computerized). Stop favoring students who are in the honors program.*
- *More small (8 - 12) classes - even at higher tuition - with improved contact. Especially in the 4000 level classes. Also, restrict 4000 classes to upper division student only.*
- *As I've already stated, British Literature survey should be at least three semesters, not just two. Add some power outlets in the long hallway on the second floor of Roy Cullen, next to the tables and chairs. That would be a nice place to study were power available. I know it's unrealistic to expect the old lions to change, but there are better teaching methods than standing at a lectern, reading from 30-year old notes, and giving the same exams year after year. It's long past time to put the "critical theory" approach to rest.*

HHP: Kinesiology

- *Advising More funding so you can hire more professors because the class size has increased a lot, but the amount of faculty has stayed the same for the most part. Teach Eccentric Exercise Protocols.*
- *I think they need to be more effective in letting students know changes in their degrees before the last minute especially when it comes to graduating seniors.*
- *I enjoyed taking the classes in CLASS, but wished I was better prepared for my future. I also wish there were more learning opportunities that would prepare us for future jobs related to our major.*
- *I think that KIN majors should not have to take both a stats course AND KIN 4310. They were almost the exact same.*
- *N/A.*

- *The Physics Department. The Whole physics department needs improvement.*
- *The advising availability could definitely use some work on being more efficient on helping students.*
- *We need more rooms in the HHP building. Majority of the KIN classes meet in the same room.*
- *In the beginning of my experience at the university, I had difficulty finding appointments with my adviser. The computer lab in garrison building had many computers that were very slow or would not load.*
- *Smaller class sizes because many of my classes within my major still had big classes.*
- *Class scheduling. Offer some classes more than once a year (4340) so if we miss it, we can take it the following semester. You have interning students working full time while also having to take classes because they are only offered during one semester. It caused huge headaches and added more work to our already full loads.*
- *N/a.*
- *Extremely disappointing availability from the academic advisors. As a student I never felt as though I could go to them for advice or help unless an appointment was made months in advanced for an impersonal and rushed appointment. Open door policy is a must in any college academic advising office in order for students to get the guidance they need.*
- *Advising should have an open hours policy for at least one day of the week.*
- *More graduate or professional preparing courses with similar material, more advising time availability or walk-in advising. Better course timings, most of all my upper kinesiology courses were limited to one course and timing each semester making schedules not so easy.*
- *Availability. No one wants to take a Saturday class. Make more classes online or hybrid before making it a 3-4 hour Saturday class. Make meetings with advisors easier by hiring more advisors.*
- *None.*
- *Classes were similar and lacked a way to use the information that we learned in them. Any sort of role playing or teamwork would be helpful in order to apply the various things that we learned; rather than sitting down, reading a powerpoint and then taking a test.*
- *I would improve the professor's ability to address each student's concerns more efficiently.*
- *Advisement was a pain if you got certain people; hire more positive people to advise your students for classes! Also degree planning needs to be discussed with each individual extensively.*
- *I would like to see the college be more united socially, especially within Kinesiology majors. It seemed too much as if students didn't network or socialize as much as they should. With so many like-minded students around each other so often I would like to see more networking and more relationships being built with one another. I noticed this drastically while taking courses in Bauer for my minor, where it seems much more of a united and welcomed place.*
- *The advisors need to be better informed of the requirements for graduation.*
- *N/a.*
- *Provide more advisors and walk ins.*
- *N/a.*
- *Keep everything the same.*
- *Advising availability was absolutely awful.*
- *1) I had an advisor who almost completely ruined four years of hard work. He told me incorrect information, and they when I asked him he lied to me. He wouldn't respond to my emails. Was a bad situation, luckily I found a different advisor who helped me.*
- *Professors need to be better in Sports Administration with more business classes to be mandatory.*
- *-I was not able to utilize the new creation of spring mini sessions, but it is a great idea! Keep it! I know future students will appreciate it. -I wish advisors would help students more than just about degree planning==help with future career options(UH career center is no help when you want to know about jobs in your major), grad school applications, work-study, starting research, certifications, ect. I had to find this info by myself and by then I was finishing by junior year and it was too late!*
- *Advising, Had a bad experience with an adviser in her attitude when helping me. Advising appointments were difficult to schedule and I feel like they could have been more punctual.*
- *idk.*
- *I never really got much out of advising as far as helping me work towards my long term goal of graduate school/career. I really only ever got help signing up for classes and making sure I was on track to graduate on time.*
- *Advisors: retention is terrible and it is hard for students to have to meet a different advisor every year as it doesn't allow time to build a relationship, solution: hire long-term advisors Online Classes: there are too many online classes, not allowing students to mingle with students of their professional backgrounds.*

- *Face-to-face advising needs to be more accessible for emergent situations, advisors need to be consistent instead of changing every year (this makes it really hard for students and advisors to connect), advisors need to be knowledgeable (it is really difficult that a fresh few advisors come in at the same time and there is a period where they are all learning).*
- *Advising needs to be able to help with graduate school prerequisites. I came in with a list of courses I needed and what that class would be called at UH, but advisor was not able to answer the question on a few of the courses. Class size is too large in almost all Kins courses. GET RID OF CASA. I did not enjoy being shhhd all the time because EVERYONE had to cram in garrison. I studied as well, but it was getting out of hand how rude the students taking tests were to the students using the lounge and cite lab to do group projects. Get the cite lab log in back.*
- *Advising availability, one should be able to walk in instead of reserving a seat the month before.*
- *I disliked a few of the options for degree planning and classes offered. There were many courses that I had no interest in at all, and wish there were more opportunities such as athletic injuries, pre-physical therapy, etc. that could be used as part of the discipline core for Kinesiology Exercise Science. When I look forward to future studies or career paths such as Chiropractics, Physical Therapy, Research, etc. I would have much preferred to have prep classes available for those fields.*
- *The online advising appointments webpage for HHP never worked for me and I always had to call in to make an appointment of which the person on the phone told me that I would have to make an appointment online. It was always a big hassle to make an appointment.*
- *No suggestions.*
- *Some professors force you to learn, whereas others it's like a walk in the park. People don't take online classes seriously.*
- *Have more counseling hours.*
- *The advising dept.*
- *Availability for professors, more variability.*
- *For the Exercise Science degree plan, I was very disappointed that Sports Nutrition was taken out and in place Public Policy in Nutrition was put there. This made absolutely no sense in my degree that I should have been required to take the course.*
- *Make sure there are classes to take in all semesters, not only some in the fall or spring etc.*
- *I had a meeting with an adviser, she was not on time and when she saw me she was just barely finishing her slice of pizza for her first meal of the day. After that she argued with me and told me I had to take classes that I knew I already took. I told her several times and even showed her my list of classes I had took, she stopped chewing and turned her screen to me in a rude way and asked me to show her what classes cause she stated I didn't take them. I left because I was so mad and went to the lab next door and printed another list so she could see she was wrong and after I proved she was wrong to the front office lady the adviser would not see me because she knew she was wrong. Her name was Alma Gonzalez. She was horrible and late, she was wrong on her information and she held my 15 min. meeting in under 4 mins. while chewing her pizza. It was horrible.*
- *Maybe look at some of the courses required to complete the degree.*
- *If a professor is committed full time to research to the point that interferes with them following the syllabus that was handed out the first day, they should NOT be allowed to teach that course. I was in a course that was very disorganized because of his research responsibilities.*
- *Advising in HHP. Alma is the only helpful advisor. The other advisors have no clue what they are doing and show no care for students.*
- *Preventative planning: If at an advisor meeting they see that you are in trouble academically, help and advice which route is needed in order to make sure that the student can avoid being academically suspended.*
- *More availability of advisors.*
- *Advisor availability. Scheduling an appointment was terrible. And sometimes the wait for one was longer than you're actual meeting with one. And more class availability.*
- *Advising seemed rushed, unhelpful, and ambiguous. I always felt left to figure things out on my own except for one time.*
- *Advisors need to be more available as well as send out notifications of important events or must do's for graduation so students can be prepared the last semester of school, and not wait for students to figure this out all on their own because some of us have a lot going on outside of school (work, kids etc..) a little help would be A LOT OF HELP.*
- *The explanation of what the degree requirements are need to be explained each time there are changes and modifications.*
- *Advising is not always available. Waiting to register on Monday mornings at a specific time does not take into consideration students with a work schedule.*
- *Class availability and counselor availability as well as proper guidance for prerequisite coursework.*
- *Allow the advisors to sign students up in other classes outside of their major.*
- *Extremely difficult to have a consistent single counselor. I had seen a different counselor almost every appointment.*

- *I think some professors are not related to sports admin or study or work in the field so it becomes difficult to learn real experiences.*
- *Degree Planning really needs to be looked at again. There a a handful of courses that are basically the same exact classes with a different title. In these courses the work load was very light and I think they could have been combined to be more challenging.*
- *More advising appointments.*
- *Academic advisor Alma Gonzalez is awful. Other advisors were helpful.*
- *The availability of more classes in upper degree required courses.*
- *Yes with Advising we need more advisors for the Kinesiology Sports Admin program.*
- *Some of the advisers need to be fired (Alma Gonzalez) Classes need to be smaller, and degree and career planning need to be better!*
- *Advising should be more easily available.. sometimes I really needed to talk to an advisor but the next available appointment was like two weeks later.*
- *Class availability should be improved to better cater to working class adults. It was very difficult to go to school and work a full time day job at the same time.*
- *None.*
- *The information tends to repeat itself regardless of class (overlapping) the internship program is not up to par.*
- *More availability for scheduling advising appointments.*
- *Transfer credit evaluation.*
- *The advising problem seems to have been alleviated. Great job!*
- *I have no recommendations at this time.*
- *N/A.*
- *The advisors were not familiar with the degree plan or requirements. Please make sure they understand some of the finer details such as which classes will not count and how many music classes are allowed. The computers available for student use in HHP were inadequate. Please work on having a faster network and more working computers. Much of the coursework was repetitive. It was unnecessary to take two statistics classes that taught the same exact material.*
- *The HHP advising department was the most difficult area. If I had not kept up with my own degree plan, sometimes spending hours reevaluating, determining what courses had been accomplished and what still needed completion, etc., I would have ended up taking courses not needed, being pushed into another degree plan that followed the one I was initially placed in (being completely different), and having to take at least one more semester of courses (taking up more time and money) before graduation. While I don't know the reasons for the high turnover in the HHP advising department, being passed from one newly hired advisor to another meant that I would get differing information, including different documentation pertaining to the degree plan I was supposedly to follow. This was highly frustrating and definitely caused a lack of trust in the information being disclosed. Additionally, offering one course (e.g. KIN 1104 and KIN 3301) during only one semester of the year and with only one class option makes it very difficult to schedule courses, especially when attempting to complete the degree plan in a timely manner.*
- *Very hard to get an appointment with HPP advisors, they are always booked full. Uncomfortable classrooms in Garrison/Melcher and hard to attend classes in other buildings due to distance and 15 min between classes.*
- *I think that many kinesiology majors are also kinesthetic learners. It would have been very helpful to have some lecture/lab type of instruction in the biomechanics and exercise physiology classes.*
- *Advising...could not speak with an advisor at any point until I signed up for classes. I have to go all the way to the University President's Office before I could anyone to answer basic questions. Process by which advising is practiced in the college is not user friendly to returning students.*

HHP: Nutrition

- *There are limited availability to take Nutrition courses during summer and winter break.*
- *N/a.*
- *During the majority of my time at UH the advising for Nutrition majors was very disorganized. I had to go ask professors for clarification at times.*
- *Degree planning.*
- *When scheduling appointments with advisors, if more than a week can be opened up when scheduling an appointment could be useful in helping students find a particular time to meet with their advisor.*
- *No comment.*

- *Need more advisors. Need to update catalogs on UH website and MyUH portal to make sure the information on prerequisites are correct. Need better degree planning.*
- *Every adviser I have talked with had a really bad attitude. Fortunately they were no longer employed there the following semester. This was also a negative however, since not one counselor truly understood the magnitude of how much crap I had to put up with. Some professors are also not very helpful. The dean of this college is unprofessional, CC-ing emails to every involved party and not respecting any sense of privacy. When I was already having a hard time, staff and administration made it worse. Its ridiculous that there are only about 3 functional classrooms for Nutrition students and maybe about 1 or 2 professors for some classes. How is anyone supposed to graduate "on time?" I ended up spending 3 additional semesters taking less than 12 hours, dragging out my graduation longer than it needed to be. Inconsistent procedures also fed my fury when I found out a handful people were allowed to take a class before prerequisites and I was not! And they graduated earlier at that! Plan the classes so that students might have to take classes in a certain mandatory order. I was left taking one or two classes EVERY SEMESTER due to availability issues!*
- *Advising was something always chaotic for me. Not only was it difficult to secure an advising time, but once I did and showed up early for my appointment, I wouldn't be seen till 15 minutes AFTER my appointment time. The advisors this semester are really nice and know the degree plan requirements, etc, but the ones I had in previous years were rude and extremely unhelpful. I was previously a biology major and thought the NSM advisors were a lot more helpful and approachable. This semester I understand there were some issues in finding classrooms for the nutrition classes which was inconvenient. We had a nutrition course (cardio) in the bauer business building and then another nutrition course (metabolic) immediately after in garrison, which is where the nutrition courses normally are. I found this arrangement challenging especially in bad weather and when we had exams back to back in these courses. Most students were in both of these classes so it was pretty inconvenient.*
- *Advising.*
- *Size, Availability, Less irrelevant courses (Physics, Biochemistry) More useful courses (Sports Nutrition).*
- *Degree planning.*
- *Classes, better prepare us for the world.*
- *Some advisors misinformed me of classes I needed to take for my degree. It is important that all advisors know the current information to aid students when planning what classes to take.*
- *I had a hard time getting in contact with advisors to meet. Then when I do have the chance to meet them, they say I need to take this class, over this class won't transfer over. I know this is not their fault, it was just very inconsistent. Two different academic advisors would tell me two completely different things. I had a hard time believing which one I should trust with my future. In the end it turned out fine, and I am graduating in 4 years like I had planned back in 2010.*
- *Advisors need improvement.*
- *I had an advisor who had just started to advise from kinesiology to nutrition, she was very little help and seemed to not care. She also did not know the nutrition route completely, and it was very frustrating talking to her as a senior. The availability of the classes has gotten better from when I first started, but could still have more options. Also, it was very hard figuring out what classes to take next, and my degree planning was horrible. I think all majors declared need to see an advisor.*
- *Advising, degree planning.*
- *Offer more face to face classes. Not everyone is an online learner. Provide knowledgeable advising staff. Handle time sensitive matters in a timely fashion.*
- *Advising has become much better over my time at UofH. It used to be terrible for Nutrition majors. Now there are more available and it is actually possible to get an appointment.*
- *It is EXTREMELY difficult to schedule an appointment for advising. HPP only allows students to schedule for one week. The scheduler should show 2 weeks of availability for students to make appointments, because student's schedules may change and it will allow student's to make arrangements to commit to their appointment (especially since some students have to skip class to meet their advisor).*
- *Advisors were very poor throughout my degree. It was difficult to get an appointment and you could never see the same advisor twice because they kept leaving or getting fired. Also, none of them could answer any questions that I couldn't just find on the UH website. The senior hold every semester was also a pain because it just delays people from signing up for classes. I was regular about it so I wouldn't fall behind but I know many others that had a lot of difficulty with this. Class availability was very poor. Lots of online classes were great until I realized I wasn't learning anything.*
- *N/a.*
- *Often could not get advising appt until the following month. Other schools like business take walk ins so that should be an option for us. Appt times are for 30 mins, some students like me didn't need the full 30 mins just half or 5-10 mins so if advisors would take walk in another 2 students could be possibly helped during that 30 min appt time.*

- *When deciding to be a nutrition major in the ascend track I feel that the advisors should tell the students all the classes involved and that if they plan to become a dietitian that an unpaid internship is required.*
- *Emphasize how stressful and textbook-heavy biochemistry is for the nutrition students. Most students go into the major to avoid classes like that and it destroys GPAs. There is a lot of information to learn in one semester! It almost seems unreasonable for a CLASS major. It would be nice if advisors did not change so often but I understand people have their own agendas.*
- *Advisors really need to understand what the policies are for each degree. Some advisors were great and some weren't so helpful.*
- *Make sure to keep a close eye on younger professors, as they tend to think they know it all. Just saying.*
- *Definitely degree planning upon arrival of not only freshmen but also transfer.*
- *The advising department could use an overhaul. The advisors seldom seem helpful. It was a here is what you need know go figure out how to get your schedule arranged by yourself. Also, they seemed unwilling to do any work that took longer than 5 mins to prepare.*
- *Advising needs to be more accessible. There should be appointments available throughout the day (not closing for 2 hours at lunch time). There should be a central email for basic questions. The emails can be manned by one or two advisers who answer basic questions, and provide forms needed, or respond that it's a more complex issue requiring an in person appointment. A lot of classes only had one section which made scheduling a little difficult. Therefore, when possible it would be nice to have two sections/ days & times to choose between.*
- *I will improve the computer lab located at the Garrison building, it is too small and the computers don't often work. I will improve the study room located at the Garrison building.*

Hispanic Studies (Spanish)

- *Degree Planning, I wish I had known ahead of time what the future was holding for the Hispanic Department with their new Translation Certification and Spanish Business majors/minors I would have loved to do those also.*
- *Bigger LAC.*
- *N/A.*
- *Availability of more courses, degree planning, and classroom chairs need to be bigger.*
- *Availability of classes.*
- *Info on major dates/deadlines more easily found.*
- *Degree planning, more options in classes/professors.*
- *The degree planning was rough for me. I had to take a foreign language and I was so ready to be done that originally my adviser had me minoring in french would have taken an extra three or four classes than me minoring in something else. (I ended up minoring in Mexican American Studies). I was extremely angry that I was put on a plan that would take additional class time when on my own I found a minor that met all the requirements and took an entire semester less. I stressed that I am done with school and now that my major is complete, I just need to graduate. Put me on the fast track. French minor was so far from the fast track and I was unable to return my books so that was \$200 in the dumpster which was agitating to say the least. I am so happy with my minor in Mexican American Studies and Professor Cano was an amazing asset to my success both in getting the minor accomplished and as a professor. He is truly an amazing person and The University of Houston is fortunate to have him.*
- *I have no suggestions for areas of improvement.*
- *N/a.*
- *Advising- need more advisors and ones that keep good track of what a student needs to take. Class availability- in general, there need to be more class options, especially when you have a large group of graduating seniors that all need the same classes. Degree planning- I think that this should be very specific and tailored to each student, especially Freshman and transfer students. If I would have known that changing my degree plan when enrolling at UH would have made me lose many credit hours, I would have decided differently. Professors- there a handful of professors that truly care about their students and their well being and their course work. Others are very rude and very stubborn/stuck up with their own mind set on the class and the course work, they aren't their to help the student learn. Some professors need to realize that not all classes that they teach are the 4000 level, not everyone is taking their class to become an expert in that particular subject. There are many times that the subject matter is merely a required course for their major or minor degree plan.*
- *Class availability for working students. It was difficult to find upper level courses in the evening for working students.*
- *None.*

• If SPAN 3301 and 3302 are going to fulfill their course objectives, they must be must smaller in class size. I was able to make quite a bit of improvement in writing, but a 3000 level course with greater emphasis on writing would be helpful. The area that is most in need of improvement is a course or courses where students are able to speak Spanish and receive feedback for improvement.

History

- - There's only one history advisor, and he's average at best. - More classes. It's a bit sad that UH loves to tout its Tier One status, yet the academic departments (especially in the liberal arts) are lacking in funding.
- The appointments for advisors via peoplesoft were always messed up when I tried to schedule an appointment that way... fix that please?
- More class subjects will always help. More unity within the department (History).
- N/A.
- Professor Barry Lefer was the worst professor I have ever had. He refused to return emails, was rude and inconsiderate, and changed grades after they had been submitted. I don't believe teachers that show such complete disregard for their students should be allowed to stay at the university.
- I don't have any suggestions for improvement.
- There doesn't need to be a foreign language requirement.
- Classes could be involve less lecturing, online classes should not exist because they do not engage properly enough to learn, degree planning should be also available via email and not just appointment. Alot of teachers phoned it in and just lectured, and in group discussions, they made it more of a quiz and less of community of learning.
- Unfortunately, I never felt welcomed in my advisor's office (Richard Frazier).
- The History department could definitely use an additional advisor.
- Some of the history professors need to be able to relate to University students more. Some of the history professors need to dress more professionally.
- None.
- 1) Greater class availability. Too many classes are offered in the middle of the day, which made it very difficult to work and take the courses I was interested in. 2) For Political Science specifically: Tailor the BA and BS around different classes. The BS of Pol Sci should require a much greater focus on mathematics. Also it would be great if the advisors explained the differences between a BA and BS in political science.
- Some of the Classes in history are dreadful , some of the professors are dry and using the same syllabus and material from ten years ago. I actually love historical subject matter but these classes are hell bent on 20- 25 page papers instead if being concerned with analysis and content. Lastly, if Chicago is supposed to be the correct formatting for History students should use it before their last few classes.
- Better advising/advisor for students and better accommodations for students such as fixing building/chairs/tables.
- The services available should be displayed & the way they work too. I didn't find out about the Language Acquisition Center "LAC" until my last semester there. Also, academic advisors should help a little more by informing us on ways to double major. I found out the day of graduation that I could have double majored by taking two additional classes. This information should be readily available to students or we should be told where we can find this information ourselves.
- None.
- More ancient history classes.
- I think that everything is going great; however, I find that the courses I took within CLASS, that the professors were..more times than not, slightly unreasonable in their expectations. What I mean is that some professors acknowledge that you have other classes and lives/responsibilities outside of school, a good portion of them do not. I honestly feel that professors need to be told more regularly that we have lives, and although they can return a paper/exam later than expected because something came up in their lives, we cannot turn in a paper or exam later without a doctor's note. Overall, I have loved my professors and the majority of them have been beyond understanding; I just feel this concept needs to be continuously reinforced to them.
- Mr Frasier was completely incompetent at advising.
- N/A.
- Another advisor or more advising times or forms of advising such as online chat or video chats.
- How about a geography professor???
- Availability. I don't think most CLASS majors work full time but evening classes would have helped.
- I had originally started my foreign language requirements in German but had to change over because the junior levels were not available in the evening. This makes it difficult for students who are working outside of the retail, food service, or

hospitality to find classes that suit their needs. Also there seems at times to be a disconnect between the advisers on staff and what is required for the students. At one point I had to meet with the undergraduate adviser because my adviser was out on medical leave (no information was forwarded to the students). At the time I was told that I only had one class to fulfill, so it was very disheartening to find out two weeks prior to graduation that I had other classes that needed to be completed. In addition, when I initially transferred to UH, it took three weeks (countless phone calls and emails later) before my transfer hold was removed, which caused me to miss out on classes that I needed to sign up for asap.

- N/A.
- I only had one problem with advising...I was never informed of needing a WID requirement until before my very last semester. Wish I had known this long before. Other than that, Mr. Frazier was always excellent, informative and welcoming. My minor was American Cultures (I believe I was the last student with this minor) and I wish there had been more Native American-based courses, but this is for selfish reasons. I am NA and tried to focus a bit more on indigenous populations during my school. There are a LOT of Mexican and Latino-based courses...wish there was more focus on Native tribes as well.
- The biggest issue was communication. Administration is very slow (or does not return) answering emails or phone messages, including some professors.
- I was an English minor. The advisors in the English department are too hands off and not accessible. Better system to allow students to redress grievance with professors. On the whole all my teachers were great however I felt one was wholly unprofessional and felt I had no recourse and had to drop the course.

Modern & Classical Languages

- My advisor was not always clear, punctual and helpful. The Hispanic Studies classes (Spanish) were very departmentalized and impersonal at times. Some of the teachers are not good either and do not teach the language well.
- Degree planning could be much improved. Undergraduate programs should strongly weed out students from pursuing a degree they aren't any good at.
- Suggest to let students to vote for classes that need to be offered. For foreign languages, classes focus solely on phonetics, grammars, and communication skills, should be offered and design to satisfy the need of students.
- More offerings for classes, and more challenging classes that have a real world impact.

Music

- Overall, I find that the department as a whole is very effective in its overall operations. One of my only suggestions would be closer cross-platform monitoring of classes and the curriculum for those classes, such as the Music Theory curriculum. Since the classes are taught on a rotational schedule of professors who teach that set of classes, students often come out of those classes with a vast knowledge and understanding, but not always on the same page with each other on how they were taught. My only other suggestion would be better/more consistent upper level elective offerings in the major. While I understand that staffing is short oftentimes, more consistent availability of classes would be nice.
- I like the small class sizes of the upper electives and theory sections. I was pleased with all of the services I received and classes I took!
- Class size and degree plan were good for the most part. Being a music major, my specific school is small so I received a lot of hands on experience and direct contact with my professors.
- Some of the teaching assistants were not as helpful as others - grading and assignments were not handled consistently between different sections of classes. Taking the standard reading in the content area class as a music education major was difficult - I wished there was a music section that was more applicable for a music educator's goals. Some classes that could probably have been classified to give credit for a specific course were voted not to for reasons that seemed unclear. The music education program and the college of education did not have consistent expectations which caused some confusion. Having to attend certain college of education events was frustrating because of their lack of relevance to the music educator's student teaching experience. The process of applying for certification and signing up for tests could have been clearer at some points.
- Choir (large-ensemble) should not be required of students that are applied music/performance majors. Choir can be very detrimental to the growth of an artist's personal technique and their growth as professionals. Top music conservatories in the world do not have choral ensembles and if they do they are optional. This should be the case at Moores School of Music to compete and be taken seriously at a higher caliber. If a student is a vocal performance major then I would require them to take opera chorus/productions as their large ensemble. Jazz should be an option for vocalists. There should be collaborations with the Jazz ensemble and actual singers of the Moores School. And this could be another substitution for singers who do not want to be in choir as their large ensemble.

- I had a lot of problems with John Benzer, the music education teacher. I wish I felt more comfortable to come forward and tell Dr. White about these situations, but unfortunately he has handcuffed me professionally. After I receive a job, I will come forward with all the problems that I have had, but not until then. I know he would do everything possible to ruin my career if I did. The only reasons I want to come forward is so that no other student at UH has to deal with what I have death with.
- No.
- Carrie Young is the best adviser at UH. No improvement needed.
- The "Music Business" degree that I started, which was renamed half way through, is lacking substantially in its course material. Quite frankly, if I wouldn't have voluntarily seeked out internships, I would not be prepared to work in my desired field. The Nonprofit Leadership Alliance helped somewhat, but was not catered to arts. I'm aware that there is now an arts leadership masters program, however, I feel slighted because the undergraduates had no access to any kinds of specified classes or forums, even lectures, that would have supplimented our very disjunct degree program.
- N/a.
- 1) The language department needs more available classes-especially the Italian department. To complete my minor, I needed to enroll in independent study, because my required courses conflicted. The conflict lasted for two and a half years before I finally opted for independent study. 2) Clearer advising is necessary in the language department. I was often unsure of requirements and which classes would fulfill them.
- The advisor is AWESOME.
- More flexible class schedules in music.
- I feel that the music school needs to split orchestra and band education degrees to allow more specialized instruction.
- Music Theory class availability is an area that needs improvement.
- Administrative efficiency. I had the same issues, year after year, with financial aid - part of my tuition was paid by the Texas Tomorrow Fund which the office never authorized until weeks after classes began, despite my many phone calls/emails and timely submission of all relevant paperwork. Variety of material in M.D. Anderson library, especially 20th century/contemporary literature. Ex. Salinger published a number of well-known works besides Catcher in the Rye [Franny and Zooey, Nine Stories] that were never in our library's catalog.
- Carrie Young is the best advisor anyone could ever ask for!
- I'm pretty happy all around! I would say that music majors (whose degree is a 5-year program) deserve to have an addendum added regarding the tuition rebate to allow us a chance to receive the rebate. If Architecture gets an addendum, so should Music.

Philosophy

- Size of classes is absolutely horrible. It's because of the size of the classrooms. The number of people in the classes is fine, it's just that the classes at Agnes Arnold are small.
- Advising for the school of communication could use more people. Whenever I had to meet with them, you would have to schedule an appointment and whenever the next week was made available (8am Friday Morning) it was almost filled immediately.
- Provide more TA's to the professors so that the tough to get in classes--that are required for the degree--can be taken by those who need them but were unable to sign up because the class filled too quickly.
- I was able to put in 6 hours out of class time in certain upper-level honors courses and little effort other upper level courses. On a whole, I would have preferred a more challenging college experience. But this is UH, a degree store where the motto is, "If you could have done better, you would have." The reason I do not value my college degree is because it is from University of Houston. I value my associates from Lone Star. The courses had 'easier' material, but the professors challenged me to grow, and excel. 90% of what I learned in college I learned at a community college. The other 10% was learned in Iain Morrison's philosophy courses. Let me put it a different way. Some people tell me my diploma is really an receipt. I tell them no, because going to school has literally improved my thinking prowess, in such a way that reading wikipedia could never have done. But most of UH has been a wikipedia article. I don't value other degrees from this school, because they are receipts.
- I couldn't think of anything in these areas which I felt needed improvement. I felt the advising was excellent and very accessible. Class size and availability were excellent as well.

Political Science

- Advising needs improvement; they were not always prepared to answer questions and were not very helpful in helping achieve your goal of graduating.

- For Advising, it was much easier for me to get as much possible out of the meetings when I created a relationship with my adviser. This is something that needs to be improved, either create a smaller pool of students so that advisers can have better relationships with students or have more advisers. Secondly, I would suggest having more capstone classes, they are pivotal for students to take at all points of their career. Which means, students need to be forced to read (without guidance), be able to give a summary of the texts, and then have questions and be able to conduct the classes themselves. This was one of my favorite classes, *Politics of Conflict in the Middle East* by Claudia Baba and this format was my favorite of all time. Finally, before releasing the course listing, have a survey to account for what the students need for the next semester based on major and minor requirements. This provides students with more options for their semester course.
- Career development.
- I felt I had the most success in smaller classes. Although I know not every class has this freedom (i.e. freshman classes), of the upper level classes, if possible, I think it might be good to limit a class to at the most 25 and to add more readily available classes to meet those needs.
- Class times offered.
- Improve advising.
- I have some grievances over 2 individuals in the economics department. First, Marion Foley, the advisor of economics, has not been as helpful as I would imagine her to be. It seemed like much of her priorities rested upon making sure that people just graduated. Additionally, there has to be something said about Dr. Prodan-Boul. As an undergraduate director, there seemed to be instances in which she seemed distant from the aspirations of the students that were taking her courses.
- Availability of "required" classes was a small issue, I was never not able to take a class I needed to fill a certain credit but I was limited on which classes. For example, this semester I needed to fill a 3 hour credit from a block with 6 different classes to choose from but only one was actually being taught this semester.
- The Chinese major requirements?
- None.
- I think everything is perfect in the department. I would just say that maybe more exposure to programs like CHIP would be beneficial to students.
- I believe more of the advanced upper level classes should be offered on-line or as hybrid courses.
- I did not gain a full understanding of my degree requirements until almost a year after enrolling. I think the orientation process could be improved to ensure that freshmen students have a more complete understanding of this. I also wish there was more communication between CLASS and other colleges. For instance there would be times I would have to leave my adviser and come back only after asking my honors adviser a question.
- The departments need to interact more. Major and minors especially. It does not help when you go to your advisor and they completely ignore your minor requirements and then you end up misinformed.
- Keep bringing different classes.
- Better professors.
- As is usual with UH, dealing with administration is a headache. This is not really a fault of CLASS, but UH as a whole. Having ten different user profiles and a spider's web of different websites to use is not conducive to academic success.
- I was fortunate to have a great advisor but I am aware there are some who throw students off the right track. There are some who purposely recommend students to take the most enjoyable classes in their field instead of making sure they take care of their core requirement. There are some who are also purposely unclear of making sure students know their requirements. This can greatly delay graduation and cost students more money. Please thoroughly address this problem.
- Nothing really, everything went smoothly with me.
- None that I can think of.
- Degree planning.
- Classes and more PHD professors.
- I would only say to open up more night classes for those who do work full-time.
- More career advising from advisers rather than the career service people.
- I truly feel that the Liberal Studies major needs some reevaluating. I don't believe the intro nor the senior course for Liberal Studies (required credits) did anything to help me improve as a student. In fact, because it was full of philosophy, I struggled A LOT in those classes. It felt like busy work that would not help me besides earning my grade in the class. I also feel that the director is seen in such a positive light by the administration that student's comments about the coursework are not taken seriously, and that's a shame. Those two courses should not be required. Aside from that, I believe that the new structure of having to set up an appointment with your advisor keeps you from seeing them whenever is most necessary. It would be nice if they at least had one day of walk ins. Sometimes week went by before I could see my advisor because their schedule was so

booked, but I'd pass by and their offices were empty. Please take in consideration that while advisors do have paperwork to fill out in between appointments, students also struggle to commute to campus, find parking, walk to their advisor's offices just to find them "unavailable." I don't have a car, so I either must use public transportation or get dropped off and picked up on campus which is a hassle. Advisors should be more flexible with their availability if they take this into consideration.

- I have too many complaints about how horrible UH has been towards me. You are the absolute worst school when it comes to many things, no wonder an average graduation rate is 7 years. That's because your advising department sucks. I complained to the dean at one point to have my case be heard. Your deadlines and readmission policies are stupid. The school of communication advisors are never available as their appointments are always filled. Communication has THE WORST AND probably the most pointless class called COMM research methods that MOST people do bad on! It's pointless. Degree planning is horrible. People who work there are not interested in you or your success, in fact they would like to see you fail. The teachers are underachievers, so their insecurity makes them make their dumb classes even harder. It is a commute school with horrible parking. There is no easy way to get through UH unless you come from a well-off background. They made me waste a semester because they changed their rules right when I was applying. Financial aid has gotten better but at one point they made me pay a balance in a summer semester out of my own pocket which ruined my life and wasted my college time. I hate you. I didn't walk on graduation because I HATE your guts.
- In Political Science classes, most of the Professors had final papers due by the end of semester. When they handed back the papers, they simply put a grade on the paper without explaining the actual strengths and weaknesses. This way, I never figured out my actual writing strengths and felt that perhaps I don't need to improve it.
- Size of classes. More technology centered classes.
- Advisors. Especially the head poli sci advisor guy.
- When I would visit my political science advisers, it felt like they had more time to help me. When I would visit Ms. Frazier in MCL, it seemed like her time was more rushed. I like Ms. Frazier, but feel like MCL needs an additional adviser.
- Introduce specialized majors (i.e. Political Science with concentrations in Public Policy and Middle East Relations), cleaning up the catalog, and limit the increase of tuition (in three years, tuition went from \$151 per credit hr to \$196).
- Na.
- Course availability is a concern of mine. I was a philosophy minor for a period of time and I was advised against pursuing this minor due to the lack of course offerings that would impede my on-time graduation.
- Everything was great- The class building was overly warm though.
- I feel as though we could update our technology availability i.e. computers or tablets for students at 24 hours a day, in particular academic departments, not just in the library.
- Expand the faculty for international relations. I am aware that you recently hired Dr. Shea and another IR professor is coming soon. Keep it up!
- I had problems with the financial aid office, but overall they were ok. They improved as my time at the university grew.
- Stop rapping us in parking fees and cut administrative pay. No way in hell is anyone at UH working hard enough to make 300K while nickel and diming students on minimum wage for parking. SHAME ON YOU UH!!!
- Only the technologies such as viewing the projector or hearing the audio had some difficulty.
- Degree planning and more help with career services.
- Advising, class sizes.
- N/A.
- Scholarships and financial aid office needs responsible staff, who will not mess up your records just because they had a bad day.
- Not really.
- You need to have more political science courses that use statistical software and focus on analyzing data sets.
- I could have been a better student, but poor academic advising can also be attributed to it taking me so long to graduate. I have to say, if I'm required to pay for academic advising, they should at least do it right. I took out loans to pay for classes that I later found out I didn't need. I wasn't 'advised' of requirements for a minor until my junior year, and by that time I was broke and working 40hrs a week to just pay for classes that I should have and could have been taking when I had the time to take them. My grades suffered and I ran out of money. Poor academic advising is unacceptable and hurts students.
- I think advising could be a little better, like more flexible hours and guiding the student in the right direction making sure he or she does not take extra classes that are not required for his or her degree.
- One administrative area that needs help is the Economic Advising area. Mrs. Marion Foley is not a very nice woman and she is by far not very helpful. I was a double major in POLS and ECON and I have to say that anytime I had to visit her office was a complete nightmare for me. She is rude, unprofessional and unapologetic, as well as not effective in completing the task that

needs to be completed. The Economics department is full of great professors and administrators but she is a very bad blemish on the face of such a prestigious institution.

- Graduation process needs to be more clear and officiant... Commencement should not be on a weekday morning.
- I would of liked to recieved notice of my progress for completion of my major, an email at least as to what was needed and what classes were available for completion of my major. I would of liked to recieved notice from an advisor during my senior year as to progress of completion of major, an option to meet at a certain time.
- Administrative is acceptable. Some of the teachers do a decent job of not being too biased or leaning a certain a way. Some of them also take that Tier 1 thing too seriously.
- There should be more classes available at different times. It is very difficult to take important classes when is only professor teaching it at their own convenience instead of making it accessible to students.
- Due to my special circumstance I am a strong proponent of all professors to put in writing and deliver to student any exemptions they may be given for required work. If a student is exempt from a final exam the exemption should be in writing with the student given a copy and the students file be given a copy.
- I think everything worked for my perfectly my 2 years at uofh. No complaints.

Psychology

- None! Professors in Psychology are awesome!
- Advising and degree planning needs more improvement. Advising need to be more than just helping the student make sure their requirements are all met. Advisors should advise and counsel students on making the right academic choices for their future. Additionally, if the major is something broad and general, they should take the initiative to advise the student to be more specific with their majors.
- 1. Encourage research 2. Educate students on the realities of the job market and graduate school admission standards.
- Offer more interesting psychology classes.
- Have stand-by advising available. The appointments help if you happen to wake up early on Friday's and remember to make it to the scheduled time. Also, announcing which students have holds for which reasons may help with the process.
- None really.
- Many of the graduate students that I have had as professors were absolutely atrocious as teachers. Allowing htem to choose between teaching and research as well as training htem if htey plan to teach would be much better.
- N/a.
- I saw some classes listed online that I wanted to take but were not avalaible.
- 1) more advisors 2) more time slots for advising.
- I would of liked to be able to talk to my advisors on the phone or email them with enrollment and other questions.
- More psychology classes need to offered. Online there are classes such as psychology of humor and other interesting subjects that was never actually offered any of the years I attended the University. Also, advisors and professors could stress the importance and availability of research lab experience more and early on for students.
- N/A.
- The advising department needs more attention or availability. It needs a better system of booking appointments other than only online on Friday mornings. There are many classes that were included on the catalog that are not even offered. These classes should be removed or available to take.
- I did feel that academic advising was largely on point. I would have liked better information about scholarships, rebate programs, etc. It would also be helpful if qualifications for the CLASS scholarship were more specific. I applied twice and did not receive it, but was never given clear answers as to why I did not get it and how to improve for re-applying.
- Advisors are very specific, they are not willing to discuss some future plans with you or guide They just tell you what you need to do to graduate and that's it.
- Provide a variety of different sections for certain classes.
- Advising, often time if you do nt sit in front of the computer at exactly 8am on friday you will NOT get an appointment. We need more advisors. Second, there are not enough classes in psychology.
- Advising was difficult because I lived off campus and attended a satellite campus. The advisers there were just as helpful in pointing me toward the right classes and explaining exactly what I needed to do, but could not lift any holds, which was a frustration. I had to take time off to drive up to the main campus to lift holds so I could sign up for rapidly filling classes, though I already had been advised.
- Advising appointments!! We need better advisors and a better appointment scheduling system!
- Advising on required classes, clearer instructions.

- Availability of more classes.
- I believe, especially for seniors, the majority of classes should be offered every semester, including summer. In my experience I could have graduated a semester early if I had 2 classes i needed offered over the summer. It wasn't crucial for me to graduate early, and I enjoyed my last couple semesters here, but for some this might be more of a problem.
- More advisers to get easier appointments, more classes on different cultures.
- None.
- Please offer more courses that are taught by actual faculty. There's too many psychology classes being offered by graduate students and not enough full time faculty. How do you expect us to get our recommendation letters?
- Make walk-in appointments for advising in the psychology department. Make online classes more interactive. Have a place for students to buy scantrons in EVERY building.
- None.
- Classes get full to quick.
- Advising was a nightmare. You had to schedule appointments right when the appointments were made available. Also, the advisers never responded to any of my e-mails. That is very frustrating.
- There is not much I can recollect that needs improvement.
- More advisors.
- Definitely advising and degree planning. Most college students that succeed tend to be more proactive. Much of the times if a student is oblivious of how they would graduate, they would just go to advisors and would get advice. This is good in some cases, but for those who don't quite know what they want to do, they may end up taking classes they never needed or wanted to take. A good way to help students understand what they want to do is picking classes that lend to their strengths. I don't think advisors do a good enough job with that.
- No.
- Having to take three courses including a 3000 level one before being able to apply for a psychology major made my major change and preparation for graduation more difficult than it should have been.
- There were not enough advisors and not enough slots to meet with them.
- The advisors should be available more often.
- None!
- Update the website.
- Have advisors talk more about plans after graduating.
- Class availability. It seemed as though the upper level classes were always limited. I did not get to take some of the classes that I really wanted to take.
- I had no problems with the advising or administrative areas!
- I would probably suggest a better way to use the computer system to make advising appointments and such. Sometimes when you would click to make an appointment, the computer never followed through or could not follow through.
- It would have been very helpful to have more information available about the format of classes before the first day of class, especially for hybrid and online classes. For example, I would like to have known that my online class was going to have exams at night on campus. Also, the one thing that really frustrated me was that there were classes that I took that were relatively easy for me, that I got B's and C's in. Some of this was due to what I felt were poorly constructed exams or bad grading structures.
- None.
- I liked the size of the classes.
- Availability of classes and degree planning.
- I feel like there needs to be better advising all around. The advisor I spoke with was usually able to help me when I needed it but I heard others complain that they didn't have much help. Another thing to change is the Career Center. I went to them with questions regarding my major and future employment options and didn't receive the help that I was expecting or that I was told others had received at different universities. The last area that needs to be improved is getting grades back in time for graduation. I am at Cum Laude status right now and the grades I make at the end of the semester determine whether I graduate as Cum Laude or Magna Cum Laude. However because finals end so late and grades are not given back in time, if I do make Magna Cum Laude I will not be recognized at commencement. This aggravates me because I worked very hard for this achievement. I realize it will be on my diploma, but I would have liked to have recognition at commencement.
- I believe that we need more advisors.
- N/A.
- CLASS should offer more networking events.

- *-less online classes and more classes in person. - more organized system for class enrollment. -more grad school information as well as testing information.*
- *The availability of classes need to improve tremendously. I had a lot of issues getting into certain classes. I think there should not only be a focus on academics but all help with your career whether it is an actual part-time job or volunteering. Students need more hands on experience.*
- *Everything was good.*
- *I cannot express enough how frustrating it was when I need to get an appointment with an advisor and I had to go through the online system to do so. The calendar only shows one week at a time. You need to improve how the psychology department schedules appointments. This terrible system actually made me avoid meeting with an advisor and probably hurt my academic career.*
- *For a while my major was in communication disorders. The advisor in that department did not seem as involved as compared to the psychology advisor that I communicate with now. For communication disorders it was also a major hassle planning for courses, too many of them were only offered during certain semesters, and would fill up quickly, it was common to have your graduation date pushed back a semester, or even a year because of this.*
- *Class availability and being able to sign up for minor requirements much sooner.*
- *More advisors.*
- *I believe that each academic year students should have a mandatory advising hold to make sure they are on track, instead of waiting until senior year.*
- *I've never had any issues.*
- *I personally think that the psychology program needs a greater and better emphasis on statistical analysis. The majority of individuals plan on attending graduate school and do not realize that the statistics are the backbone of research.*
- *Advising.*
- *N/A.*
- *Degree planning is terrible. Career options, better advising overall.*
- *N/a.*
- *It seemed like there was maybe a 5 minute window to schedule an appointment with advisors each week throughout the semester, and I could never figure out when that window was.*
- *Na.*
- *Advising could be a little more personal for undergrads. I did not feel like I had an advisor that knew who I was or that gave me advice as to what my next step is after graduation or how to even sign up for the graduation commencement in the fall.*
- *Degree planning should be required as a freshman.*
- *Timely Registration for classes is a hassle for those who are having trouble paying off their tuition.*
- *None.*
- *Maybe a more thorough discussion with advisors for degree planning.*
- *More advisors, more computer labs.*
- *None.*
- *Availability of advisors.*
- *None at all. My advisor Ms. Canales was great.*
- *Advising was not as accessible as would be preferred.*
- *I think two things that can possibly be worked on is access to our advisors when we really need to talk to them, and the other is feedback from professors online. Lately, getting in contact with them seems impossible. I know it's not their faults but as students we need to have some kind of communication.*
- *There were some academic areas I believe that needed improvement which was the time frame the classes were held as well as the days it was being offered. Some students have a difficult time taking classes and choosing from which class to take in order to work around their work and school schedule. Another is when to see an Academic Advisor but they provide the students on when to register to see and meet them for advising.*
- *Don't make students "have" to come to advising, online is just as we'll especially when students work and go to school.*
- *Thank you Gregory you are an awesome Advisor!!!!*
- *Class space and class availability.*
- *It takes a month to get an appointment with an advisor and when you finally do they really don't care and they aren't prepared (like they didn't even glance over my information which is on their desk), and on top of that they tell you all the wrong things because they didn't prepare. This kind of poor guidance has caused me and other students I have spoken with to waste money on unnecessary classes. The only advisor I ever met with who actually did what an advisor is supposed to do and was prepared*

was Gregory Rhodes.... he deserves a promotion. At the very least this guy should be teaching the other Psychology advisors how to do their job correctly.

- Availability of Classes- The college needs to offer more classes, most of the classes would fill up quickly and did not have a chance to take the class you needed at the time you wanted.
- Advising Appts Are Extremely Limited, They Should Be Fifteen Minute Appointments, I've Never Stayed Longer Than Maybe Ten. There Should Be More Than Two Advisors, Especially Seasonally and in The Beginning And Near The End Of The Semester.
- Some of the undergrad classes are hard to get into because of the time schedules. There are very little evening classes if any for people that have to work to support themselves. My last three semesters, I had to take Saturday classes so that I could complete my coursework.
- It's always a struggle getting the courses I need before they are all gone.
- Summer should have a graduation, by December I'm no longer as excited and have no desire to work. Also degrees shouldn't take 4-6 weeks to confer other schools do it right away, there is so much planning up to graduation that we should be conferred right away.
- N/a.
- I think offering more classes online would draw in more students in addition to making learning a more flexible option for student who work and/or live further from the school.
- None.
- The whole administrative process is nauseating. I was told that I just happened to "fall through the cracks" on more than one occasion; including but not limited to receiving an admittance letter in the first place. The ONLY reason that I knew that I was even accepted was that I got an email saying that I needed to attend a conference for "accepted students like [me]". I've paid the full amount of tuition out of pocket every semester Here, why is it acceptable for me to "fall through the cracks". I did not feel valued as a student here at all. I felt like one of many unimportant numbers.
- Diversity of classes.
- In some classes, the size was too big, which led to tests having to be taken in CASA. There are too many issues with CASA, as I'm sure everyone is aware of, and while I understand the need for CASA (because in a class of 600, how will you control cheating?), it needs to be better executed. Classes can be reduced, and teachers can put more faith in their students, CASA is a horrid place that induces test anxiety in people who never had the anxiety to begin with, I don't appreciate being treated like a cheater, especially when I have done nothing to deserve such treatment. Having to wait until midnight to sign up for my exam and rushing against other students to get the best time, because you only have 30 seconds to do so, is highly stressful, and considering this school, don't need to add anymore stress to your students. Worst of all, the professors put together the exams, so during the exam, if you come across something confusing, and would like clarification, the only person that can help you is your professor...but where are they? You are on your own, and you are screwed. Please for the sake of current and future students, do away with this.
- The advising department should have better scheduling. Schedules should be open at all times vs only opening up on Fridays. Classes are often taught completely by PhDs student. Undergraduates don't get many opportunities to talk with professors. It would be nice if there was a way to walk in to an advising appointment. My minor was able to have that for their advising and it would be so much more convenient, especially when all I need is a few minutes at the most.
- Availability of classes, there seems to be less of an offering in the spring semester than in the fall.
- The only issue i have is that it feels like im in the dark about graduating because i dont receive info on it at all. Plus i hate the fact that i dont receive my grades UNTIL the day i graduate which doesnt make sense to me at all.
- I think advising should be made mandatory every semester.
- More information on graduate school, and research opportunities. Promote stress free activities. The library should have more silent rooms for students who have trouble concentrating.
- More obvious career help during enrollment.
- N/A.
- I felt slightly under-challenged for the initial year after I transferred (my junior year), and I feel like I fell behind the optimal pace for me to be in the position to be admitted into the best graduate schools. I feel like I should have, instead of just being advised about requirements for graduation, been advised early as to how I could build an impressive CV and challenge myself to the fullest. I was not exposed to these possibilities at the institution from which I transferred, and it took me a while to learn about what it took to get ready for grad school once I got to UH. The quantitative courses at CLASS, of which I took many, were each too slow. I understand the pace in intro to psych stats and methods, but even in the "advanced" undergrad courses we spent too much time covering old material and too little time learning new things. If there's one area that could have given

me a head start on grad school applications and in grad school itself, it's a more complete understanding of stats and methods in psychology.

- The advising schedule/process is complicated. Sometimes it's hard to get information, for whatever reason.
- N/A.
- An area of improvement would be to have easy access to the advisor. While, the advisor I visited was great, I really did not like having to wait until Friday to be able to schedule an appointment for the following week. I had to be on the advising appointment website really early to be able to schedule an appointment for the following week. If for some reason it got booked before I could schedule an appointment for the following week, I would have to wait almost two weeks to get my questions or concerns answered.
- The individuals who work in the department regarding transfers need to make sure all paper work is being processed properly and in a timely manner. All advisors in their particular department need to be on the same page as far as informing students of graduation requirements. I received conflicting information on what courses were acceptable transfer credits and additional conflicting information on graduation requirements.
- Update the Heyne building. It doesn't live up to UH's new standards of education.
- I feel that math classes should be clearer on what will be expected if them in the testing center.
- HDFS classes were not all available every semester so I feel I missed out on a class or two that I would have benefited from.
- The Psychology Advisors are rarely available in person.
- I think professors should be available to answer questions when students need them.
- I wish that the advising team was more proactive about teaching students to advance their knowledge and degree plan. I felt very alone in trying to figure out what was the best courses to take with what job field I want.
- I think CLASS professors need to promote group work more often because that is one of the reasons why I don't know a single student graduating in CLASS. However, in the college of technology group work is implemented in all the courses that I took. I made plenty of friends and networked so much that I learned to value the importance of group work.
- The psychology advising department is very unfriendly for students. We do not have an assigned advisor and the online appointments are difficult to get. Also they do not have walk in hours either.
- Everything was perfect. Except for that receptionist in the psychology department. She is highly rude.
- You need a graduate degree in Forensic Psychology ASAP. You have the clinic which is great, but clinical Psychology is too broad of a field. A PhD in Forensic Psychology will be much more competitive and will attract great people to the program/University.
- It would seem that quite a few students commute in order to take classes, or attend most of their classes at another location such as the North West campus. This being said, it can be difficult for some students to make it to the main campus. It would be ideal if there was an adviser on staff at the North West campus that could make official changes to our records, or file official paperwork. (I understand there is an adviser on staff, but this individual lacks the permissions to make necessary changes.) I would also like to see a possibility for online web sessions with the advising counselors in order to remove senior holds or get simple matters handled. I feel this would prevent the need to travel to the main campus to have a hold removed. This would also help eliminate some congestion in making an appointment to see an adviser, since there are so many students that need to speak with an adviser. It would be nice if there were more than one psychology teacher out at the North West campus. While the current professor is magnificent, it limits the choices for classes. I think the students would appreciate being given more than a few choices for a schedule.
- Professor availability for students taking online classes.
- All in all everything was as to be expected. The only area of improvement would be the advisor availability.
- I asked my adviser about grad school, who to talk to and she gave me an internet website.....I would have like more information from an actual person. Information seemed to be hard to get, I could not get in a class for my minor so I was told I had to email an adviser in that department to remove whatever was preventing me from enrolling. This was the most frustrating process, my adviser should have been able to help me with this problem. It seems as if there is campus wide lack of communication. When talking to my adviser about classes I still needed to take, she told me I needed to go talk to my minors department to find out what classes were required. First she is an adviser so she should be able to get this information, second it is on the uh website. If uh wants to help their students succeed they should not be making them jump through fifty million hoops just to get another fifty to jump through. There is a lack of diverse classes and not enough classes available.
- I had a lot of trouble with the financial aid department my first two semesters. Communication on what was required or needed was not effective. I had one great advisor and one that was not good at all. Parking at the University is a ridiculous. It causes so much hassle every day. I would rather go to another University than deal with that again. It is also ridiculously expensive for a decent parking pass. The garages are nice, but what percentage of students can really afford that?

It just seems that when it comes to providing a decent place for students to park, the university is more concerned about making a profit.

- *Online class availability.*
- *Senior advising does not accommodate night students that during the day. I was constantly confused about the courses I need to take. More night classes please!*
- *It would be helpful to be assigned a specific advisor that would help you through your time at UofH rather than having different advisors each time.*
- *Undergraduate advising really needs some work. I felt like I was being shuttled in and out as quickly as possible, and they were completely unable to advise me about graduate school options or the application process.*
- *Financial aid finally made it possible to enroll when problems arose. I needed my refund faster however. The book loans were only enough for one or two subjects. This monetary issue can have an extremely burdensome affect on the experience.*
- *Class size smaller.*
- *N/a.*
- *I really didn't have much difficulty in this area.*
- *The class sizes are manageable. I would say that I had the roughest time with class availability. Advising was a nightmare. There were never enough appointments available when needed. However once able to speak to someone, they were beyond helpful.*
- *I had such a great experience with my advisor and any other department I went to that I think everything is perfect as is.*
- *Luckily I had two great advisors throughout these last two years to assist me in planning accordingly, but ultimately it came down to me needing to visit them as frequently as I could. I always registered on time to avoid issues later, I will always remember a frame hanging up in one of the offices that read "Don't let your emergency be my problem." Words to live by...*
- *None.*
- *The philosophy dept is small and lacks much due to the fact that it doesn't attract much interest in majors. I was advised that as of this year there were only 100 Philosophy majors in the school. It doesn't help that some of the philosophy professors serve more as deterrents than as educators that would attract more interest in the subject. I did not have the following professors as instructors, but that was because I was warned by everything from faculty to student about these professors and how harsh they are. Gregory Brown was a name I heard quite often as someone who humiliates his students and appears to pose questions to the class in order to do so. Another I have heard of is Hataab. As a student in conversations with other students that are NOT philosophy majors, I can say that their reputations do a great disservice to the department as a whole. Due to the aforementioned problem of the philosophy department being so small, required classes are not generally available each semester and sometimes you have to wait for a semester or more for them to come around. That being said, I think if it is not feasible to add more professors or classes, the advisor should be much more involved and knowledgeable about the current edition of the upcoming course schedule (as well as the schedules from 2 or 3 years before) and help the student understand how to pay close attention to the trends in availability in order to plan schedules for optimal success. I had an instructor tell me during finals that she still did not know what all she was teaching next semester. That was December 13th. After enrollment has been open for quite sometime. If philosophy students were on a more monitored advisement, this would seem to facilitate better planning on the part of the department.*
- *No.*
- *The system for scheduling appointments with advisors definitely needs to be revised. I'm all about using the internet or a computer to schedule an appointment but the system that is being used is slow and time-consuming and not that user friendly. It would also be nice if students could make advising appointments at least 2 weeks in advance during the busy advising season. Currently, a student is only able to make advising appointments the week of or a few days before and advising slots go fast.*
- *Offering more online/distance degree choices.*
- *My major was originally in Sociology with a minor in Psychology, but finding courses that were available in the evening and online in the Sociology department proved to be extremely challenging. I work a full-time day job and quickly realized I would not be able to fit required courses into my schedule, so I ended up swapping my major and minor. The Psychology department offers MANY more courses online and in the evenings which is attractive to someone with my work schedule. I think the Sociology department would benefit from offering a more varied course offering as far as evening/online classes. While I didn't often require the services of Advising in the Psychology department, the "no-walk ins" policy proved to be frustrating when I did want to speak to someone, especially when an appointment was required for one or two simple questions to get clarification on something.*
- *Offer more sections and bigger class sizes.*

- *I think making the degree planning more transparent will help. I had to go back and forth with my advisor several times before we were on the same page with what I needed to complete my degree.*
- *The QSS minor was confusing to complete and my advisors in both art and psychology had trouble figuring out which courses completed the minor.*
- *Get desks that fit adults.*
- *More online classes.*
- *There should be more Psychology advisors. It took forever to find an appointment.*
- *The availability of more classes either online or through multiple campuses to facilitate ease of completion of the program. More opportunities for lab experience.*
- *Advisors, Professors and Grad student teachers need to recognize that non traditional students, particularly those 40-50+ years old might have special needs. Help them understand how to navigate thru the school system but don't treat them like they're a lazy 19 year old who isn't taking this seriously and goofs off like typical teenagers. I found staff to be cold and clueless as to how they could help me. They were all so robotic all the time.*
- *I think that one should keep class sizes small. I think there should be more Psychology classes available to enroll in because I took several Anthropology classes but, I would have taken even more Psychology classes. In my minor of sociology there was enough classes.*
- *None I was satisfied.*
- *I started out on the BA track with a Corporate Comm major with a Psychology minor. However, I did not want to take four semesters of a foreign language, so I flipped my major and minor. I am finishing with a BS in Psychology and a minor in Corporate Comm. Wish the School of Communications had a BS track.*
- *I do not have any suggestions on improvements in either area.*
- *Advising needs to improve - especially for students coming from less than traditional backgrounds. Some teachers care tremendously, others may not even be teaching anymore, and don't interact with us at all - they simply recycle their old lesson plans and actual lessons and have a TA grade and return them. Degree planning is completely lacking through the technology in the registering system. Additionally, the claim that a psychology degree is available completely through DE is not true.*
- *Having more professors or associate professors teach. Graduate students are too busy and as a result, some do not teach effectively. They rush through the material and care less if their students are learning or not. This does not apply to all of them but it applies to most of them in my opinion. Had a better learning experience with professors or associate professors.*
- *Overall, everything was great! Classes were usually a decent size and the advisors were very helpful!*

Sociology

- *I had problems with advising in my minor (pols), it was hard to schedule. Also the advisors didn't know as much about my course options.*
- *I think there should be more online and evening options, and possibly smaller class sizes.*
- *Smaller class sizes when possible to maximize learning and discussion possibilities.*
- *None.*
- *Change the advising system. It needs a lot of work as to what classes I was supposed to take and the number of credits I needed. Advisor not personal or helpful.*
- *Availability.*
- *I really can't think of anything.*
- *The Spanish department could use better professors and be more understanding with complaints about professors.*
- *Transfer students- it was hard transferring because I had to retake classes. Also, what I am extremely upset about is, the honors system. I had the grades, and have worked hard for years to not be awarded with honors because of hours. It is sad students spend a numerous amount of time and money to attend UH and to not get what they deserve. I am graduating with a 3.6 and I should be rewarded for that.*
- *No improvements come to mind.*
- *1. The spanish advisor Ms. debra needs to learn to better communicate with her students. 2. more afternoon classes for students that work full time.*
- *The timing of classes could be improved on to make them more available to students.*
- *Keeping the Sociology lab open more.*
- *None.*
- *The Sociology department is mostly excellent, but it needs more classes that are similar to Economics in terms of applied research. For example, Econ features classes that are like "jumping off points" to graduate school. These classes teach how to*

evaluate and conduct research. It is typical that you review ~30 studies a semester in them and understand how the authors conducted their research. All the Sociology department has is the Methods class, which is great but introductory. It would be better if there were advanced methods class such as an advanced quantitative class that required Econometrics and Stats, and an advanced qualitative class. The quant. class could utilize statistical software such as Stata, and the qual. class could teach interviewing techniques.

- I think more classes should be set up for non-traditional students (older, with full-time jobs) to accommodate their work schedules by offering more evening classes in their major.*

Theatre & Dance

- I did not feel yep that my advisor did all she could to make sure ewe were on track. I would have liked if she kept in touch more and kept us in the loop.*
- Financial aid department could be more organized- sending people to the right lines is always a huge issue.*
- Advising was outstanding. I had a personal relationship with my advisor, Erika Jimenez, and always felt very looked after.*
- I transferred in and a lot of my credits were not accepted, though other students who transferred in received more credit it than me. I petitioned but I still was not allowed to accept them as credits. There's was a lot of confusion and red tape within this process. I feel my advisor didn't have a lot of resources within the university as a whole, I felt like she had to wait on dean approval for a lot of my requests.*
- None at this time*
- Need dressing rooms & lockers for the dancers, dance dpt facilities and logistics need attention*
- Was rarely able to make an appointment with the Psychology department. More options with dance classes would have been very helpful.*
- The Artistic Director - Jim Johnson has demonstrated repeatedly that he does not care about the students, but rather his own career. He refuses to connect the school to the profession and he is seriously lacking in knowledge about many parts of theatre INCLUDING: Technical theatre, Design, Playwriting, Dramaturgy, Directing, Acting. THIS IS A SERIOUS CONCERN. He is more than unqualified for his title and it is effecting students educations. He has sculpted my experience into a negative one. One that makes me not proud to be a UH graduate to the Theatre and Dance Program. Further more, He has ignored complaints from students about the quality of the program. Bottom line is Jim Johnson (The Artistic Director of the School of Theatre and Dance) does not care about his students, he only wishes to achieve his own success at any cost.*
- It would be nice to know all of the interesting/not typical classes that UH offers, early on. The ones that have intriguing names and can substitute some of your core! You dont find out about them until you're too far into your degree plan and dont have room anymore.*
- I would say constant email reminders but for the most part I have no complaints.*

Assistance Achieving Goals

Question 22 asks students what specific programs, services, or people assisted them in achieving their academic goals. 712 students responded. Students most frequently mentioned faculty members and advisors; over 200 were mentioned in general. 274 professors and 30 advisors were mentioned specifically by name, often repeatedly.

Art

- *All of my professors, my advisors, co-workers at the Jenkins Architecture & Art Library, the department of art history, and the VRL.*
- *Cindy Bowman was a great help, and Amanda Clay and Kenya Adams really helped me this last year. I really appreciate all of their help in advising me. Great advisers really helped me these past 4 years.*
- *Pat Masterson and Amanda Clay.*
- *Amanda Clay Malachi Crawford James Conyers Rex Koontz Amy Powell Irene Ray Art and Architecture Library and Staff M.D.Anderson Library and Staff.*
- *The sculpture block program was great. Definitely feel that it helped me find the reason behind my artistic practice, allowing me to present my work in a more educated manner.*
- *I used the Writing Center a hand full of times and it was helpful. The advisors were really helpful as well.*
- *I think swimming in the Recreational Center helped me de-stress, thus helping me produce higher quality work for my classes. All of the graphic design professors especially Beckham, Fiona, and Sibylle, teach us how to have a critically eye, and come up with conceptually, well-thought out ideas.*
- *Ted Closson (art teacher) and Travis Webster (queer rhetoric teacher) were the most supportive.*
- *Amanda Clay is the most helpful adviser I have ever had! I went to her for absolutely everything. She is always willing to help and does things in a timely/accurate manner. Even when she doesn't know the answer immediately, she will help you find it instead of forwarding you to someone else like most people do.*
- *My advisors were instrumental in my success as a graduate.*
- *None.*
- *Art and Advertising.*
- *CLASS and the College of Technology.*
- *My favorite professors and family.*
- *Library and certain professors.*
- *Dr. Waite.*
- *The printmaking classes were amazing.*
- *Patrick Masterson, Jack Hannah, Sybil Hagmann, Geoff Heppensteil.*
- *My academic advisor, and art professor, Geoff Hipinstein was encouraging. As well as Professor Koontz, with whom I've take three classes with, and Professor Costello, all of whom helped me finish my semester.*
- *Amanda Clay was one of the most helpful people I met at u of h.*
- *Mary Magsamen who encouraged me to intern with The Aurora Picture show (which I did) and taught me about abstract art and artists like John Cage. Joe Winston who taught us the dying art form of darkroom development and truly pushed us to be the best we could be. Guillermo De Los Reyes who was our phenomenal study abroad professor when I took my last two semesters of Spanish in Spain.*
- *Stephan hillerbrand Delilah Montoya.*
- *Amanda Clay has been very helpful. Dr. Chung & Dr. Marcello have also been good mentors. School observations was a good experience. Evening classes were helpful as well as online classes.*
- *Advisors were very very helpful. I also have a art history minor , and I was very satisfy with all professors in this field .*
- *BFA graphics- block.*
- *The Honors College, Stephan Hillerbrand, Ariane Roesch, Amanda Clay.*
- *My advisor was a great help. I also appreciated several of my teachers in both degrees.*
- *My professors.*
- *Amanda Clay! She kicks butt! She always responded to my emails promptly and made me feel like I could achieve anything.*
- *The general service lab on the 3rd floor of the Fine Arts building was always SUPER helpful and student friendly.*
- *Everyone at the Art Office is very helpful and nice. Amanda Clay, was extremely helpful, with information, I emailed her many times and she always answered. She has a lovely personality and her optimism also helped keep my spirits up.*
- *The writing center was a great resource. As well as my instructors. Plus Ms. Bowen was a great asset. It was sad to see her retire.*

- *Amanda Clay helped and she was awesome, extremely respectful and helpful!*
- *None.*
- *Almost all the professors I took, touched subjects that were directly related to the art field even if they weren't apart of the course material. The fact that these professors were educated in answering my questions that were a bit off topic was a great help. I loved the help at the library, the VRL, the counselors and the professors.*
- *The VRL, the great Art History faculty, and the Art library.*
- *Amanda Clay is an AMAZING advisor and was a tremendous help to me in deciphering my transfer credits and keeping me on track for a timely graduation. The Sculpture department is extremely well staffed by Katrina Moorhead, Paul Kittleson, Jillian Conrad, and Josh Bernstein. All of them were instrumental in my success in the Block program. Dr. Sarah Costello and Dr. Jessica Lochheed were both inspirational art history instructors. Had it fit in my schedule, I'd have eagerly done an AH minor based on my wonderful experiences in their classes.*
- *None.*
- *Marcelyn McNeil, Aaron Parazette.*
- *Aaron Parazette, Al Souza, and Amanda Clay were all three important to my progress toward receiving a Fine Arts Degree at University of Houston. Aaron Parazette provided contemporary artistic theory, an example of excellent artistic practice, and a calm reasoned approach to the critique process. I am grateful for the opportunity to study under his direction. I can say the same of Al Souza. Both of these professor's suggestions and direction were integral to my success at the University of Houston. Amanda Clay helped me navigate the degree process with friendly professional manners and good working knowledge of the program process. Amanda assisted me in completing my degree as quickly and efficiently as possible. Thanks!*
- *None.*
- *The professors in the School of Art, Photography and Digital Media program were instrumental in inspiring me and helping me achieve my goal.*

Communication

- *Varderman and Beltran helped me find out what i really wanted to do and really encouraged me to think outside of the box.*
- *I loved the computer lab! So many good programs on the computer and really fast computer speeds. Orlando was also helpful in answering many of my advising questions.*
- *Online resources.*
- *My professor Charlie Crixell in the journalism program helped me to get an internship at the Houston Chronicle. My advisor Orlando Zamora was also a big help in keeping me organized from beginning to end!*
- *Professor Fix was awesome. Advisors were great too.*
- *Craig Crowe, Bryan Butler and Charles Crixell were all helpful to me. Orlando Zamora is the best advisor.*
- *Peers mostly.*
- *SVN.*
- *All equally, some more so than others: 1) Bill Monroe 2) Andy Little 3) Dan Price 4) Phronesis 5) Francesca Behr 6) Richard Armstrong 7) Dr. Garson 8) Mr. Haaga 9) Lawrence Pinsky 10) Andrew Hamilton 11) LSS.*
- *Most of my teachers were amazing!!!*
- *Randy Polk, Craig Crowe, Michael Vidrine.*
- *None.*
- *Dr. Shirley Ezell has been very helpful in my networking. Many other professors really helped students as well as myself in learning and gaining confidence in skills.*
- *The advice of my professors.*
- *Professor David McHam wasn't my favorite professor because he picked favorites, but he worked diligently to give advice to his students. His personal stories about working in the field of journalism helped me to understand what I was getting myself into and if it was really what I wanted to do with my life.*
- *Advisors int he comm school were very helpful in keeping me on track. Michael Vidrine was an amazing help with all things advising related.*
- *Professor Paisley has helped me achieve my goal.*
- *The writing center, the honors college (especially the medicine and society program) and Dr. Jill Yamasaki in Health Communications.*
- *- Some of my wonderful professors in my school: Professor Buck, Professor Tinsley, Professor Temple, etc.*
- *Academic advising, career services and student organizations.*
- *Professor Julie Fix and advisors.*

- *My mother helped me the most.*
- *Advisors helped but it was a chore to get to them.*
- *Larry kelley is an amazing professor.*
- *AAF UH.*
- *Adsf.*
- *There was a time when I needed help to do an independent study, and nobody seemed to be able to give me an answer on what I ought to do. Michael Vidrine eventually was able to help me, and the independent study he directed me towards wound up setting a solid foundation for a career. My professor for this independent study was Dr. Temple Northup, who was also a huge part of it, as no other professor was willing to help a student with an independent study during his first declared semester as a communications student.*
- *Myuh.*
- *Teachers.*
- *Professor Julie B Fix was an incredible mentor. I don't know what I would do without her.*
- *None from class other than my journalism professors (Other: center for student media advisers and internship supervisors).*
- *Charles Crixell is a great professor. He mostly uses his real-world experience to teach in the classroom, which is extremely helpful versus a professor teaching straight from a book.*
- *All of my PR classes were great. Professor Fix, Ewing and Paisley were amazing. The comm lab gave me access to Mac computers, which was extremely helpful. My french professors were amazing as well.*
- *In one of my classes, there was a study abroad week in Cuba that was a great learning experience. It was very enriching, and I got to see a place I wouldn't have been able to other wise. Also, the internship for class credit helped me get used to the work environment before graduation.*
- *My fraternity and faculty members helped me achieve my goals and success to be where I'm at today.*
- *NSAC.*
- *I really just went about it by asking advisors for help, asking upperclassmen for help, and even professors.*
- *Charlie Crixell, Lan Ni.*
- *Classmates, career services.*
- *PRSSA, IABC, professors, and a lot of people at the Bauer school.*
- *My professors and classmates.*
- *Bauer is great in general. There are a lot of awesome professors, and they have a ton of programs, workshops, career fairs, etc. that really help connect college to career. As far as Valenti is concerned, NSAC was a huge help.*
- *The library services, the tutoring centers, professors, and other classmates.*
- *The communication advisors and the people at Cougar Grounds who provided me coffee.*
- *Advisors helped a lot when planning out what to courses to take and putting me on the right track for graduation and many professors had good experience in the field I was interested going in after college.*
- *The National Student Advertising Competition and professor L. Kelley. Being a Bauer minor and their student organizations!*
- *The Valenti School teachers and classes all played a role in the achievement of my academic goals in some way or another.*
- *Teachers, advisors and staff at the Jack J Valentines School of Communication.*
- *School of Communication professors like Charles Crixell and Carolyn Canville helped me become a better journalist - equipping me to become a reporter. The School of Communication's studio is fantastic and allowed me to practice anchoring.*
- *N/A.*
- *Dr. Anjali Kanojia-India Studies Professor Melanie Steel-Communications/Public Relations Orlando Zamora-Comm Advising Landis Odom- Soc Advising.*
- *Professors.*
- *None that I can remember at the moment.*
- *AAF = American Advertising Federation They really helped me achieve success and to help find me a job right out of college.*
- *Professors Houk, Crowe, Polk; the Comm Lab, The Communication School, their equipment; and The Center For Students With Disabilities.*
- *The only person I would like to give a special mention to is Mr. Orlando Zamora. He is very knowledgable.*
- *The congeniality displayed by my professors made me feel comfortable and without hesitation to ask for further assistance if need be. I thoroughly enjoyed my four years in the COMM school and would recommend the degree to anyone.*
- *More advertising classes offered.*

- *Digi cine and single cam.*
- *I spent a lot of time in the computer lab which helped out. All my teachers assisted me as well.*
- *Advisors.*
- *My favorite thing was the communications computer lab. It gave me access to all of the tools I needed for my classes.*
- *Professor Kelley, He is Awesome.*
- *AAF-UH.*
- *Temple Northup, Craig Crowe.*
- *Most of the communication teachers were wonderful. Orlando Zamora also made sure I got what I needed.*
- *Family, Friends, Tutoring.*
- *The professors I had.*
- *A lot of the communications professors and student organizations such as PRSSA.*
- *I cannot think of anything.*
- *Study abroad helped me get hours for my minor faster.*
- *My professors and fellow classmates really helped me out in achieving my academic goals.*
- *None.*
- *Professor Buck and my advisor Michael Valdrine.*
- *N/A.*
- *Orlando Zamora.*
- *Media planning.*
- *The advisers were great and always helpful, Micheal Vidrine especially. Professor Clarke and her graphics classes and Professor Kelley taught me more in a semester than the majority of my other classes combined. I also had the opportunity to work at the Language and Culture Center where Dr. Tran helped me develop in ways I hadn't discovered yet.*
- *Mr. Orlando Zamora, continuously giving me a clear picture of which requirements needed for graduation.*
- *The computer lab in communications was very helpful.*
- *Working for the Daily Cougar.*
- *Professor Fix was very helpful as well as Professor Frankel.*
- *Jesus.*
- *NSAC and AAF.*
- *Counselors, tutors, CLASS advisors.*
- *Michael Strickland.*
- *Orlando Zamora and some of my professors.*
- *Professor Buck.*
- *The advisors and professor Fix and Dr. Vardeman-winter. These people endured my graduation panic and quarter-life crisis and helped me to see the light at the end of the tunnel. I always left feeling at ease and excited about the road ahead; as unclear as it was.*
- *The staff tended to be very helpful.*
- *My advisor, Orlando Zamora, was very helpful. He gave me details about the classes I needed and responded to emails promptly. The Spanish study abroad program, Kukulcan, helped me finish my Spanish credits in time to graduate this spring. I went for three weeks over the winter break and took a three hour course.*
- *Advising caused me endless inconveniences.*
- *Charles Crixell is amazing - his material is relevant and highly needed in the professional world; Julie Fix is great; Mike Emory is great - only great things to say about the quality of professors at UH. It was a great experience and I will always reference my public relations notes from college.*
- *The teachers. I did not reach out to other sources.*
- *Mike Vidrine and the Valenti school of communication.*
- *My advisor Orlando.*
- *PRSSA UH Chapter, Prof. Julie Fix, Prof. Catherine Burch Graham and the Comm. Lab in the communication building.*
- *Professors Charles Crixell, Lan Ni, Jennifer Vardeman, and Kim Paisley.*
- *Advisor Zamora, sorority and professors also classmates.*
- *French Program and studying abroad, Dr. Giacchetti, Carolyn Canville, Jean-Michel Lankin, College of Communications scholarships and French scholarships.*
- *Advertising organization.*
- *Betsy Kauffman & the Program for Excellence in Selling.*

- *Internet.*
- *Keeping in contact with the advisor and making sure I was on track!*
- *N/A.*
- *Some notable professors that deserve recognition: Catherine Graham, Ricardo Beltran, Temple Northup, and Luisa Quiroga.*
- *Joining PRSSA definitely helped me figure out my passion and focus on my academics.*
- *I liked that the comm lab was opened early/late so I could finish my projects.*
- *No one and no office helped! In the two years that I have been here I have truly been on my own. Again, students are just another number, more money, and recognition for the school. You have to be a true go-getter at university of Houston.*
- *None, I felt I was never able to trust the advisers. Also, parking is a joke and the parking office employees are very rude and unhelpful.*
- *The library and computer lab helped me get through.*
- *Dr. Vardeman.*
- *Orlando Zamora in the communication advising office was the most helpful in helping me stay on track with my degree plan.*
- *I didn't take advantage of many services except the LAC. If I had questions or needed help I went to my professors who were always available to help.*
- *Prof.'s Suzanne Buck, Julie Fix, Lan Ni, Rosario Laudicina, Lynda Villanueva, Terrell Brittain.*
- *The Program for Excellence in Selling and all the professors at the Bauer business school.*
- *Advisor Zamora has helped greatly in making sure I have everything I need every semester.*
- *All of the PR professors were very helpful as well as Pro J. Lee. He saw I was struggling and he was more than willing to help out.*
- *Professor Catherine Burch-Graham gave one-on-one attention to her students. My French professor, Madame Johnson was very patient and attention oriented to her students as well.*
- *The Professors, Comm Lab, Advisors, Honors College, Library, the Spanish Language Program Director.*
- *N/A.*
- *None in particular but my family and friends assisted in me achieving my academic goals.*
- *Mrs Yolanda Moss was very helpful. Genuine. Keep her.*
- *LSS was useful at time. POLS advisers were great. ACCESSIBLE!*
- *No one.*
- *Since one of my goals is to teach English in Japan, Mr and Mrs Nakamoto were a great help. Not only did they allow me to learn Japanese, but I got many opportunities to meet people and help out with some Japanese events around Houston.*
- *Orlando Zamora, COMM Advisor.*
- *N/a.*
- *Most of my professors.*
- *The Comm lab was instrumental in my success. Shawn McCombs is THE BEST!*
- *AAF and myself.*
- *Just about everyone that I had contact with. Professors, counselors, students and organizations.*
- *Hard Work.*
- *Northwest campus.*
- *Orlando Zamora, Debra Frazier and Professor Guadalupe Quintanilla.*
- *I felt very blessed to have everyone from my professors to my advisor and sometimes classmates helped me reach my academic goals.*
- *CAPS!!*
- *The library system. Professor Catherine Birch Graham Professor Laura Ashley Professor Julie Fix Professor Charles Crixell Professor Tate Barkley Professor Lynda Villanueva VMWare Horizon View Client (Unfortunately I didn't discover this until my last semester).*
- *I did not take advantage of any of these things, but that was because I personally did not need this type of assistance. However, I know many who did and it was invaluable for them.*
- *Melinda Kirtley was GREAT in helping to bring classes I needed to the northwest campus.*
- *Language lab and the Comm lab were very helpful.*
- *The advisers were very helpful, especially Mr. Orlando Zamora. And of course the professors!*

Communication Science & Disorders

- *My advisor, Marla Moreno, helped me a great deal with making sure I completed all of my courses and paperwork that I needed to graduate!*
- *Advisers, professors, student organizations.*
- *My Communication Sciences and Disorders counselor was amazinggg. She cares about all undergrads and keeps us on check.*
- *Hispanic studies, Profesora Maria Perez was an amazing influence to lead me to finish my Spanish degree. She constantly worked with me and presented ample opportunities to do better. She believed in me and that gave me the confidence I needed to be successful. ASL, also Marla Moreno has been the best advisor I have experienced. She truly cared about her students and no matter what made sure she was available for questions. She kept me on track and constantly checked in with me. She was a strong support system throughout my time at UH.*
- *Myself and my harassment of the advising department.*
- *Professors, staff, advisers, writing center and Andrew Tessmer.*
- *My advisor was very helpful in advising me on my options and on what I had to complete in order to graduate.*
- *In other universities I understand that professor's teaching assistants hold their office hours in a private room in which most students would show because handouts to condense material were given out to students and the TA would review what went on in lecture. TA meetings were extremely effective and everyone that went got an exceptionally higher grade than the rest of the class. This is how UH teaching assistant meetings should go. Any other way is pointless and useless to the student.*
- *My advisor.*
- *The ASLI Program Department, Professors Sharon G. Hill, Terrell Brittain, Scot Pott, and my advisor Marla C. Moreno-Jordan really helped me achieve my academic goals.*
- *Marla moreno, my advisor.*
- *Dr. Ross, Dr. Bunta, Dr. Steph Daniels, Dr. Lynda Villanueva, and Marla Moren0-Jordan were not only the biggest help to me, but they taught me the most, were very positive individuals, and pushed me to be great. I will forever be thankful to these individuals and believe they are some of the best professors UH has.*
- *Marla Moreno and Margaret Blake were the two persons that most assisted me and others in achieving our academic goals.*
- *The writing center specially a guy named Edward and professors.*
- *My professors were great and helped me a lot. My advisor, Ms. Marla Jordan-Moreno, is the best advisor there can be.*

CCS: Anthropology

- *Anthropology advisor Landis Odoms was absolutely fantastic. U of H was my fifth college I have attended in a decade and he has been by far the best advisor I have ever seen. His dedication to helping students achieve academic goals are unparalleled and I owe a great deal to him because I came in as a transfer with little insight on how to move forward.*
- *My advisor, Landis, and Drs. Hutchinson and Storey.*
- *No one from this University.*
- *My academic advisor, Landis Odoms, was helpful, though sometimes rude.*
- *Other students, some Anthropology professors were excellent, such as Dr. Storey and Dr. Hutchinson.*
- *The advising.*
- *My advisor.*
- *Landis, Dr. McNeal, Mr. Avery, Dr. Mitchell.*
- *My professors and advisors.*
- *Dr. Kenneth Brown, Dr. Orson Cook, professors Nakamoto.*
- *My main adviser Mr. Landis Odoms and also Mr. Gregory Rhodes were excellent.*
- *Landis Odoms, my advisor, was amazing. I could not have asked for a better one.*
- *Aside from my family, I had at home tutoring for math, and my teachers and councilor were very helpful.*
- *Landis Odoms is hands down the best advisor at the university. Of this, I have no doubt because I have compared my experience with those of my friends and husband who are majoring in other fields. Deepa Reddy, Jose Martinez, Kenneth Brown, Jessica Brown, Jennifer Graves and Janice Hutchison are all outstanding educators.*
- *My advisor.*
- *Landis is the best advisor CLASS has. Appreciate him! The independent study programs were good for branching out and really learning how the field worked.*
- *My advisor was my biggest cheerleader. He always answered my questions and would encourage me when everyone else wanted me to quit. The tutoring center located in Cougar village was a great help. The one on one help gave me my best grade ever in Mathametics.*

Liberal Studies

- *My academic advisor and Dr. Behr.*
- *Tamara Cobb was very helpful the entire time.*
- *Studying abroad was truly amazing. I learned so much while abroad. Dr. Malachi Crawford was pivotal in my development as a student and my post graduate success. Coming back to University of Houston for the second time the goal was just to receive a degree. I am please to say that I learned so many things, experience so many different cultures, and am now on the path to becoming a doctor. I truly found myself and it is due to the dedicated guidance of Dr . Crawford, Dr. Conyers, Mrs. Tamara Cobb, and Mr. Adrian Husband. These people are dedicated to the success of University of Houston students/graduates. If all teachers/advisors at UH were like them I'm sure not only would the graduation rate improve but the ultimate success of all the graduates.*
- *Tamara Cobb, my advisor, was extremely helpful with course planning, graduation application, and emailing to remind me of upcoming deadlines, opportunities, etc. I have had many advisors over my college career and she was certainly the best.*
- *The University Center, the Liberal Studies Department, and Dr. de los Reyes.*
- *My advisor, Tamara Cobb, kept me on track with everything. Dr. Iain Morrison taught me how to write.*
- *Dr. Jose Heredia Guillermo De los Reyes is an amazing professor that strives to help his students be successful.*
- *Tamara and Dr. Behr in the Liberal Studies programs.*
- *Linda Canales.*
- *Tamara Cobb is the best advisor ever. I am so grateful to her for helping me line out my future at UH. She always pointed out good classes and strategies for me.*
- *I found the workshops at LSS to be particularly helpful. Additionally, the career services were very helpful. I also thought that having an LGBT resource center was important aspect of my experience at the University of Houston.*
- *N/a.*
- *Tamara Cobb was the best advisor I could have asked for!*
- *The LAC and writing center did a good job along with my counselors.*
- *Tamara Cobb was a great advisor and always available to answer question.*
- *Dr. Behr helps me with choosing the major that suits me.*
- *Liberal studies , spanish , and mexican american studies advisors were great, but the college of education were really not helpful and difficult to reach.*
- *Tamara Cobb Dr. Behr: He served as my advisor for a SURF scholarship (Honors College). Dr. Granato: Hobby Center for Public Policy, Honors Thesis Chair Dr. Joe Pratt (CT Bauer College of Business) Dr. N. Cox (No longer at UH) Ms. Gold- Singleton.*
- *CART services, via the CSD assisted me in achieving my academic goals by typing the lectures so that I could follow along as needed.*

Economics

- *Ms. Marion Foley.... best woman ever. .. she even responded to me in an email after midnight, because she knew i was a restaurant manager, and can't respond during the day. .. pay this amazing woman more!!!!... she goes above and beyond just being a counselor.*
- *Finance association Economic society.*
- *Student organizations such as Student Government, Economics Society, POLS Advisor: Dr. Manouelian, Professors in both POLS and ECON.*
- *I helped myself. UH's assistant programs had very little to offer me.*
- *Maria Arce- Trigatti Ruxandra Boul Two amazing people who completed my recommendation letters for law school and very encouraging individuals.*
- *Economic society, miss foley.*
- *Parents the LAC friends.*
- *None.*
- *Sandra Gold-Singleton was very helpful. Outside graduate student tutors.*
- *Marion Foley Amy Vandaveer Frank Kelley.*
- *Academic advisor.*
- *NA.*
- *Faculty members of the Department of Economics.*
- *Ms. Foley, my advisor.*

- *My family and friends. Some of my professors were very inspirational. Dr Boul, Dr Szabo, Dr Degregori.*
- *Na.*
- *Academic Advisor.*
- *Mentors outside of UH and my fraternity brothers.*
- *Office hours.*
- *Advising from Ms. Marion Foley, without her I might have been lost.*
- *Myself.*
- *Once i knew about my advisor Ms. Foley, she would be the only true contact that i received from the college that helped me achieve my goals. In the beginning, for whatever reason, i was placed in chemistry as my major when it was supposed to be finance. As a consequence i took several classes that were not required or didn't apply to my plan. That seem silly, but I did enjoy the classes.*
- *Econometrics was a class in which I really learned something.*
- *Ms Foley, Professor deGregori.*
- *None.*
- *Marion Foley, the econ adviser was very helpful and always quick to respond to questions and emails.*
- *Mrs. Foley was always very helpful.*
- *Econometrics and Macroeconomics.*
- *Family and fellow students.*
- *Dr. Boul, Dr. Lugo, Dr. VanWassenhove, Marion Foley, to name a few. They were of great help in my academics.*
- *My advisor and some professors.*
- *My friend Chris.*
- *Mrs. Foley.*
- *My advisor, Mrs. Foley was very good. She is organized and kept track of my classes well and even warned me about my major gpa so that tells me she keeps good track of her students.*
- *The history minor advisor was helpful. Hopkins & Wintersteen in history. Digregori in Econ.*
- *Ms. Marion Foley has been a great positive force for me completing my degree after a long and winding path. Her kind heart, her responsiveness, and her attention to me (at least that's how she made me feel) helped motivate and inspire me.*

English

- *Many of my professors specifically helped me achieve my academic goals. The English department has some really wonderful professors.*
- *My academic adviser and the Center for Students with DisAbilities.*
- *The Writing center was helpful in improving my writing, finding my weak points and determining how to improve.*
- *One advisor (Mr. Ashley) helped me to graduate on time with a warning about possiy falling short of the 120 hours requirement. I fixed the issue and managed to graduate in three years as planned.*
- *The Creative Writing program and both of their advisors were helpful.*
- *CAPS.*
- *The advisors and others in the programs. I feel like sometimes professors make themselves so unapproachable but other staff members really help.*
- *The baptist student ministry, Ange Mlinko, Shannon Reed, Tyler Joeseeph.*
- *The creative writing programs were so fun and helpful to my writing career. I cannot, at this time, choose any one professor who stood out, because they were all so lovely.*
- *N/a.*
- *Professor David Mazella, Ann Christensen, James Pipkin, and Natalie Houston.*
- *Wayne Ashley.*
- *Professors and advisors.*
- *Advisors.*
- *I think Jessica Torres, the Advising Assistant/Gatekeeper is wonderful. She has always been amazingly helpful. Give that lady a raise. I also think Aaron Reynolds goes above and beyond when it comes to helping his students. He's not only a great professor, but he also serves as an admin for a Facebook group that connects all of the Undergraduate Creative Writing students and keeps them up to date on all of the Literary events around town. He's wonderful!*
- *All of my professors were very supportive. Specifically, the professors that made the most impact were Patricia Yongue (english), Natalie Houston (english), Aaron Reynolds (creative writing), Robert Boswell (creative writing) and Trevor Buffone*

(Spanish Language). As for the programs, the creative writing program has helped me achieve my goals as well as Phi Kappa Phi and Sigma Tau Delta.

- *Professors, advisors, and fellow students.*
- *Mostly professors interested in actually helping their students.*
- *CAPS helped me for three or four semesters when I thought I might kill myself. The library has been helpful.*
- *None in particular, aside from my routine academic advising.*
- *Professors.*
- *The creative writing department, glass mountain, Sally Connolly, Ange Mlinko, Martha Serpas, Mat Johnson, Michael Sneider, Natalie Houston, and Janine Joseph.*
- *Career Services, Friends, not really anything else. I had to be proactive in finding out information about a lot of things.*
- *My advisor was great at making sure I stayed on track and knew my options and any alternative options I had that were not well known or always available.*
- *My many lovely professors in the English department and other departments.*
- *Dr Christensen's class on Shakespeare showed me a way of analyzing poetry that was truly valuable and has changed the way that I view all poetry. Dr. Ferguson's class on the Bible as Literature is likely the best class I took during my college career. His literary analysis was immensely valuable and astoundingly transcended his hefty material to use it as a tool that forced me to look and even question my understanding of literature as a whole.*
- *Creative writing program. Ange Mlinko, Martha Serpas and Tony Hoagland were particularly helpful and helped my writing grow immensely.*
- *Malachi Crawford, Kim Williams, and Jodie Koszegi.*
- *The library, whomever told me to keep all my paperwork for when your college "loses" it.*
- *Professors were knowledgeable and helpful, and willing to work with me when asked. Advisors were also generally helpful, with a few crucial exceptions. The school's literary journals are excellent, as are their extracurricular reading and Q&A sessions. The school brought in some impressive writers both to teach and to give readings. A Communications advisor named Brandy Lerman was extremely helpful.*
- *N/A.*
- *There were a lot of people who helped me in achieving my academic goals. There were the LAC, the study abroad programs, advisors Wayne and Kim, professors such as: Dr. Lambeth, Professor, Christensen, Dr. Ferguson, Professor McNamara, Dr. Houston, Dr. Solino, Dr. Cuesta, Dr. Guillermo de los Reyes, Brad Drew, Professor Vigil-Pinon, Zubiate, etc. The friendliness of the Scholarship/Financial Aid Dept, Academic Records, the Librarians, etc. made getting through college a lot easier.*
- *Academic advising with Wayne Ashley was so smooth with transferring credits and crating a degree plan. He was accessible both online and face-to-face. Martha Serpas has been more than gracious and generous with her time, with my classwork, my writing outside class, and Ruth my MFA application process.*
- *Professor Holt was outstanding. I can not put into words how much I enjoyed his lectures. Professor Mazella, Professor Younge, Professor Zivley, Professor Schott (whom I believe is no longer teaching at UofH), Professor Romero, Professor Vaughn, and Professor Buzzanco were all outstanding professors that taught me a lot about their subject but also seemed to impart more than just knowledge on their course. I also did get guidance and it was helpful from Mr. Frazier. I was frustrated with my English advisors and was thankful that Mr. Frazier was there to help me through.*
- *Alex Parsons. He helped me a lot with my writing, and also with applying to grad school and scholarships. He truly went above and beyond his role as professor. We need more professors like him at UH.*
- *Aaron Reynolds and Alex Parsons were fantastic professors, and I am glad I got to work with both. Aja Gabel also provided an excellent workshop.*
- *The director of the Nonprofit Leadership Student Alliance, Melanie Barr-Fitzpatrick. My minor is nonprofit management and she is absolutely fantastic in management, counseling, UH bureaucracy, course and career management, etc. She is the go to person for anyone who needs advice on how handle any situation that arises in the life of a student. I praise her for her personality, style and knowledge. The program itself touches all aspects of academic study. There are nonprofits that work in almost every field of study, from STEM to education to business to religion to government. I've tried to get 5 minutes of time at the 'Meeting of the Majors' for English students, but receive no interest. It seems to me that English majors are mostly on track for grad school if they wish to continue or advance in that field of study. My program, a national certification in np management, has many organizations that would love to have English/Literature/Creative Writing graduates! Literary Advance of Houston, Writers in the Schools, Inprint, Literacy Project, Junior Achievement, and others, are all here in Houston! These are opportunities for English students to work with the skills learned and nonprofit skills acquired. They leave with a major, a minor, and a certification (which can substitute as minor, so giving two minors and a major) to take out into the work*

force. We did over three hundred hours of community service a semester: grad schools love community service. There are HUNDREDS of np jobs in Houston, dozens and dozens on the United Way Job Bank alone. These are professional jobs, requiring professional skills, with professional salaries and benefits that would stand a grad student in good stead, while furthering career skills. This program, now it's 21st year at UH, needs to be given some serious attention to marketing to the disciplines that require grad school to further professional credentials: literature, creative writing (Gulf Coast magazine is nonprofit), psychology, sociology, HDFS, history, anthropology, philosophy, etc. The np certification rounds out academic skills with practical business skills, allowing the student more flexibility after graduation in a job market where college degrees are required, specific degrees are emphasized (STEM and business/finance) and the new generations seek some spiritual and mental satisfaction in their jobs. The non-profit sector can provide for all of that. English students should be made aware of this.

- My professors, Ange Mlinko, Kevin Prufer, and Dr. Zivley. Academic Counselors, Kimberly Williams, Dwayne Bradley, and Mr. Daniel Patricks helped set up a foreign language test for me.
- Professors Zivley, Baccus, and Houston.
- TA assistance and tutoring.
- The advisors, the professors such as poetry professors mostly.
- Most of my professors were very helpful. Particular stand-outs include Glen Blake, Mat Johnston, Dorothy Baker, Natalie Houston, Lois Zamora Colt Meier, Guillermo De Los Reyes, Lorraine Stock, and Sharon Marquart. On the administrative side, Kimberly Williams and L. Wayne Ashley were the only helpful people.
- Jessica Torres was a wellspring of important information. Paul Guajardo had the greatest one-on-one interest in his students Michael Snediker inspires his students to reach beyond their comfort level. Ruskin Chadez had the highest standards yet was most enthusiastic at urging you to 'go for it!' Cedric Tolliver lays an important (theoretical) foundation early on and it pays off in later courses.
- Advisors Kimberly Williams and Ericka Jimenez. And I practically lived at the library the last three semesters. It is such an improvement from 25 years ago, when I was first here.

HHP: Kinesiology

- Being able to work with the professors and graduate students at NCHP in the Texas Medical Center provided me the opportunities to further challenge myself and go one step further. The HHP student exchange program to Scotland was probably one of the greatest influences on my life and benefited me in so many ways. I was able to become more of an independent person, discover new things about myself, broaden my cultural boundaries, become more open minded of the world around me, greatly improve my outlook on fitness and discipline to try and stay healthy and encourage others and much more.
- Athletics helped me a lot I loved my advisors in that department.
- N/A.
- My Advisor Amanda Clinard was the best advisor I've had at UH!
- Teachers and friends.
- The UH library mainly gave me the most assistance throughout my undergrad career.
- All kinesiology professors & Alma the academic advisor, all of the other advisors seemed to come and go over the years, but seeing her consistently helped get me on track.
- Dr. Cottingham, Dr. Lowder and Adaptive Athletics were all important in deciding my future goals after graduation. I also used the library a lot.
- University President's Office College Dean.
- N/A.
- Advisers helped guide me in the right directions for which courses I needed. Most of my professors were very flexible.
- Good teachers such as Dr. Lowder I feel I learned and retained a lot from his class.
- Alma Gonzales helped me a lot.
- My parents. The librarians in my college were very helpful when researching. The chemistry and Casa tutoring centers were very helpful for me as a student.
- The Business Center.
- My teachers were for the most part great
- I received a lot of help from the Writing Center especially when it came time to submit grad school applications.
- The UCC helped a lot with preparing my resume as well as preparing for interviews.
- N/A.

- *The writing center. gained best experience and knowledge from Professor Richard Simpson, Professor Whitney Breslin, and Professor Thomas Lowder.*
- *Physics tutors Math lab.*
- *My advisor Alma Gonzalez help me through my 4 yrs at UofH; guiding me and being there when I needed to speak with her.*
- *No one other than Dr. Trevino helped me. Everyone else was horrible.*
- *Just communicating with teachers.*
- *N/a.*
- *Athletic adviser Maria Pedan helped me a lot.*
- *Idk.*
- *Advisors.*
- *Two professors, in particular, were instrumental in academic goal achievement: Drs. Lisa Alastuey and Thomas Lowder. These two individuals set high yet achievable standards in their courses, doing their part to ensure students not only learn the course material but also learn/hone skills needed in the real-world. Having more professors on staff of their caliber will benefit both student and university. Also, KIN 4370 (Exercise Testing) should be a course used to help establish standards for other courses. The application aspects of this particular course present opportunity to apply the concepts and knowledge gained, thus encouraging retainment and understanding of the importance of the disseminated knowledge. I only wish I had more courses of this nature to prepare me for the field.*
- *The professors and my athletics academic advisor.*
- *N/a.*
- *Dr. Trevino.*
- *My peers and colleagues helped each other out more than any program or service.*
- *CASA and the physics workshop course were extremely helpful.*
- *Ms. Alma Gonzalez.*
- *The Catholic Student Center.*
- *Dr. Lowder and Dr. Cottingham- GREAT professors! I would recommend their classes to anyone!*
- *My classmates and I worked together.*
- *N/a.*
- *Dr. Cottingham, Dr. Pearson.*
- *NOONE. Only helpful thing were the advisors in helping you plan out your degree plan and thats it. Did not get information or help from anyone else because there was noone to go to!*
- *Dr. Simon Bott, Professor Jessica Wheeler, Dr. Chad Wayne.*
- *The writing center was by far the best help that I received for my schooling.*
- *Dr. Bott, Advisors Duron, Kurth, and Clinard, family, friends.*
- *Professors, Cite Lab.*
- *My advisor Alma Gonzalez helped me along the way.*
- *Test bank.*
- *Dr. Ray Trevino Dr. Michael Cottingham.*
- *N/a.*
- *UH athletic department and William Kurth the advisor. He was excellent in explaining my plan.*
- *The internship program, CASA tutoring, those professors that were always available.*
- *Dr. Micheal Cottingham: for making time out of his busy schedule to speak with me about Graduate School Dr. Lowder: for making me work harder.*
- *CASA tutoring University Career Services.*
- *My advisor, Alma Gonzalez! I cannot say enough how much she helped me.*
- *Study groups. It is easier to make connections with fellow students in such a large school when professors give group projects.*
- *Advising and professors.*
- *I like how some professors were willing to provide individual assistance to students who need it.*
- *I mostly relied on family and friends for support.*
- *Amanda Clinard was a helpful advisor.*
- *Dr. Pearson and Dr. Trivino were most influential.*
- *I got very little help from UH and claim all success as my own.*
- *The lawyer in sports law (Mr. Bentley) is an excellent professor.*

- None.
- Learning support services.
- Ms. Alma Gonzalez was the ONLY advisor I saw and she did an amazing job. She should be recognized for her outstanding work as an advisor.

HHP: Nutrition

- Mrs. Ann svendsen sanchez helped me immensely when it came to applying for jobs after graduation.
- Professors and advisors.
- On my own.
- The advisor.
- The Writing Center and Career Services.
- None.
- My professors have been amazing. I had a class with Dr. Ledoux and I did research with her for two years, she has taught me so much aside from academics and I'm very glad I was able to have her as a part of my undergraduate career. This semester I also had Dr. Ferrell as a new professor and she was amazing. Always there to help before and after class.
- NO ONE and NOTHING! The pride i feel come from myself, putting up with all this shit. Only to be unable to find a decent job in the end.
- Student Nutrition Association really helped mold the ideas and activities I became a part of. This was a wonderful way to get involved.
- Joe and Laura Moore. I know that Laura isn't around anymore, but there was a semester when I was dropped from all my classes due to financial aid. They helped me take the classes I needed, and I would've graduated a semester later if it weren't for their understanding. I also loved my internship with UNDO, it really made me feel like I was going somewhere.
- None.
- Friends to study with.
- Advising.
- Interacting with Ann Svendsen Sanchez. She is the only professor that has a geniune interest in our futures. Claudia Scott provided well rounded material.
- Women's Resource Center UH Career Service LSS.
- YouTube when some professors teaching methods did not work for me or I could not understand their way of teaching a concept in the lectures. TA sessions were a great help for some classes.
- Erin Major was amazing when I started the program. The instructors were all great. The advisors worked to get me into the classes I needed to be in.
- None.
- The free tutoring offered in cougar Village was helpful. I wish I had heard about it earlier in my degree. it should be better advertised.
- Claudia Scott, Sharon Bode, Ann Sanchez, and Amanda Clinard for the last year.
- The writing center, my senior year advisors (in particular, William Kurth).
- Nothing in specific helped me.
- Advisor Alma Gonzales Dr. Sharon Bode.
- My advisor Alma Gonzales is the shit!
- SEP workshops were extremely helpful and instrumental in my O-chem and biochem classes.
- Professors and classmates, and facilities such as the M.D Anderson Library.
- SNA.

Hispanic Studies (Spanish)

- My professors and my guidance counselor, they were ALWAYS available.
- LAC.
- My academic advisors, from both majors, helped me so much. The sources at the library are great and access to the Language Acquisition Center was very helpful. The Hispanic Studies's study abroad program was a life changing experience for me and I encourage more devotion to it.
- Professors.
- N/A.
- Spanish counselor, Pedro Gutierrez, Gabriela Baeza Ventura.

- *Alejandra González-Pérez had me begin to consider the possibility of attending graduate school at UH - however, I have yet to decide whether or not I will attend.*
- *PURS scholarship and my research mentor, Debra Danburg leadership scholarship My professors, my parents, my academic advisors for Spanish and COMD.*
- *Counselor Ms. Frazier, all spanish teachers and Ms. Gilliberti my great Italian teacher.*
- *Debra Frazier. Amazing person!*
- *I have found a place in my heart for three individuals: Dr. Maria Solino Dr. Guadalupe Quintanilla Dr. Lorenzo Cano These three really pushed me and I feel they honestly believed that I could achieve my dream of majoring in Spanish. This was a goal I set for myself when I was 13 years old and I just accomplished it while working 45 hour work weeks. I have a strong career already and now with this diploma I can move into my future of an Immigration Global Director for a Major oil Company.*
- *Advisors.*
- *The spanish department, specifically: Alejandra Gonzalez-Perez, Beatriz De Angulo, Mabel Cuesta, Maria E. Perez and Rachel Early (French department).*
- *Professors and advisor.*
- *The LAC is fabulous, also Professors Dra. Marta Fairclough, Dra. Maria Alejandra Gonzalez-Perez, Dr. Jorge Iglesias, Dra. Maria Eugenia Perez, and Dra. Beatriz DeAngulo (visiting professor from Rice Univ.) have greatly impacted my life for the good.*

History

- *My advisor, Richard Frazier, was a big help to me during my undergraduate career. Dr. Howard in the History department inspired me to pursue graduate school opportunities because he said I had great potential after I wrote my "Capstone" paper. Dr. Agan in the Psychology department similarly inspired me to have confidence in myself and encouraged me to continue learning after graduation.*
- *I learned the most from Dr. Natalia Milanesio and Dr. Dina Al-Sowayel. They are amazing scholars and professors and I was thoroughly impressed by both of them. What a great representation of what it means to be a Tier One University.*
- *My professors and my advisers helped me achieve my academic goals. A couple of professors that helped me were Dr. Ramos, Dr. Ittmann, and Dr. Schafer.*
- *The Honors College did more for me than CLASS did.*
- *N/a.*
- *My family and friends.*
- *Dr. Klienmann was amazing in motivating me to keep coming to her class, Pedro Gutierrez was amazing in allowing the class to learn Spanish as a group, Aaron Reynolds was a great professor who gave hope to creative writing and defeating writer's block, Dr. Kirby Martin was excellent and entertaining.*
- *I found that the professors themselves were always helpful and available to talk about course material.*
- *Richard Frazier and Andy little.*
- *I liked that Mr. Frazier was very calm in the meetings I had with him. I felt calm when I went to go and speak with him.*
- *1) Justin Kirkland - Great Professor. I didn't really understand the 'science' of political science until I had taken one of his courses. 2) Robert Zaretsky - He offered the Enlightenment Stories capstone. The course pushed me to become a much more in depth reader and to appreciate literature on a higher level.*
- *African American Studies program.*
- *Professors.*
- *I am a leukemia survivor and am legally blind so the disability services have been a huge help during my time at UH; however the normal lady at the front desk is incredibly rude/disrespectful to students. Certain professors have gone over and beyond like Dr. Holt, Dr. Schafer, and Dr. Costello.*
- *Advisor.*
- *Kudos to Professors Tyrone Tillery, Kristin Wintersteen, and Linda Reed.*
- *Dr. brenner, my professor helped me alot.*
- *None.*
- *The expansion of summer classes available and amount of winter courses assisted me in completing my degree in a reasonable length of time.*
- *Richard Frazier.*
- *Dr. John Hart, Dr. Natalie Milanesio and Dr. Robert Buzzanco.*

- N/A.
- *I have been in and out of school for years; however, in one of my last classes I needed to go to the writing center. I think that would have been nice earlier in my academic career.*
- *Primarily both of my advisors and professors.*
- *I'm pretty self sufficient.*
- *LAC is an amazing help. Dr. Buzz is not only an amazing professor but also an amazing person and always willing to assist or help. Also, I would not have had the experience I had without Mr. Frazier. He always did a great job and helped any way he could.*

Modern & Classical Languages

- *Dr. Glass, Dr. Kleinheider, Professor Mutlu.*
- *LAC, Writing Center, Kleinheider.*
- *Foreign language tutors. writing tutors. professors.*
- *My academic advisor Debra was amazing. Her door was always open to me and answered any questions I had. She made my college experience painless and took away all of my worries.*

Music

- *Some specific people who were involved in my overall success at the University included Carrie Young, the undergraduate adviser for the music department, and the music faculty as a whole, especially Chester Rowell, my clarinet studio/lessons teacher. Without the help of these two and the opportunities that they have given me, I would not be where I am today, which is working out in the community and also working for a major performing arts organization located here in Houston. To these two people in particular, I am in their debt.*
- *CARRIE YOUNG!! She is awesome and should win all kinds of awards for everything she does for us!*
- *My advisor, Carrie Young, is the best! She helped me so much preparing my degree plan so I could finish on time and also through personal dilemmas I dealt with. My private lesson teacher, Dr. Kirsten Yon, is also someone who I owe a lot to. I know that I would not feel as confident with my abilities as I graduate if I had not had the opportunity to study with her.*
- *Concert Chorale, Ardore, Floreat. Carrie Young, Betsy Cook Weber, Jeb Meuller, Lynda McKnight, Sally Schott.*
- *Carrie Young is the best advisor ever.*
- *CLASS scholarship, David Ashley White, Andrew Davis, Joseph Evans, Jill Bays-Purtill, Carrie Young, Moores School Scholarship, and many outside opportunities. One of them being NFAA: YoungArts!!! That program CHANGED MY LIFE.*
- *My oboe professor Anne Leek was amazing at helping me get through this degree. Carrie Young my academic advisor was great as well.*
- *Carrie Young assisted me the most. She is someone who walks the professional line well between being friends with the students and being a mentor. I wish we had more teaching like her.*
- *Dr. Blake Wilkins Mr. Alec Warren Mr. Noe Marmalejo Mrs. Carrie Young*
- *Carrie Young, Academic Advisor Melanie Barr Fitzpatrick, Program Director for Nonprofit Leadership Alliance All professors listed above.*
- *I used CAPS to help with anxiety and my experience there was nothing less than fantastic.*
- *My professors and my academic advisor.*
- *Carrie Young is amazing!*
- *My advisor, Carrie Young, was amazing. She was always there when I had any questions and always made an effort to make everyone feel important.*
- *Carrie Young, academic advisor for music.*
- *Music School adviser Carrie Young was endlessly helpful. She's particularly concerned with, not only the academic, but also the personal well being of her students. She is a breath of fresh air at each encounter. String Faculty Members Wayne Brooks(viola), Suzzane LeFevre(viola), Prof. Kirsten Yon, and Prof. Andrej Grabiec, each were very supportive and influential mentors. Wayne Brooks, as my applied lesson teacher shared his wealth of experience with me and guided my personal development, all the while exhibiting the utmost concern and respect for his students. He is a wonderful person and fabulous teacher. It would be wonderful if he were compensated for coaching chamber music classes. A person with his experience is wasted by not being involved in the students chamber music teachings.*
- *Carrie Young, Dr. Blake Wilkins*
- *The undergraduate academic adviser for the Moores school, Carrie Young, is one of them best people that I have encountered at the University of Houston. She genuinely cares about the well-being and success of all of the students she helps and always*

goes the extra mile to help in any way that she can. She single handedly keeps administrative issues at Moores running smoothly and I'm extremely grateful for her.

- Carrie Young, Undergraduate Music Advisor. Aaminah Durrani, music theory/history professor at MSM. Andrzej Grabiec, applied violin teacher at MSM.

- None

- Carrie Young is the best academic advisor I could have possibly had. John Benzer and David Bertman are very instrumental in my current job search.

- 1) The Honors College 2) Dr. Betsy Cook Weber 3) Carrie Young 4) Dr. Carerra • Carrie Young, Chester Rowell, Julie Kastner, Carrie Young, John Benzer, David Bertman, and did I mention Carrie Young?

Philosophy

- The Language Acquisition center was very helpful. The library was also very helpful.

- Jackie Vela was excellent help. Every time I had a question about my degree plan she was ready and willing to help. My other degree is in NSM and advising is appointment only and at times hard to come by. My experience with Jackie was a strong contrast in the best way possible.

- The philosophy advisor, Jacklyn Vela, was very helpful every time I went for an advising appointment or stopped by to ask a question. When I was first considering doing a double major, she sat down with me and gave me all the information I needed as well as answered all my questions

- The people in the philosophy department were instrumental in aiding me in completing my degree and preparing me for graduate school.

- Iain Morrison (courses). Karen Weber (course). David Phillips (course and office hours. I regret not taking more of his classes. Not technical like Morrison, but it was fun.) Library. Phil. Advisor. Balding poli sci advisor was helpful with my minor. William Nelson (office hours). Probably other people, but those are the ones of note.

- Jackie Vela was an amazing help during my time in CLASS. She always gave good advice and most importantly, she is very encouraging and honest.

Political Science

- My advisor Edward gave me great advise on which classes to take and helped me stay on track.

- Dr. Jackson helped me immensely in learning in depth about the field that I am studying. Professor Allyn West was the most connected professor with his students and taught me how meaningful my education is. I loved my time with both the Political Science and English departments.

- The honors college helped me achieve my academic goals, specifically Brenda Rhoden. In addition to my adviser within the CLASS, Edward Manouelian. They truly helped me in guidance and mentorship. In addition to Claudia Baba (no longer a professor but still a mentor), Ryan Kennedy (my academic and research professor and mentor), and Terry Hallmark (a long time friend and mentor).

- Writing Center.

- Mostly alumni.

- Dr. Jeffrey Church, Dr. Hallmark, Dr. Martin.

- Dr. Manouelian- for being there whenever I had issues with course selections and helping me figure out what I wanted to do with a political science degree Dr. Kennedy- for being a fantastic professor and being able to communicate well with my peers and I. Additionally, he would be a great mentor in the sense that a couple of undergraduates and I were able to pursue our own research underneath him. Dr. Degregori- for affording me the opportunity to think about development in the lens of economics and its intersection with politics Professor Vardy- for just being an amazing professor. My civil conflict interests got brought about from discussions we had during and after class.

- My advisor and professors of upper level classes, when the classes were smaller the professor was more willing to get to know me and try to help.

- The student government association, and Professors like Christine LeVeaux and Simon Bott. They are by far some of the most important instructors that the university has. They were both honest and considerate professors, that truly wanted to see their students succeed. The Student Government Association, gave me a family like environment that encouraged me to succeed and strengthened my ability and desire to be great.

- I owe a great deal of my success to: My academic advisor - Mr. Manouelian My professors - Dr. Hughes, and Mrs. Sutter Phi Alpha Delta, Pre-law and Pi Sigma Alpha - the political science honor society.

- *The program that has helped me the most was CHIP, and the program manager Rene Cross is the person that I can attribute the most to my successes.*
- *Professor Sutter, she has continually encouraged me and assisted me as I finished my undergraduate career and prepare for law school at her alma mater, then as a legal professional.*
- *Mr. Manouelian was very encouraging and I also loved Ms Hughes, infact I've taken two of her classes.*
- *Professor Jay Sutter was the best. I don't know if I would have made it out without her. She really helps her students not only with her class, but with school in general and future plans as well.*
- *The Honors College, particularly the Phronesis Program and the professors involved in that program, Dr Griffin, Dr. Carp, and Dr. Manouelian.*
- *Advising writing center career center.*
- *Norma Sides was my academic adviser and guided through my time at UH, particularly in preparation for graduation. Dr. David Phillips has been extremely helpful in working with me. And Dr. Robert Carp was inspirational to me. In general every person in CLASS that I came across play some role in my education and I am grateful for each and every one of them.*
- *Dr. Justin Kirkland (Poli Sci) served as an excellent mentor and prepared me in many ways for graduate school. He oversaw the whole process and kept me on track. In addition to this, he oversaw my Honors Thesis.*
- *None. I was self motivated and acquiring the internships I received, which led to full time employment in my field. My academic achievements were directly influenced by my involvement with my internship and campus organizations.*
- *Advisors were a great help and professors as well.*
- *The Chinese studies program helped me achieve my academic goals tremendously and I got to study aboard and achieve one of my goals. Professor Zhang Laoshi helped me achieve my academic goals, my academic advisor Mr. Edward Manouelian, Professor Nancy Sims, Professor Dr. Lineberry, professor Renne Cross she helps me achieve my academic goals by being able to get involve in a government internship. The CHIP program helped me achieve one of my academic goals by being able to intern in the Harris County Clerks office.*
- *Drs. Weiher, Vardy, and Jackson were instrumental in helping me to choose and pursue a career in law.*
- *All of my professors. Well some, to be honest.*
- *Sandra Goldstein.*
- *The African American Department, specifically James Conyers, Malachi Crawford. The Political Science Department, specifically Norma Sides. In addition, some of the most intellectual and hardworking professors, specifically Susan Collins, Linda Reed, Lineberry, George Antune, Malachi Crawford, James Conyers, and Jamsey Sutter.*
- *Norma Sides- Adviser.*
- *I got through this because of ME, you play no part in my success. I didnt walk on graduation to send a clear message to you, YOU SUCK.*
- *I would like to thank Mr. Edward, my graduate adviser, Professor Rebecca Thornton, Tanya Bagashka and Slapin for assisting me not just meeting undergraduate goals, but also for guiding me to select a graduate school.*
- *Hobby Center of Public Policy.*
- *Sandra Gold-Singleton was probably the biggest help for me.*
- *The Learning Support Services workshops were amazing! Every advisor should have to hand a student a schedule of the LSS workshops. The Counseling and Psychological Services helped me for years detract my mind from depression so I could focus on school. The Language Acquisition Center has been my favorite study spot on campus. The LGBT Resource Center has also been invaluable in my collegiate experience, without them, I wouldn't be graduating.*
- *Free software downloads.*
- *Na.*
- *Academic Advisor Norma Sides, Learning Support Services staff, Academic Affairs Chadi Lewis.*
- *Gold-Singleton was amazing.*
- *Dr, Vardy, has been the best professor I have taken at this great school. He has provided me with knowledge I will use forever going forward in my life and I can't thanks him enough.*
- *Justin Kirkland and Patrick Shea.*
- *For me specifically it was self motivation, although I had great encouragement from some of my peers and my academic adviser.*
- *Houston Hobby Program and my advisor, Sarah Gold-Singleton are most memorable in contributing to my achievement.*
- *Advisors.*
- *Pell Grant.*
- *Norma Sides – Advisor.*

- *Mrs. Gold-Singleton Marc Sennewald Andrea Eckleman.*
- *Mostly professors and career services.*
- *Classes in the Honors College.*
- *Academic advisor, thesis advisor, professors in my major and my minor, specifically the african american studies program.*
- *Dr. Ryan Kennedy played a large role in my decision to apply for a Ph.D program, and my application process.*
- *God, family, and the Navy helped me achieve my academic goals.*
- *My family, my friends, and most importantly my advisor miss singleton, she has always made me feel positive even while i thought i would never be able to finish my degree on time.*
- *There really was not a specific institution that assisted me in achieving my goals, however there where a few outstanding people that helped guide me. Professors Rita Griffin and Christina Hughes, helped me tremendously in the Political Science department and Professors Natalia Zhivan and Brett Jiu helped me in the Economics Department. Most importantly though, my undergraduate advisor Edward Manouelian helped me out the most.*
- *Me.*
- *Learning labs for Spanish and College Algebra greatly helped.*
- *My advisor Mrs. Gold-Singleton was very instrumental in my academic career. She's the best!!*
- *I used a tutor recommended by the professor for this semester. It was a great help. When I took Algebra, the Math lab was extreme helpful. I would like to see a well organized tutoring system for all subjects some free of charge and some fee based. One on one reiteration of subject matter I think is one of the best ways to excel in any given class. All of my professors were accessible and Curtis Haaga went above and beyond with multiple out of class reviews for each exam.*
- *My advisers, my colleagues.*
- *The library was my favorite. There is a great place! I spend millions of hours studding in the quiet areas. The rooms available for groups with TVs are extremely convenient.*
- *My advisor was a lot of help. Ms singleton.*

Psychology

- *The advisors and professors.*
- *Psi Chi Greg Rhodes - Psychology advisor.*
- *Instructors.*
- *N/A.*
- *Nothing in specific.*
- *Advisors helped me by telling me which classes I still needed to take, but I mostly did everything else on my own.*
- *Gregory Rhodes was a tremendous help in guiding me to graduation - however all other counselors in Psychology did not advise well and seemed more interested in processing me through their office rather than really helping me plan.*
- *I don't really have any specifics. I'm a very independent person and like to do things my way. However, I have very much enjoyed my college experience at UH. Go Coogs!!!*
- *Jill Anderson, who teaches at the UH Northwest Campus, is an amazing professor who taught interesting courses and really made us learn the material. She gets to know all her students and is a kind, but no-nonsense professional who cares about preparing students for grad school and the ethical standards of the field. I will miss her a lot.*
- *University of Houston Campus Recreation staff.*
- *A few professors.*
- *Only one.... Joyce Williams in Bauer business office went out of her way to help me once when I was on the verge of a nervous breakdown (felt like it in the moment) and made things move quickly so I could get needed approvals in time for deadlines. She doesn't even remember this (my teary meltdown) but she was instrumental in my getting this senior year done 14 years after first enrolling at UH.*
- *Psychology department. Linda Canales.*
- *The library was the one thing that really helped me rach my academic goals.*
- *Professor Jill Anderson.*
- *Psychology Advisor Professors in PSYC department and HDFS department.*
- *My advisors.*
- *Linda Canales who was my advisor was very helpful.*
- *Athletic advisors Psychology advisors.*
- *The academic advisors were very helpful in ensuring that I met all my requirements and that I was aware of deadlines and the degree plan.*

- *Linda Canales was a very helpful advisor.*
 - *Academic advisor.*
 - *Ms. Linda Canales in the Psych Advising department was very helpful.*
 - *Gravity Rhodes- Academic Advisor; he is awesome!*
 - *The Urban Experience Program.*
 - *None.*
 - *My academic advisor gave me lots of good advice on degree planning.*
 - *Joining research labs in my field taught me more about how to apply my major than any class.*
- NLA and PSYC advisors.*
- *My advisor helped me find the requires courses I needed to take.*
 - *Gregory Rhodes.*
 - *Linda Canales.*
 - *Academic advisors Linda Canales and Marion Foley were very well prepared.*
 - *The psychology counselor.*
 - *Rey trevino assisted a lot in my goals. All the course work and projects given really did further my knowledge in running my own business. Particularly running my own gym.*
 - *People in the welcome center are not nice.*
 - *My psychology advisor Linda Canales, did a great job of assisting me and answering all of my questions (even if they were silly). In the Psychology department Dr Agan, and Dr Villanueva were very essential to me falling more in love with my chosen degree, and the classes that I was taking. Dr. Agan was an online professor, but strongly encouraged outside participation, and even organized, on his on time trips to the holocaust museum. After one test where we had to meet face to face, he had a large group of students that stayed after to talk to him, and he greatly enjoyed getting to know his class in person and talk with them. I have taken Dr Villanueva for multiple classes because she take boring subjects and breathes life, and excitement into them. I cannot believe that I was excited to take intro to methods in psychology, and that with all of Dr Vs help and assistance I have been making As on all of the major papers. Her ability to make a tough subject relatable is amazing.*
 - *My professors, especially my honors professors, have helped me develop ideas, plan for the future, and achieve my goals as an undergraduate student.*
 - *Student loans and grants, and family members.*
 - *Advisor: Rhodes Career center.*
 - *Professor Foss and Professor Steinberg were the most influential people at the University of Houston and the graduate research assistants and post-doctor in the HA&HD Lab.*
 - *My advisor for Psychology and the HDFS advisor as well as the CITE lab and multiple professors.*
 - *N/A.*
 - *The psychology advising center was a place I visited often. The resources and help they provided were excellent.*
 - *None.*
 - *All of my Honors professors and the staff helped me get through my academic goals. This was probably the most helpful area of UH for me. I did find psychology academic advising helpful, but Honors was my main area of support.*
 - *Linda Canales and Landis Odom, were the two people who assisted me in achieving my academic goals.*
 - *Teachers.*
 - *Lisa Penney - offered me opportunities to have research experience, run my own projects under her supervision, gave me a realistic preview of grad school and the grad school application process. Greg Rhodes - while he didn't offer much additional guidance, he was great at making sure I fulfill requirements of the degree program Marco Mariotto.*
 - *The career center is a great resource. However, I didn't know much about it until my senior year. I wish I had known about earlier on.*
 - *Advising department was extremely helpful, and my teacher for cognitive psychology Jane Jacob was assisted in helping me get into optometry school.*
 - *Psychology advisor and financial aid department.*
 - *My counselor.*
 - *Dr. Neighbors and all of his graduate students, Dr. Penney, Dr. Witt, and Dr. Baumle.*
 - *The advisors I spoke with were very helpful, from the moment I got to UH, until this semester (my last). Also, a few of the professors were very helpful in giving feedback, answering questions, or just encouragement.*
 - *My counselors assisted me to achieve my goals.*

- *I cannot say enough nice things about Linda Canales! She has been exceedingly kind and gracious! Although their personalities and dispositions are all different, all of my professors helped me achieve my academic goals. Dr. Lynda Villanueva is outstanding - she is the professor who has taken the most personal interest in students and truly extends herself to help them. Although his topic is very difficult, Dr. Jon Frederick tries to instill passion into his students and make himself available via cell phone and e-mail. Bottom line is that I am extremely grateful for the opportunity to finish my degree and know there are many, many people who helped me achieve my goals, including all of the folks behind the scenes.*
- *My teachers, advisors, classmates and my family.*
- *My advisor Linda Canales has helped me a lot.*
- *Expanding the distance education department is a must. Having a degree from the traditional brick and mortar institution is important, but not everyone has the ability to show up every Tuesday and Thursday from 10:00 to 12:00, so having courses available online is a must. There are currently limited options for a person working full-time.*
- *The school website site.*
- *My counselor was amazing. Always there to answer any questions I had.*
- *People- my professors and Teaching assistants.*
- *PSI CHI And my advisor helped a lot. He's awesome!*
- *My teachers were the ones that really help me to focus my degree plan more. The advisors in the psychology department sometimes were not very helpful. Specially compared to the advisor I had in HDFS. I think students don't always know how to ask for information that will benefit them in their academic endeavor.*
- *UCS gave me a lot of good assistance on making better choices in my career search.*
- *I went and spoke with academic advisors that assured me that I was on track with all my classes.*
- *No one.*
- *Dr. Knee and Dr. Agan.*
- *Linda Canales helped me a lot as my advisor.*
- *All of the psychology advisers were incredibly helpful and patient and almost all of my CLASS professors were also a great asset to my success. The professors that stood out in my experience were Jeremy Bailey, Lawrence Witt, Curtis Haaga, Susan Nash, Jennifer Leasure, Kenneth Abbott, Jon Frederick, Adriana Alcantara, Mai-Ly Thi Nguyen, and Evelina Tapia.*
- *I feel I have already spoken to this in the above sections. [Jillian Anderson]*
- *More goal planning/internship opportunities or opportunities to communicate with houston professionals in the field and make connections so when we graduate finding a job will be easier.*
- *All the professors and Linda Canales my advisor was the biggest help of all. She was always prompt when answering me and told me exactly what I needed to do to be successful. I owe a lot of thanks to her.*
- *Linda Canales The AAS Department Joshua Brown The counseling services Donald Foss Tyrone Tillery Joseph Pratt.*
- *Honestly, at my age, married with two boys, and working fulltime I did not have time for much socializing outside the classroom. The people that helped were in fact the two advisors that I had the pleasure of meeting, Lesley Dabney and Linda Canales.*
- *Computer labs have helped me a ton. My advisor, Gregory Rhodes, was incredibly helpful and nice. And my favorite professors: Dr. Frankel Sheetal Kini Benjamin Hadden Dr. Schoger.*
- *The Honors College and Andy Little.*
- *N/A.*
- *Center of Mexican American Studies, Library.*
- *Advisor.*
- *Advisor G. Rhodes.*
- *In the psychology field, all professors helped. The testing center helped me with more credit hours.*
- *Career Services, Advising services.*
- *My psychology advisor, Gregory Rhodes.*
- *Psychology department advising.*
- *Professors and advisors (academic and financial).*
- *Veterans services, advising.*
- *The academic achievers program has helped me in various aspects during my college years. For example, they helped me plan and in other courses I needed assistance in.*
- *Psi Chi was a huge help in achieving my academic goals. Dr. Foss and Dr. Curtis were also very helpful during my time as a student and they helped me with not only academic goals, but career goals as well.*
- *N/A.*

- *My major advisors.*
- *Major advisors and career advisors.*
- *N/a.*
- *The psychology department as a whole is a gem. I learned so much and was given many opportunities. The African-American Studies Department is truly a God send. Dr. Conyers and Malachi Crawford opened my mind and poured in a wealth of knowledge. To this very day Mr. Crawford still has my best interest at heart. I didn't make many personal connection with proffessors in any other depatments but as a whole, they guided me with care to the point.*
- *My counselor Ms. Villalon, she has helped me tremendously but i have been informed that she no longer works there which is a shame.*
- *N/A.*
- *Professors and advisors.*
- *My advisor, Linda Canales.*
- *None.*
- *Advisor.*
- *I was not very active in consulting people when I had difficulty with the courses.*
- *The advisor was excellent and got back in a timely manner.*
- *None.*
- *Advising.*
- *Gregory Rhodes was an excellent advisor who not only gave me the attention I needed, but he also went above and beyond to help me get everything in order for graduation.*
- *Advisors.*
- *My family assisted. Financial Aid. The GI Bill. All of the services available in the welcome center were very useful. The bookstore hours on campus are nice when I needed to get last minute supplies for a test or something, that was nice. The online resources were ok depending on the instructor, their proficiency with blackboard, and what they needed to post on blackboard. Some of them relied very heavily on it, and others tried to use it but without as much success or they were at he bottom of the priority list for updates or something. I really liked being able to follow my grades and address things more quickly via the messaging service, although many professors still used their email due to some malfunction in the blackboard messaging service. Library databases were awesome and I could not have succeeded without them. That's all I can think of right now.*
- *My adviser.*
- *Advisors.*
- *Audri v...advisor helped me out a lot.*
- *English Professors: Dr. Lauren Zentz, Dr. Chatwara Duran, Dr. James Cleghorn Psych Professors/Instructors: Dr. Coleen Carlson (in the 90s), Ms. Amelia Coffman, Dr. Julie Brunson.*
- *Advising.*
- *MD Anderson Library, Academic Advisor.*
- *Career services.*
- *My advisor. Gregory Rhodes.*
- *Learning center, stress work shops during finals.*
- *None.*
- *Dr. De Los Reyes from Hispanic Studies was very helpful and listened to my concerns, Linda Canales my Advisor was always willing to help and answer all my questions and Dr. David Frances was very receptive to student concerns as well.*
- *Distance Education.*
- *Advising.*
- *Gregory Rhodes and other students.*
- *Family and online courses.*
- *Advisor and professors.*
- *Dr. Jill Anderson Linda Canales.*
- *My Psychology advisor.*
- *Dr. Agan in cultural psych really gave me solutions and was always available to help if need be.*
- *My professors!*
- *Advisor Gregory was great.*
- *Tutorial g and the computer lab was always available.*

- My advisor Linda from the psychology department, Professor Houk in the Communications college, and Professor Polk. Many other professors I have taken were very motivating and passionate about their work.
- N/A.
- Linda Canales.
- All of my psychology and sociology courses were helpful.
- In psychology it helped me to be in the psychology club. I met people in my same field that would advise me in my classes or future classes.
- Academic advisor and professors.
- CAP, Dr. Bradley Smith, Students of Disability department are some people and services that I thank.
- Ms Marion Foley Economics Advisor Dr Malachi Crawford AAS Department Advisor.
- Thesis program, Karen Weber psychology advisor Linda Profs Spitzmueller, Steinburg, Neighbors, Mehta, Witt.
- My advisors Linda Canales and Leslie Dabney were great!
- My advisors were great, and AccessUH was such a help! I was getting a headache having to remember all the passwords I had to change for every website.
- There weren't any programs or services that assisted me in achieving my academic goals. I had to work among my classmates in order to achieve my academic goals. I work at least full time and try my best to go to school full time as well. Sometimes its difficult to find classes full time since classes that you need to take are not available during specific fall or spring classes.
- My mom dad and sister.
- The advisors Office.
- Advising, individual professors.
- No one. I did it all by myself.

Sociology

- Jessica brown, I took two of her classes. Nancy sims, her course was probably my favorite. And landis odoms.
- None.
- Landis odoms.
- Landis Odoms Melanie Barr Fitzpatrick and Amber Rangel (NLA).
- Landis Odoms Samantha Kwan Carlos Ortega Jennifer Graves.
- Landis Odoms--he is the best advisor I've ever had! :).
- The LAC and the Sociology lab were helpful places to work on homework.
- No one in specific. Just one professor helped the most.
- Dr. Lawrence, Landis odoms and Stella Gregorian.
- My advisor landis odoms was very hands on and actually cares about his student's academic success. He was always available and kept me updated on what I needed to get done. I'm so happy he was my advisor. He made the process a lot easier for me.
- Landis my academic advisor was amazing. He always made sure I stayed on top of what I needed to complete and never let me take unnecessary classes. He was always available. The fact that he forced us to come see him every semester at least twice once to make or schedule and then again for him to check it and make sure everything was correct was super helpful for me.
- Dr. James Schafer and Dr. Dina Alsowayel. Two amazing professors who believed in me and encouraged me to pursue my dreams.
- Mr. landis odoms Dr. Baumle great professor teaches very well Dr. Guadalupe Quintanilla great mentor and motivational person Dr. Cano great person believes each person makes a change.
- Landis Odoms.
- I was helped by Dr. Laura Heidel in the Learning Support Services. I was helped by the the Health center and the CAPS center. I was helped by the positive attitude of my advisor Landis Odom. I was helped by the amazing teaching and one on one assistance pertaining to the class at hand specifically: Dr. Curtis, Dr. Grigorian, Drs Brown, Dr. Baumle, and Dr. Augustine. I was also helped by the passion and sincerity of my teacher Immani Sheppard and Dr. Keith McNeal. I was helped by the knowledge of Dr. Rasmussen and Dr. Widmer. I had an amazing academic experience as part of CLASS. I am indebted to all those people and services. I could not have experienced and grown without each everyone help and support. I am a changed person and these were the definitely the best years of my adult life so far. I am honored, blessed, and privileged to have been able to earn an education and am eternally grateful that I chose the major and minor I did. I would not change a thing. Thank you!!

- *I didn't utilize the writing center until my senior year, I wish I had done so sooner. I consistently received As on papers until I was in much more advanced classes, and then I learned my writing could advance significantly. Landis Odoms is the best all-around staff member I interacted with at UH. There are many professors / grad students at UH that were outstanding and I would say they helped me achieve my goals of going to graduate school and learning valuable skills... Dr. Lehmann, Dr. Elaine Liu, Dr. Rebecca Thornton, Dr. Ujhelyi, Dr. Grigorian, Dr. Jennifer Augustine, Dr. Monserud.*
- *Landis Odoms, Stella Grigorian, Amanda Baumle, Helen Nakamoto, Samantha Kwan, Russell Curtis.*
- *The advising program was the most beneficial service offered in the Sociology Department. During my 6 years at U of H, I changed majors several times and Landis Odoms was and is by far the absolute BEST advisor the University of Houston has. Landis takes the time to make sure you are aware of everything you need to know from orientation, registering for classes, all the way up to the final process of getting ready for graduation. Landis not only works during his regularly scheduled ours, but he will respond to emails after his working hours. At a time when I felt like giving up on school, Landis offered support and encouragement and I can honestly say, that because of his hard work, dedication, and commitment to the students and Anthropology and Sociology, he is one of the reasons I will be graduating on May 9th.*
- *The professors and my academic advisor.*

Theatre & Dance

- *Professors and guest artists.*
- *Erika Jimenez and Dr. Robert Shimko made my degree and early graduation possible. As well as John Harvey and Robert Cremins in the honor's college.*
- *Advisors. The delicious meals on campus.*
- *The entire school of theatre.*
- *Teresa chapman, becky valls, Karen stokes, Erika (advisor).*
- *My dance advisor, Erika Jimenez and my professor Becky Valls were very helpful.*
- *Rachel Bush has been an outstanding educator Kevin Ridgon has been an outstanding educator Jonathan Middents has been an outstanding educator Steven Wallace has been an outstanding educator.*
- *Rachel Bush.*
- *All of the fun stuff like Spb and the NEW UC. Its nice to have a place to unwind. All of resources such as Learning center, writing center, casa, and language center were HUGE help.*

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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