



College of Liberal Arts and Social Sciences
Office of the Dean

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

2012

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

Report **Graduate Student Exit Survey**

November 30, 2012



CLASS

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

Table of Contents

Introduction & Changes to This Year's Survey	3
Highlights of Findings	3
Notes on Methods	4-5
Summary of Graduate Students Surveyed	6-7
Post-Degree Employment	8-9
Status Upon Completion of Graduate Studies	10-11
Academic and Professional Preparation	12-13
Degree Requirements Explained Clearly	14
Academic Requirements Set High Expectations	15
Courses Offered Frequently Enough for Timely Completion	16
Satisfaction with Content Knowledge Acquired in Discipline	17
Thorough Understanding of Research Methodology	18
Satisfaction with Thesis/ Project Advising	19
Well-Informed about Recent Research Developments	20
Prepared on How to Publish Research	21
Prepared on How to Present Research	22
Prepared for a Non-Teaching Job in Field	23
Summary Section, questions 13 to 17	24-25
Mastery of Chosen Discipline	26
Skills Competitive with Peers	27
Prepared for Program-Related Career	28
Would Recommend UH to Prospective Students	29
Overall Positive Impression of Graduate Studies	30
Summary Section, questions 18 to 22	31-32
Instruction in Graduate Classes	33
Graduate Faculty in Program	34
Faculty Advisers in Program	35
Administrative Support in Program	36
College Dean's Office	37
Financial Awards and Contributions	38-39
Departmental Summaries of Funding	40-47
Overall Quality of Graduate Experience: Sample of Comments	48
Programs, Services & People who Assisted Students: Sample of Comments	49
Suggested Improvements to Graduate Education: Sample of Comments	50-51

Introduction

254 College of Liberal Arts and Social Science students participated in the 2012 Graduate Student Exit Survey. This is the fourth year that graduate students have been surveyed. There were a total of 31 questions in which students rated their satisfaction with various aspects of their educational experience, indicated their financial awards and contributions, described their future plans, and provided observations and recommendations. This report presents those findings including comments in the students' own words.

Changes to this Year's Survey

A number of changes were made to the graduate exit survey since its inception. Please keep these changes in mind when comparing past data with what appears in this report.

In previous years, students have completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. In Spring and Summer 2011 the process was moved completely on-line. The new on-line format enables the college to have more control over the survey questions and reports, and, perhaps more importantly, allows the college to survey graduating students each semester instead of only each May. Last year, the report included results from Spring and Summer 2011. This is the first time the college has been able to survey students year round. This report represents graduate students who applied to graduate in Fall 2011, Spring and Summer 2012.

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. In past years, the response rate for the Spring survey had hovered around 50%. This year, 56% of the graduate students who earned degrees responded to the survey. Since the college was able to survey in all three semesters, the number of students participating has continued to rise: 96 responded in 2010; 135 in 2011; and 254 in 2012. The numbers and response rates should increase as the college builds participation for the new on-line format.

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

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

Highlights of Findings

Graduate faculty: Students were most positive about this aspect of their education: 52% rated the graduate faculty in their program as excellent (page 34). They also gave high ratings to other related items: 47% of students strongly agreed that their thesis/ project advising was satisfactory (page 19) and 46% rated the instruction in their graduate courses as excellent (page 33). Also, faculty were most frequently mentioned in response to the programs, services, and people who assisted students in reaching their academic goals in the open-ended items (page 49).

Confidence in academic and professional preparation: The students assigned the second largest percent of the top rating to the statement that my skills are competitive with those of my peers: 51% of students strongly agreed (page 27). 49% of the respondents also strongly agreed that they had a thorough understanding of research methodology in their discipline (page 28).

Future plans: 45% of respondents had secured employment in a position directly related to their discipline at the time of this survey (page 10-11). This is up from 44% in 2011, 40% in 2010, and 34% in 2009. In particular, 87% of Theatre students were already employed in their field as were 65% of students in both Communication Science & Disorder and Health and Human Performance. Even though a number of respondents were earning terminal degrees, 17% of respondents were continuing on to graduate school. This number has grown slightly over the four years the college has been surveying graduate students (13% in 2009, 15% in 2010, and 15% in 2011).

Funding: This year, as in the past, the largest sources of long term funding were graduate teaching assistantships (35.2% held these for 4 or more semesters) and fellowship, scholarships or grant awards (35.7% for 4 or more semesters). This was closely followed by need-based financial aid/ loans (34.1% for 4 or more semesters) (pages 38-39). Graduate students frequently received multiple sources of funding throughout their graduate careers and not all departments have the same funding opportunities. Summary charts for each department are available (pages 40-47).

Lower satisfaction: As with previous years, respondents had the lowest satisfaction with a number of professional preparation questions which may or may not be appropriate in all programs. Students were less positive about being prepared to publish their research in professional publications (only 21% strongly agreed that they were prepared; page 21) and how to present research at a professional conference or meeting (only 22% strongly agreed; page 22).

Notes on Methods

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Over 140 students responded to each of these prompts. A sample of their responses has been given, again disaggregated by department. Full verbatim comments have been given to each department individually.

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 254 students who expected to graduate in 2011-2012. The following table summarizes what department and which degree these students expected to earn, disaggregated by semester and department.

Summary Table 1: For those surveyed, expected degrees for Fall 2011 and Spring and Summer 2012 in CLASS

Department	Expected Degrees for those Surveyed								Total Degrees
	MA	MEd	MFA	MM	MPA	MS	PhD	DMA	
Anthropology	4								4
Art	1		4						5
Communication Science & Disorders	25								25
Communications	18								18
Economics	10						5		15
English	7		6				11		24
Health & Human Performance	5	5				5	3		18
Hispanic Studies	6						4		10
History	6						4		10
Music				17				5	22
Philosophy	4								4
Political Science	8						4		12
Psychology	19						15		34
Public Administration	0				20				20
Sociology	8								8
Theatre	19		6						25
All	140	5	16	17	20	5	46	5	254

These numbers can be compared to the actual number of degrees granted for Fall 2011 and Spring and Summer 2012 in CLASS which appear in Summary Table 2.

Summary Table 2: Actual degrees granted for Fall 2011 and Spring and Summer 2012 in CLASS.

Actual Degrees Granted

Department	MA	MEd	MFA	MM	MPA	MS	PhD	DMA	Total Degrees
Anthropology	12								12
Art			11						11
Communication Science & Disorders	40								40
Communications	22								22
Economics	51						9		60
English	11		9				17		37
Health & Human Performance		21				6	4		31
Hispanic Studies	13						11		24
History	12						5		17
Modern & Classical Languages	1								1
Music				33				12	45
Philosophy	7						2		9
Political Science	12						20		32
Psychology	30						6		36
Public Administration					29				29
Sociology	12								12
Theatre	28		8						36
All	251	21	28	33	29	6	74	12	454

Post –Degree Employment Status

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

I have secured employment in a position directly related to a degree in my discipline;

I have secured employment but not in a position related to my discipline;

I am currently seeking employment in my discipline;

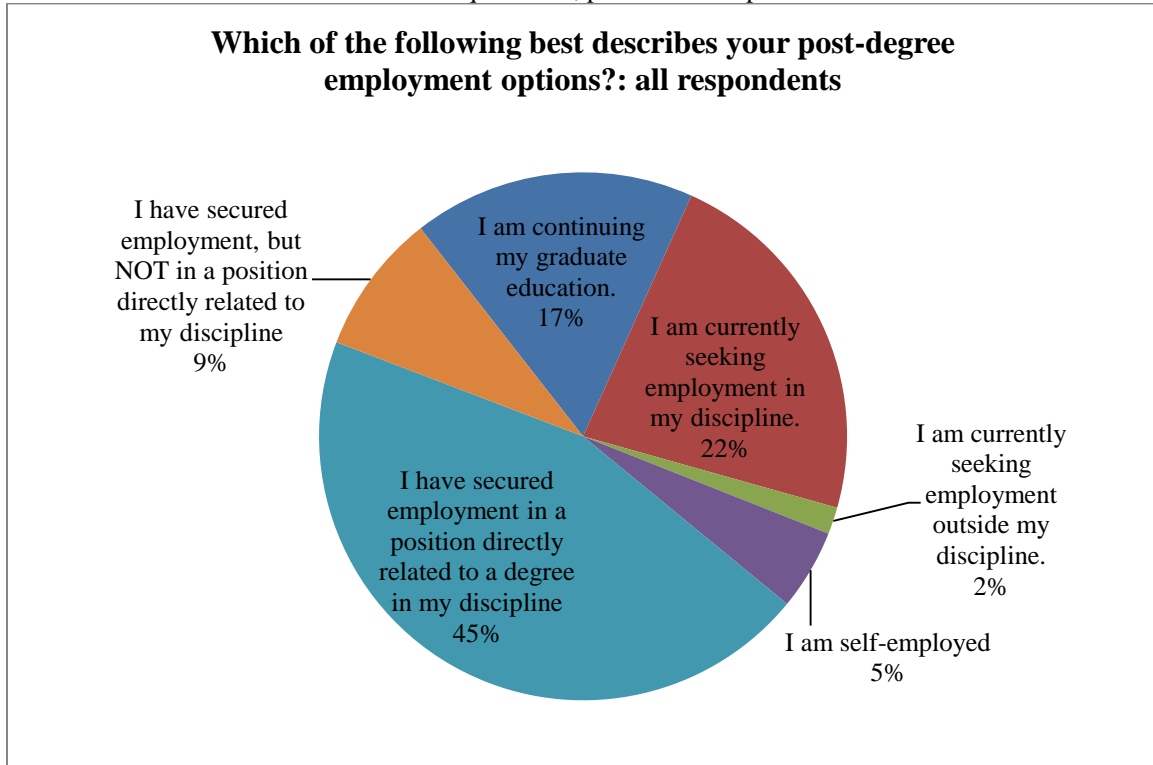
I am currently seeking employment outside my discipline;

I am self-employed; and

I am continuing my graduate education.

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

Chart 1: For question 1, percents all respondents



- The most frequent response was those who had secured employment in their discipline. This number has steadily risen over the years that the college has been asking graduate students: 34% in 2009; 40% in 2010; 44% in 2011; and 45% this year.
- While last year 29% were seeking employment in their discipline, that number dropped this year to 22%. The percentage of students who were employed but not in a position directly related to their discipline rose from 4% last year to 9% this year.
- The percent of students continuing their graduate education has hovered around 15% from 2009 to the present.
- Many of the departments where no students were continuing their graduate education were departments where a master's is a terminal degree. The responses varied widely from department to department. Table 1 below gives the results disaggregated by department.

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

Department	I am continuing my graduate education.	I am currently seeking employment in my discipline.	I am currently seeking employment outside my discipline.	I am self-employed	I have secured employment in a position directly related to a degree in my discipline	I have secured employment, but NOT in a position directly related to my discipline	Total (N)
All	17.3%	22.6%	1.6%	4.9%	44.9%	8.6%	243
Anthropology		25%	50%	25%			4
Art		40%		20%	20%	20%	5
Communication Science & Disorders		34.6%			65.4%		26
Communications	11.8%	23.5%		17.6%	23.5%	23.5%	17
Economics	20%	20%			40%	20%	15
English	20.8%	33.3%	4.2%	4.2%	37.5%		24
Health & Human Performance	5.9%	23.5%			64.7%	5.9%	17
Hispanic Studies	22.2%	44.4%			33.3%		9
History	15.4%	7.7%		30.8%	38.5%	7.7%	13
Music	12.5%	37.5%			37.5%	12.5%	16
Philosophy		33.3%	33.3%			33.3%	3
Political Science	36.4%	27.3%		9.1%	18.2%	9.1%	11
Psychology	51.5%	3%			42.4%	3%	33
Public Administration	5.3%	26.3%			57.9%	10.5%	19
Sociology	25%	25%		12.5%		37.5%	8
Theatre	4.3%	4.3%			87%	4.3%	23

- Overall, 53.5% of students had secured employment in or out of their discipline. 50% or more of the graduates in 7 departments had already secured a job in their discipline: Communication Science & Disorders, Communications, Economics, Hispanic Studies, Music, Public Administration and Theatre.
- Very few students were seeking employment outside their discipline.

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

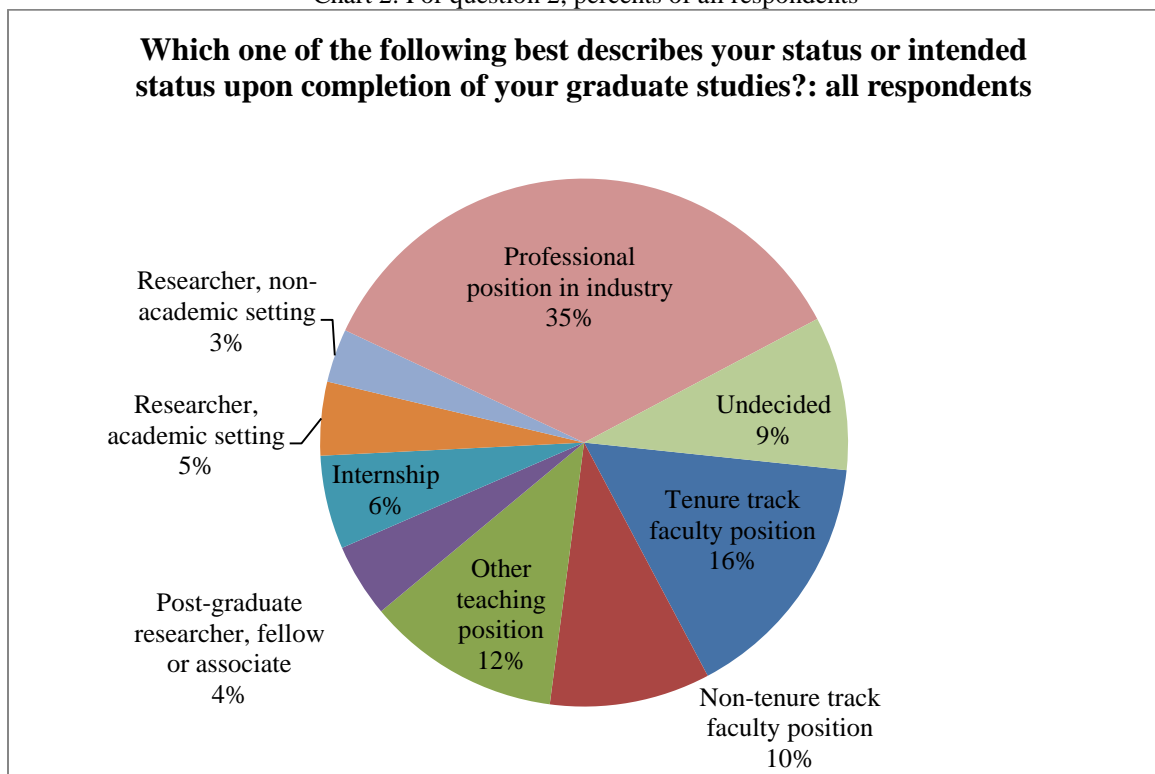
Status Upon Completion of Graduate Studies

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

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

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

Chart 2: For question 2, percents of all respondents



- Professional position in industry continues to be the most frequent response and has remained at 35% since 2010.
- Tenure-track faculty position was the second most frequent response and the number of respondents choosing this answer. Again, this number has remained steady since 2010: 16% in 2010; 15% in 2011; and 16% this year.
- Those seeking a non-tenure track faculty position have remained relatively steady as well despite a dip last year: 9% in 2009; 11% in 2010; 5% in 2011; and 10% this year.
- The responses varied widely from program to program so results have been disaggregated by department in Table 2 below. 15 respondents wrote in comments to this item. Those comments have been reported to the department.

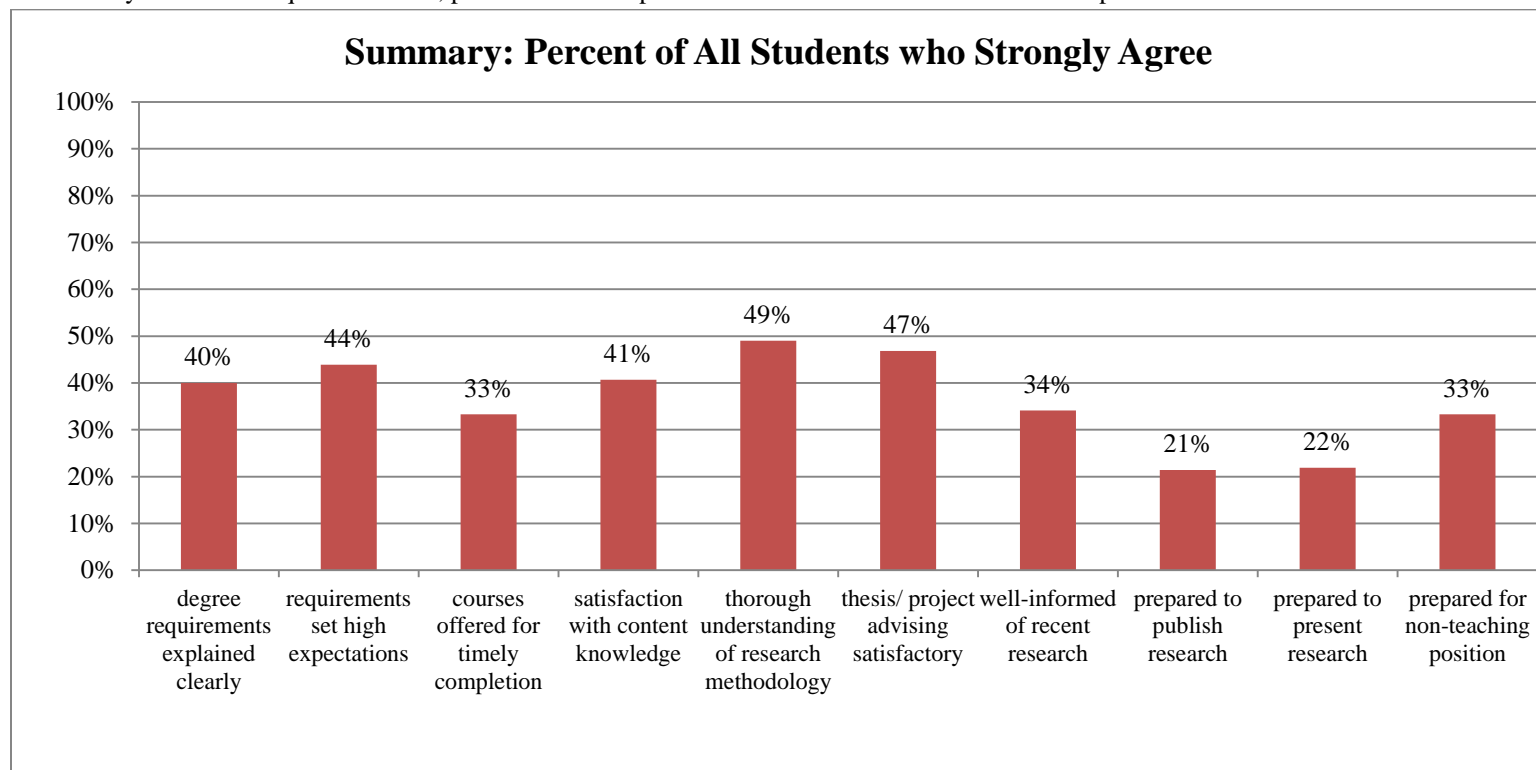
Table 2: For question 2, all responses disaggregated by department

Department	Tenure track faculty position	Non-tenure track faculty position	Other teaching position	Post-graduate researcher, fellow or associate	Internship	Researcher academic setting	Researcher non-academic setting	Professional position in industry	Un-decided	Total (N)
All	15.6%	9.8%	11.9%	4.5%	5.7%	4.5%	3.3%	35.2%	9.4%	244
Anthropology						25%		75%		4
Art	66.7%							33.3%		6
Communication Science & Disorders			3.8%		19.2%			73.1%	3.8%	26
Communications	6.3%	6.35			6.3%	6.3%	6.3%	43.8%	25%	16
Economics	20%	13.35		6.7%	13.3%			26.7%	20%	15
English	32%	32%	12%	4%				16%	4%	25
Health & Human Performance		5.6%	22.2%	5.6%			5.6%	38.9%	22.2%	18
Hispanic Studies	22.2%	44.4%	11.1%	11.1%				11.1%		9
History	37.5%		12.5%			12.5%	12.5%		25%	8
Music	28.6%	9.5%	28.6%		4.8%			28.6%		21
Philosophy								100%		1
Political Science	27.3%	27.3%				9.1%		9.1%	27.3%	11
Psychology	25.8%	3.2%		12.9%	9.7%	16.1%	9.7%	19.4%	3.2%	31
Public Administration				4.8%	9.5%		4.8%	76.2%	4.8%	21
Sociology				25%		12.5%	12.5%	25%	25%	8
Theatre		8.3%	54.2%			4.2%		29.2%	4.2%	24

Summary of Ratings for Academic and Professional Preparation

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

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



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

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

	degree requirements explained clearly	requirements set high expectations	courses offered frequently for timely completion	satisfaction with content knowledge	thorough understanding of research methodology	these/project advising satisfactory	well-informed of recent research	prepared - how to publish research	prepared - how to present research	prepared - non-teaching position in field
Strongly agree	40%	43.9%	33.3%	40.7%	49%	46.8%	34.1%	21.4%	21.9%	33.3%
Agree	44.7%	42%	41%	45.8%	39.9%	39.4%	42.6%	28.8%	40.5%	29.1%
Neither agree nor disagree	6.7%	8.6%	14.4%	6.3%	5.9%	7.8%	12.9%	22.3%	12.9%	16.5%
Disagree	7.5%	3.9%	8.4%	5.1%	4.7%	3.2%	6.8%	19.1%	17.1%	14.3%
Strongly disagree	1.2%	1.6%	3.2%	2%	0.4%	2.8%	3.6%	8.4%	7.6%	6.8%
Total (N)	255	255	249	253	253	218	249	215	210	237

- For questions 3 to 12, students felt positive about the academic and professional preparation that they received in their departments, especially when looking at those who answered positively, who answered strongly agree and agree. 89% of students strongly agreed or agreed they had a thorough understanding of research methodology in their discipline. 86% of respondents agreed or strongly agreed that they were satisfied with their content knowledge and that their program’s requirements set high expectations.
- Questions 10, 11, and 12 remain the lowest and also had relatively large numbers who neither agreed nor disagreed. These items also had slightly lower response rates and may or may not be appropriate for all programs.
- Please note, this is the second year that students were given a neutral option, “neither agree nor disagree,” and therefore there were fewer positive or negative responses.
- In the following pages, each question has been taken individually and disaggregated by department.

Degree Requirements Explained Clearly

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

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

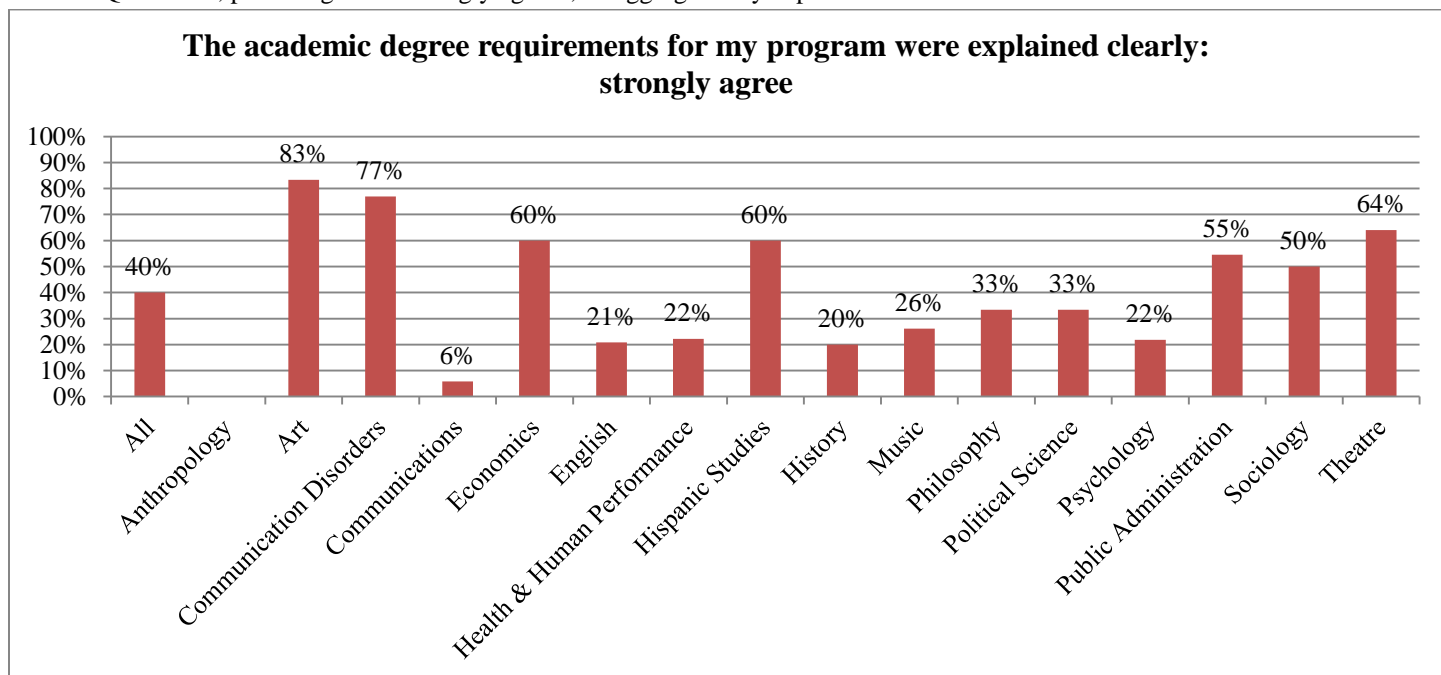


Table 3: All responses for question 3, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40%	44.7%	6.7%	7.5%	1.2%	255
Anthropology		100%				4
Art	83.3%			16.7%		6
Communication Science & Disorders	76.9%	15.4%	7.7%			26
Communications	5.9%	52.9%	17.6%	23.5%		17
Economics	60%	40%				15
English	20.8%	75%		4.2%		24
Health & Human Performance	22.2%	50%	22.2%	5.6%		18
Hispanic Studies	60%	20%		20%		10
History	20%	50%		10%	20%	10
Music	26.1%	60.9%	8.7%	4.3%		23
Philosophy	33.3%	66.7%				3
Political Science	33.3%	66.7%				12
Psychology	21.9%	37.5%	15.6%	21.9%	3.1%	32
Public Administration	54.5%	45.5%				22
Sociology	50%	37.5%	12.5%			8
Theatre	64%	32%		4%		25

- Across all departments, 85% strongly agreed or agreed.
- While no one from Anthropology strongly agreed, 100% agreed. In addition, 4 other programs had 100% of their students who strongly agreed or agreed: Economics, Philosophy, Political Science, and Public Administration.

High Expectations of Student Performance

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

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

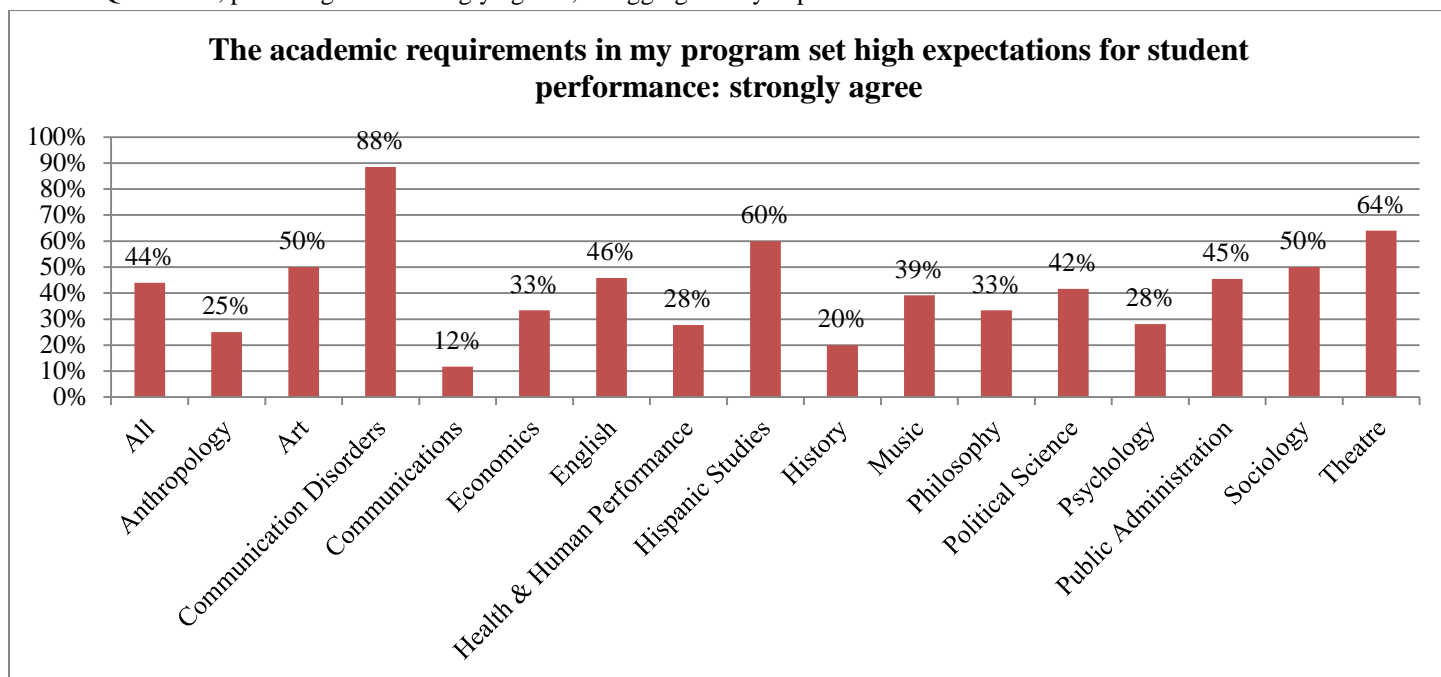


Table 4: All responses for question 4, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	43.9%	42%	8.6%	3.9%	1.6%	255
Anthropology	25%	25%	25%	25%		4
Art	50%	33.3%	16.7%			6
Communication Science & Disorders	88.5%	7.7%	3.8%			26
Communications	11.8%	52.9%	23.5%	11.8%		17
Economics	33.3%	46.7%	13.3%		6.7%	15
English	45.8%	45.8%	4.2%		4.2%	24
Health & Human Performance	27.8%	44.4%	11.1%	11.1%	5.6%	18
Hispanic Studies	60%	30%	10%			10
History	20%	50%	20%		10%	10
Music	39.1%	47.8%	8.7%	4.3%		23
Philosophy	33.3%	33.3%	33.3%			3
Political Science	41.7%	50%	8.3%			12
Psychology	28.1%	59.4%	9.4%	3.1%		32
Public Administration	45.5%	50%		4.5%		22
Sociology	50%	37.5%		12.5%		8
Theatre	64%	32%		4%		25

- At least 90% of students in 6 departments strongly agreed or agreed that the academic requirements set high expectations for student performance: Communication Science & Disorders, English, Hispanic Studies, Political Science, Public Administration and Theatre.
- Only 4 students strongly disagreed with this item.

Courses Offered Frequently Enough for Timely Completion

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

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

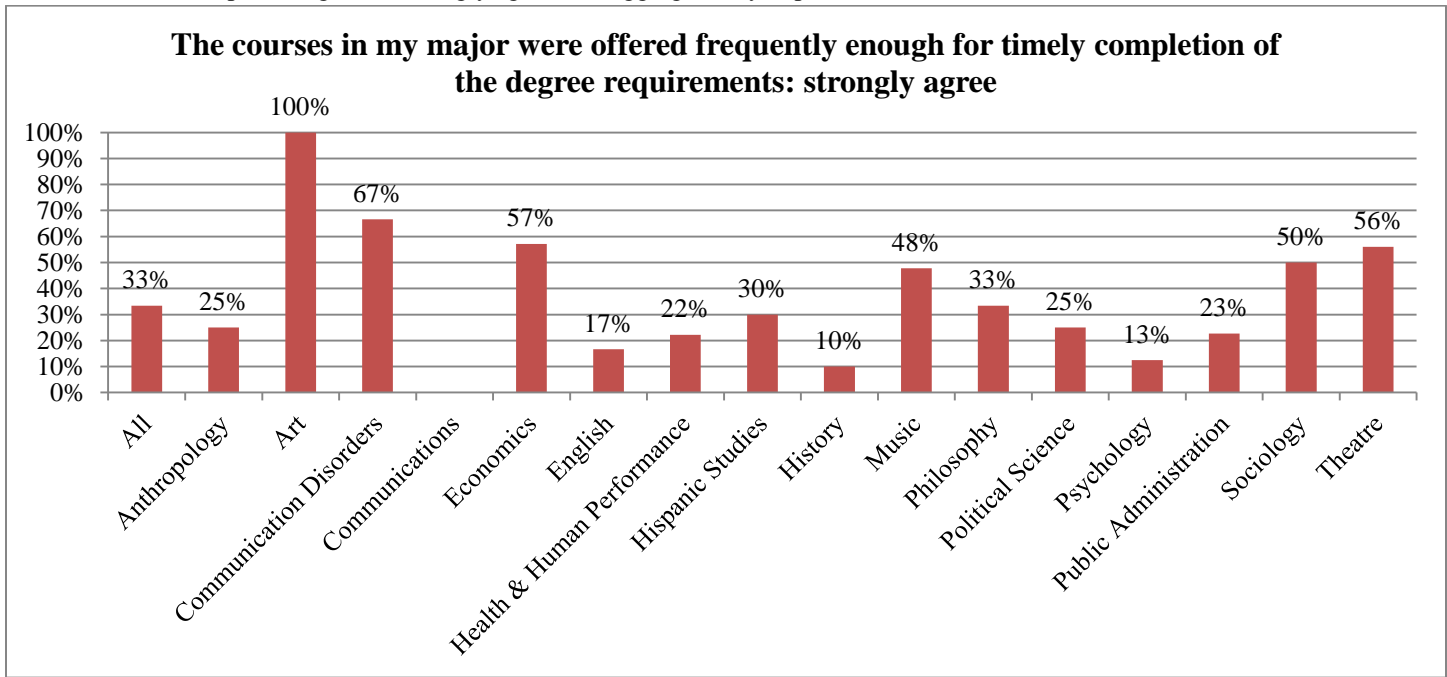


Table 5: All responses for question 5, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	33.3%	41%	14.1%	8.4%	3.2%	249
Anthropology	25%	25%	25%	25%		4
Art	100%					6
Communication Science & Disorders	66.7%	19%	4.8%	4.8%	4.8%	21
Communications		52.9%	29.4%	5.9%	11.8%	17
Economics	57.1%	35.7%	7.1%			14
English	16.7%	54.2%	16.7%	8.3%	4.2%	24
Health & Human Performance	22.2%	33.3%	22.2%	11.1%	11.1%	18
Hispanic Studies	30%	60%		10%		10
History	10%	40%	40%		10%	10
Music	47.8%	47.8%	4.3%			23
Philosophy	33.3%	33.3%	33.3%			3
Political Science	25%	58.3%	8.3%	8.3%		12
Psychology	12.5%	43.8%	15.6%	25%	3.1%	32
Public Administration	22.7%	54.5%	9.1%	13.6%		22
Sociology	50%	37.5%		12.5%		8
Theatre	56%	24%	20%			25

- 100% of Art students strongly agreed that courses were offered frequently enough for timely completion of the degree.
- Last year, 3 departments had 50% or more who disagreed or strongly disagreed with this statement. This year that was not the case: only 3 departments had more than 20% who answered negatively: Anthropology (25%), HHP (22.2%), and Psychology (28.1%).

Satisfaction with Content Knowledge Acquired in Discipline

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

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

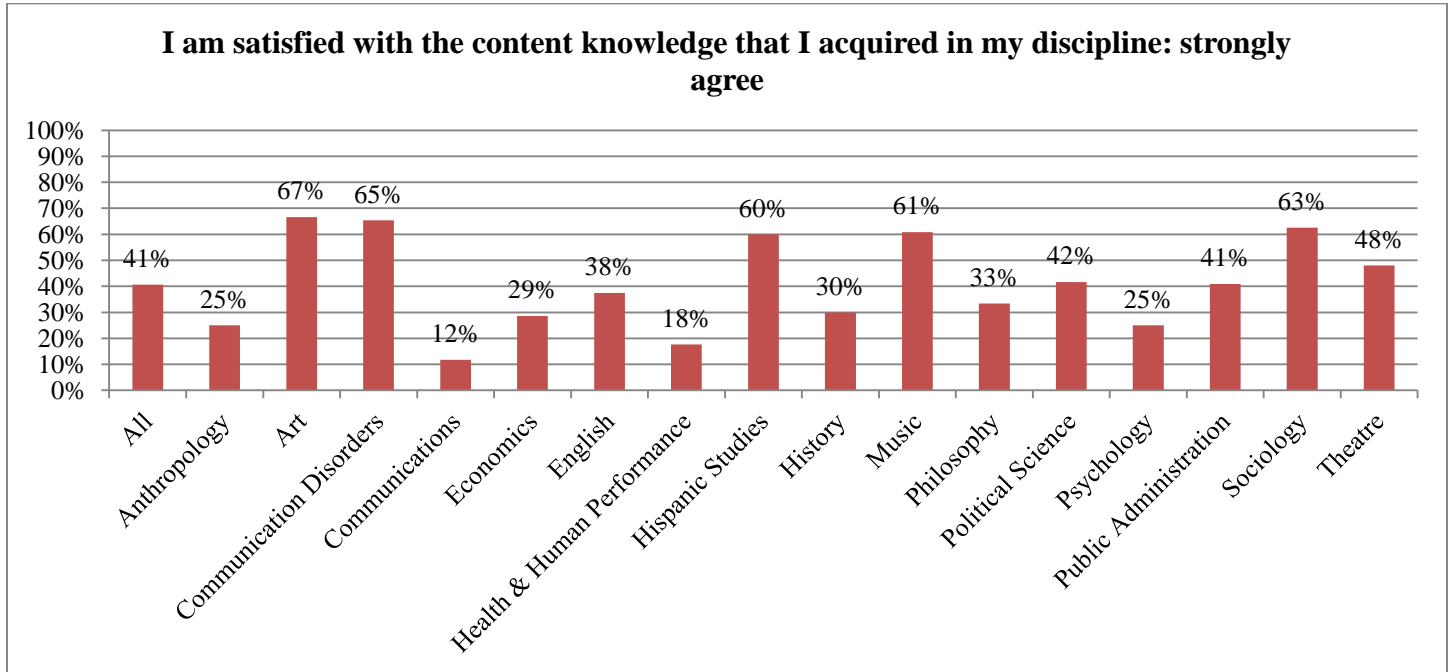


Table 6: All responses for question 6, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40.7%	45.8%	6.3%	5.1%	2%	253
Anthropology	25%	25%		50%		4
Art	66.7%	33.3%				6
Communication Science & Disorders	65.4%	30.8%		3.8%		26
Communications	11.8%	70.6%	17.6%			17
Economics	28.6%	42.9%	14.3%	14.3%		14
English	37.5%	45.8%	12.5%		4.2%	24
Health & Human Performance	17.6%	58.8%		11.8%	11.8%	17
Hispanic Studies	60%	40%				10
History	30%	50%			20%	10
Music	60.9%	30.4%	4.3%	4.3%		23
Philosophy	33.3%	33.3%	33.3%			3
Political Science	41.7%	58.3%				12
Psychology	25%	53.1%	15.6%	6.3%		32
Public Administration	40.9%	54.5%		4.5%		22
Sociology	62.5%	25%		12.5%		8
Theatre	48%	44%	4%	4%		25

- Satisfaction rose here: 87% of respondents strongly agreed or agreed, including 100% of 3 departments: Art, Hispanic Studies, Music, and Political Science.
- Only 3 departments had students who strongly disagreed.

Thorough Understanding of Research Methodology

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

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

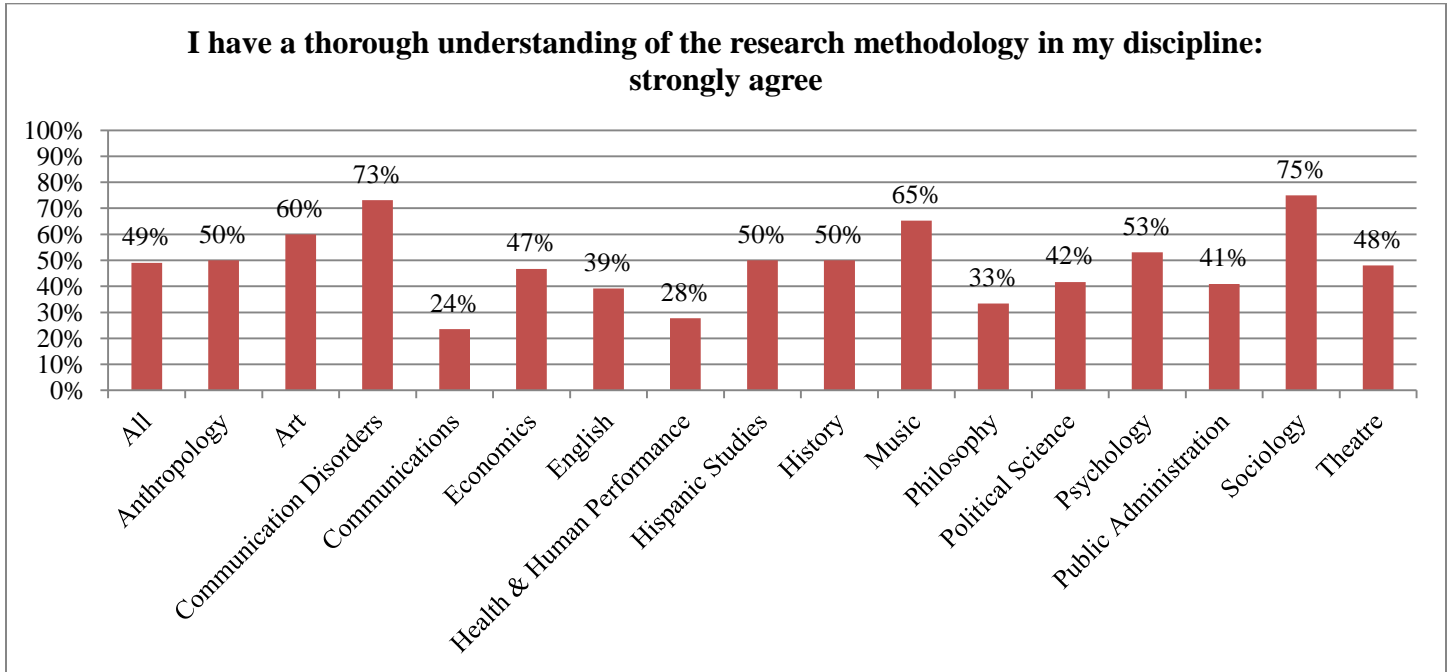


Table 7: All responses for question 7, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	49.0%	39.9%	5.9%	4.7%	0.4%	253
Anthropology	50%	50%				4
Art	60%	40%				5
Communication Science & Disorders	73.1%	23.1%		3.8%		26
Communications	23.5%	64.7%	5.9%	5.9%		17
Economics	46.7%	33.3%	6.7%	13.3%		15
English	39.1%	43.5%	17.4%			23
Health & Human Performance	27.8%	55.6%	5.6%	11.1%		18
Hispanic Studies	50%	40%		10%		10
History	50%	30%		10%	10%	10
Music	65.2%	26.1%	8.7%			23
Philosophy	33.3%	33.3%	33.3%			3
Political Science	41.7%	41.7%	8.3%	8.3%		12
Psychology	53.1%	40.6%	6.3%			32
Public Administration	40.9%	54.5%		4.5%		22
Sociology	75.0%	12.5%		12.5%		8
Theatre	48%	40%	8%	4%		25

- This item had the highest percent of respondents who strongly agreed: 49%. It also had the highest percent of students who gave a positive rating: 88.9% strongly agreed or agreed.
- Only 2 departments had 100% of their students who strongly agreed or agreed: Anthropology and Art.

Satisfaction with Thesis or Project Advising

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

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

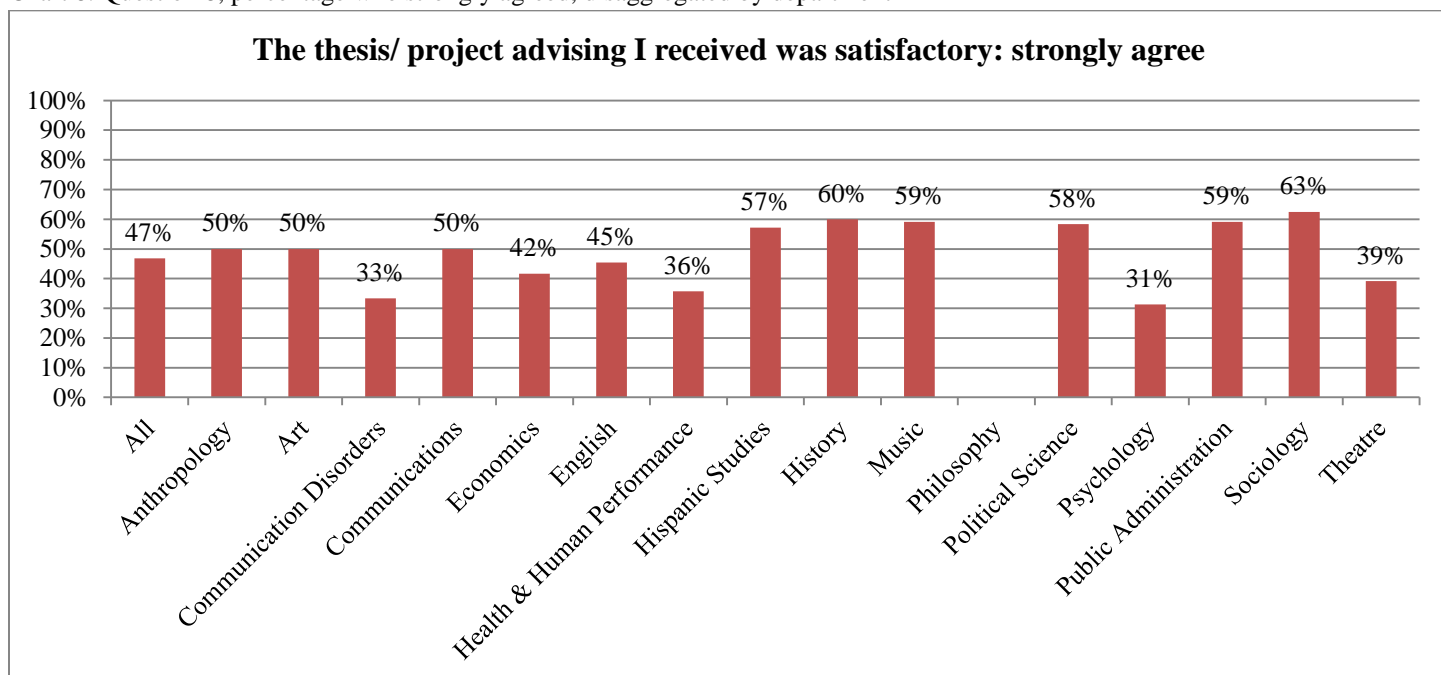


Table 8: All responses for question 8, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	46.8%	39.4%	7.8%	3.2%	2.8%	218
Anthropology	50%	50%				4
Art	50%	33.3%		16.7%		6
Communication Science & Disorders	33.3%	44.4%	22.2%			9
Communications	50%	42.9%	7.1%			14
Economics	41.7%	50%	8.3%			12
English	45.5%	36.4%	13.6%	4.5%		22
Health & Human Performance	35.7%	35.7%	7.1%	7.1%	14.3%	14
Hispanic Studies	57.1%	28.6%		14.3%		7
History	60%	20%			20%	10
Music	59.1%	31.8%	4.5%	4.5%		22
Philosophy			100%			1
Political Science	58.3%	41.7%				12
Psychology	31.3%	53.1%	12.5%		3.1%	32
Public Administration	59.1%	31.8%	4.5%	4.5%		22
Sociology	62.5%	25%	12.5%			8
Theatre	39.1%	47.8%	4.3%	4.3%	4.3%	23

- This item had the second highest percent of respondents who strongly agreed. 86% of students strongly agreed or agreed. Fewer students answered this item than the questions around it.
- Students frequently mentioned advisors in response to the programs, services, and people who assisted them in reaching their academic goals in the open-ended items (page 49).

Well-Informed about Recent Research Developments

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

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

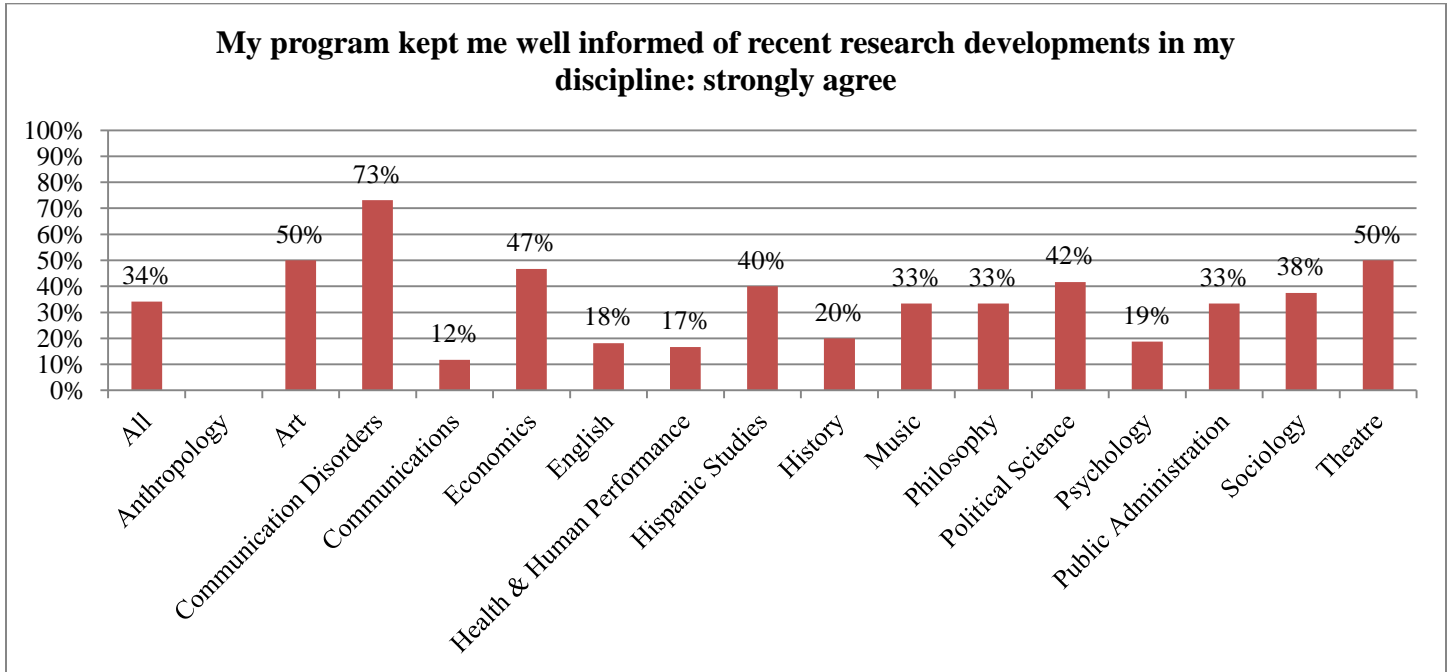


Table 9: All responses for question 9, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	34.1%	42.6%	12.9%	6.8%	3.6%	249
Anthropology		50%	25%	25%		4
Art	50.0%	16.7%	33.3%			6
Communication Science & Disorders	73.1%	19.2%	7.7%			26
Communications	11.8%	47.1%	23.5%	17.6%		17
Economics	46.7%	33.3%	13.3%	6.7%		15
English	18.2%	45.5%	18.2%	13.6%	4.5%	22
Health & Human Performance	16.7%	38.9%	22.2%	11.1%	11.1%	18
Hispanic Studies	40%	60%				10
History	20%	30%	10%	20%	20%	10
Music	33.3%	52.4%	9.5%	4.8%		21
Philosophy	33.3%	66.7%				3
Political Science	41.7%	50%		8.3%		12
Psychology	18.8%	53.1%	15.6%	6.3%	6.3%	32
Public Administration	33.3%	52.4%	4.8%	4.8%	4.8%	21
Sociology	37.5%	50%	12.5%			8
Theatre	50%	33.3%	12.5%		4.2%	24

- Satisfaction was slightly lower on this item; overall, 77% of respondents strongly agreed or agreed.
- 100% of 2 departments strongly agreed or agreed: Hispanic Studies, and Philosophy.

Prepared on How to Publish Research

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

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

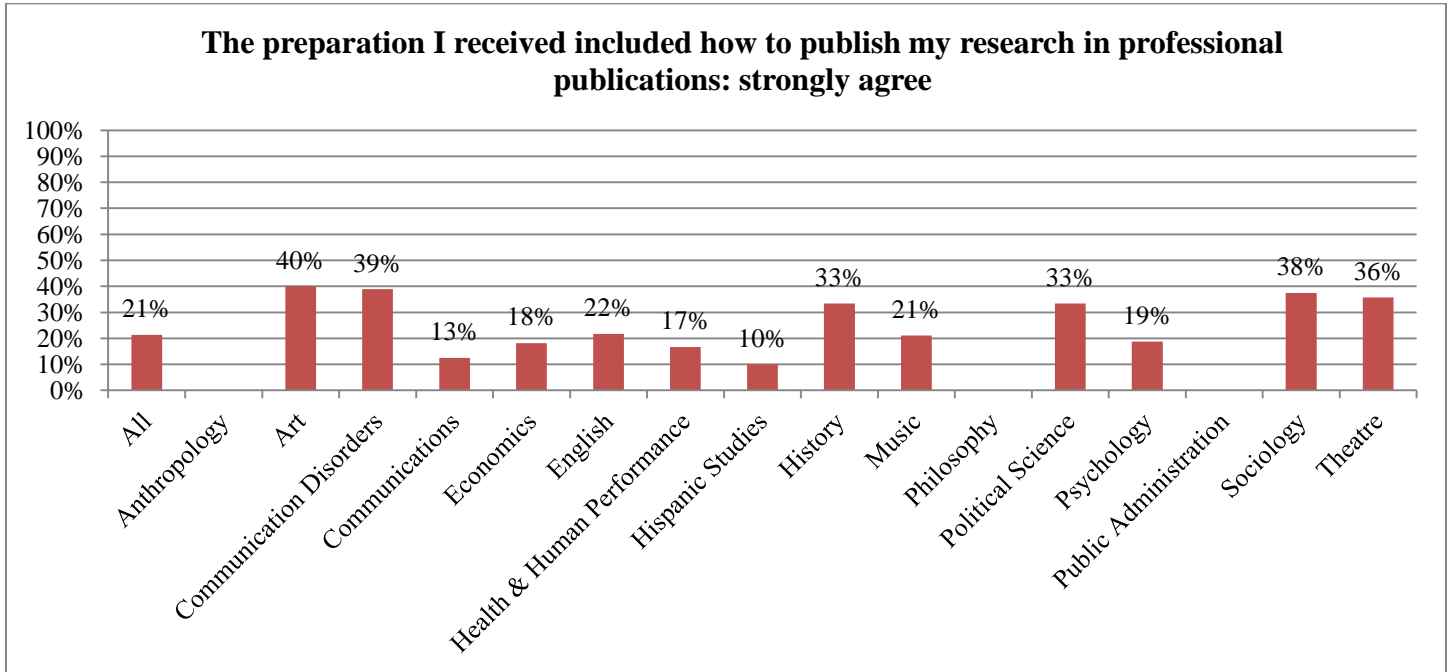


Table 10: All responses for question 10, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	21.4%	28.8%	22.3%	19.1%	8.4%	215
Anthropology		25%	50%	25%		4
Art	40%		20%	40%		5
Communication Science & Disorders	38.9%	22.2%	16.7%	22.2%		18
Communications	12.5%	25%	25%	37.5%		16
Economics	18.2%	27.3%	27.3%	18.2%	9.1%	11
English	21.7%	43.5%	17.4%	4.3%	13%	23
Health & Human Performance	16.7%	33.3%	8.3%	25%	16.7%	12
Hispanic Studies	10%	20%	40%	30%		10
History	33.3%	22.2%		22.2%	22.2%	9
Music	21.1%	31.6%	21.1%	21.1%	5.3%	19
Philosophy		33.3%		33.3%	33.3%	3
Political Science	33.3%	25%	25%	16.7%		12
Psychology	18.8%	43.8%	25%	9.4%	3.1%	32
Public Administration		21.1%	42.1%	10.5%	26.3%	19
Sociology	37.5%	25%	12.5%	12.5%	12.5%	8
Theatre	35.7%	14.3%	14.3%	28.6%	7.1%	14

- As in past years, this item had the lowest percent who strongly agreed, and less than 50% of respondents strongly agreed or agreed.
- 3 departments had no one who strongly agreed: Anthropology, Philosophy, and Public Administration.

Prepared on How to Present Research

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

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

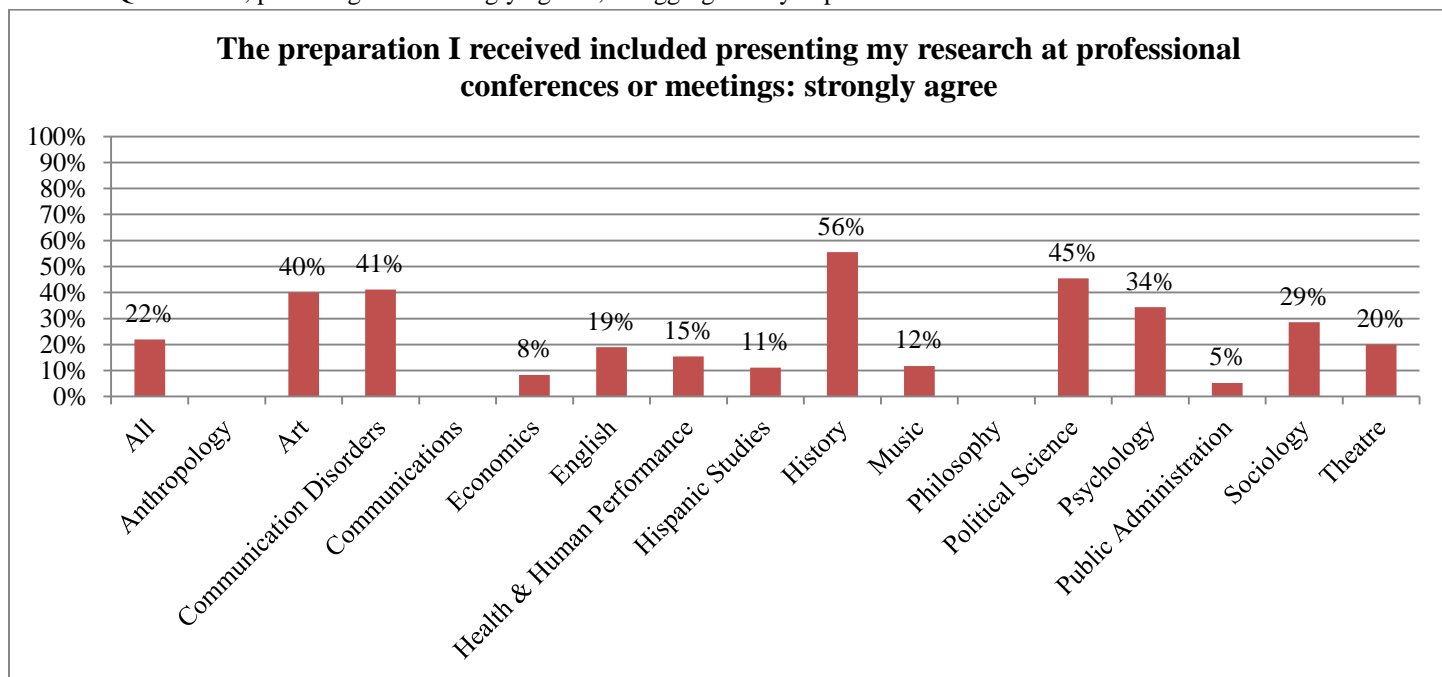


Table 11: All responses for question 11, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	21.9%	40.5%	12.9%	17.1%	7.6%	210
Anthropology			50%	50%		4
Art	40%	60%				5
Communication Science & Disorders	41.2%	41.2%	5.9%	5.9%	5.9%	17
Communications		18.8%	25%	50%	6.3%	16
Economics	8.3%	50%	8.3%	25%	8.3%	12
English	19%	33.3%	19%	19%	9.5%	21
Health & Human Performance	15.4%	38.5%	7.7%	23.1%	15.4%	13
Hispanic Studies	11.1%	66.7%		22.2%		9
History	55.6%	22.2%		11.1%	11.1%	9
Music	11.8%	41.2%	23.5%	17.6%	5.9%	17
Philosophy		33.3%		33.3%	33.3%	3
Political Science	45.5%	36.4%	9.1%	9.1%		11
Psychology	34.4%	53.1%	6.3%	3.1%	3.1%	32
Public Administration	5.3%	42.1%	15.8%	21.1%	15.8%	19
Sociology	28.6%	14.3%	28.6%	14.3%	14.3%	7
Theatre	20%	53.3%	13.3%	6.7%	6.7%	15

- This item has the second lowest positive responses. While fewer students strongly agreed, over 50% of respondents strongly agreed or agreed, however.
- 3 departments had no one who strongly agreed: Anthropology, Communication, and Philosophy. Anthropology had no positive responses.

Prepared for a Non-Teaching Job in their Field

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

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

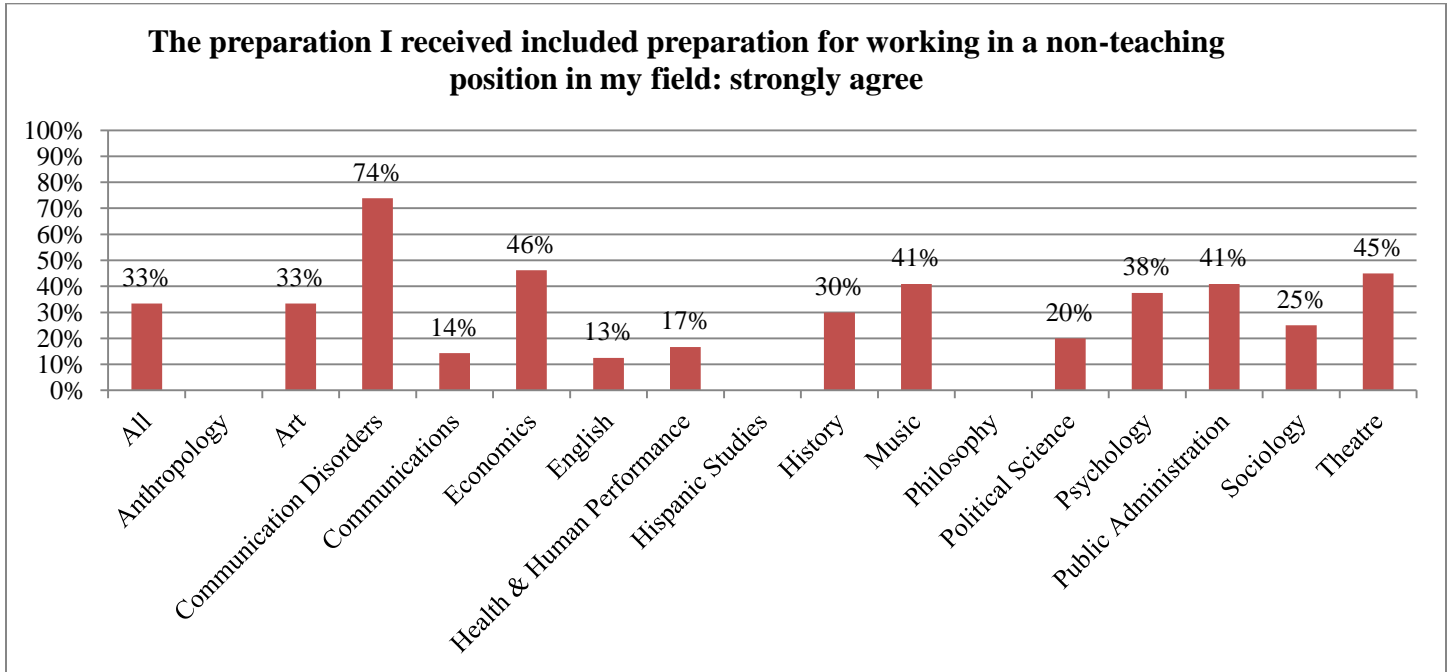


Table 12: All responses for question 12, disaggregated by department

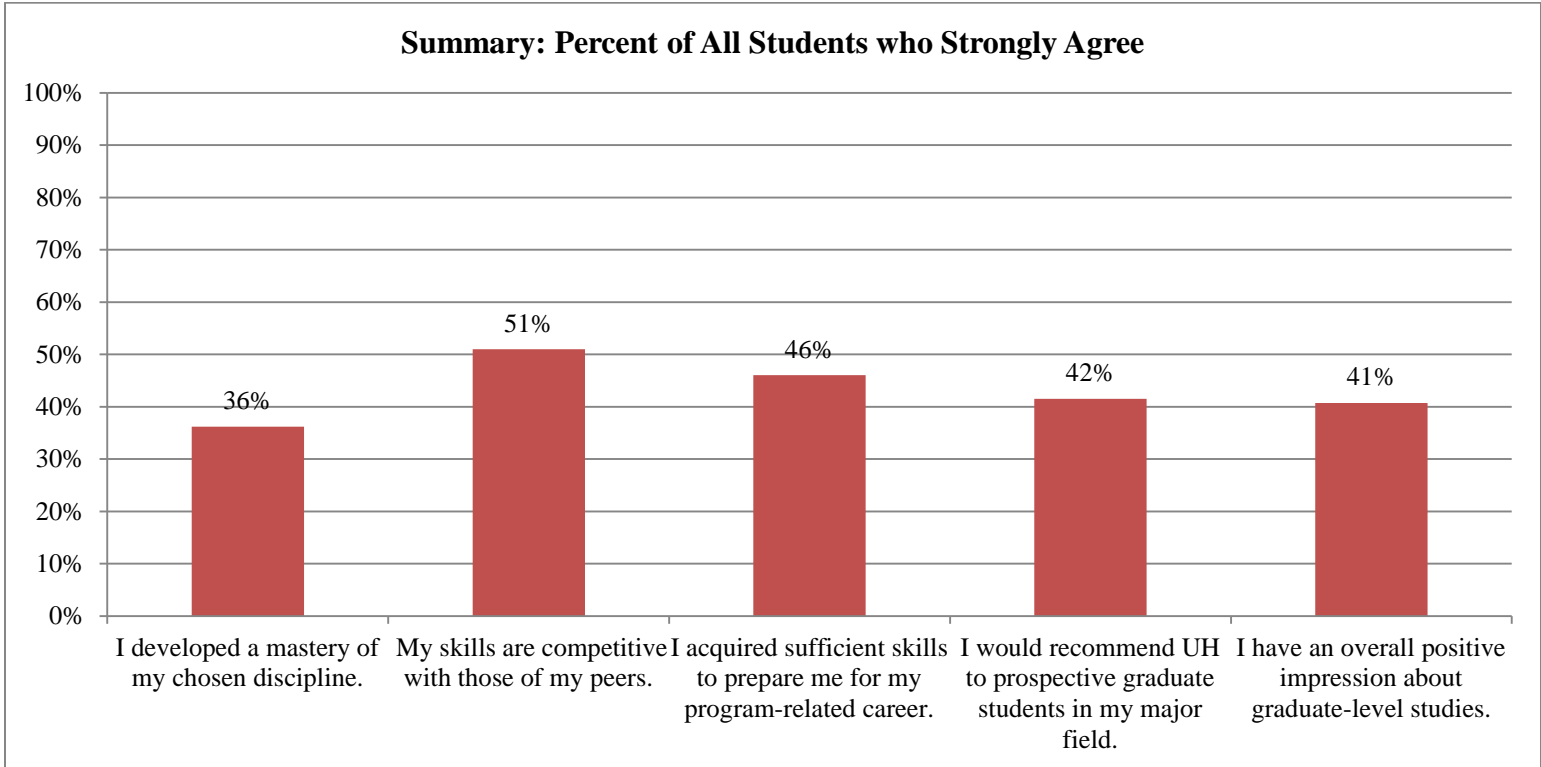
Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	33.3%	29.1%	16.5%	14.3%	6.8%	237
Anthropology		25%	25%	50%		4
Art	33.3%	33.3%		33.3%		6
Communication Science & Disorders	73.9%	26.1%				23
Communications	14.3%	42.9%	28.6%	14.3%		14
Economics	46.2%	7.7%	38.5%	7.7%		13
English	12.5%	12.5%	37.5%	29.2%	8.3%	24
Health & Human Performance	16.7%	50%	16.7%	11.1%	5.6%	18
Hispanic Studies		37.5%	37.5%	25%		8
History	30%	10%	10%	20%	30%	10
Music	40.9%	27.3%	9.1%	9.1%	13.6%	22
Philosophy				33.3%	66.7%	3
Political Science	20%	10%	20%	40%	10%	10
Psychology	37.5%	37.5%	9.4%	12.5%	3.1%	32
Public Administration	40.9%	45.5%	9.1%	4.5%		22
Sociology	25%	37.5%	25%		12.5%	8
Theatre	45%	25%	10%	10%	10%	20

- Overall, 63% of respondents strongly agreed or agreed. No one in Philosophy gave a positive or even neutral response.
- A number of students noted in their comments to the open-ended questions that they felt a need for their graduate studies to include more career preparation or they needed more help identifying post-graduate options.
- Compare these results with students' intended status upon completion of their graduate studies (pages 10-11).

Ratings for Questions 13 to 17

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

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



- Students were most confident that their skills are competitive with those of their peers. This item had the highest percent choosing the top rating for the entire survey and has been the highest since 2009. Students were not as positive about having developed a mastery of their chosen discipline as they have been in past years, however. Last year, 44% of students strongly agreed they had developed a mastery of their chosen discipline.
- There were fewer negative responses to these items.

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

	I developed a mastery of my chosen discipline.	My skills are competitive with those of my peers.	I acquired sufficient skills to prepare me for my program-related career.	I would recommend UH to prospective graduate students in my major field.	I have an overall positive impression about graduate-level studies.
Strongly agree	36.2%	51%	46%	41.5%	40.7%
Agree	48.8%	39.5%	40.9%	36.8%	41.1%
Neither agree nor disagree	11%	6.7%	7.5%	12.3%	12.3%
Disagree	2.8%	2%	4.4%	4.8%	3.2%
Strongly disagree	1.2%	0.8%	1.2%	4.7%	2.8%
Total (N)	254	253	252	253	253

- The first three items had over 85% of respondents who chose strongly agree or agree: 85%, 91%, and 87% respectively. This compares with how students felt about having a thorough understand of research methodology: 89% strongly agreed or agreed.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Mastery of Chosen Discipline

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

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

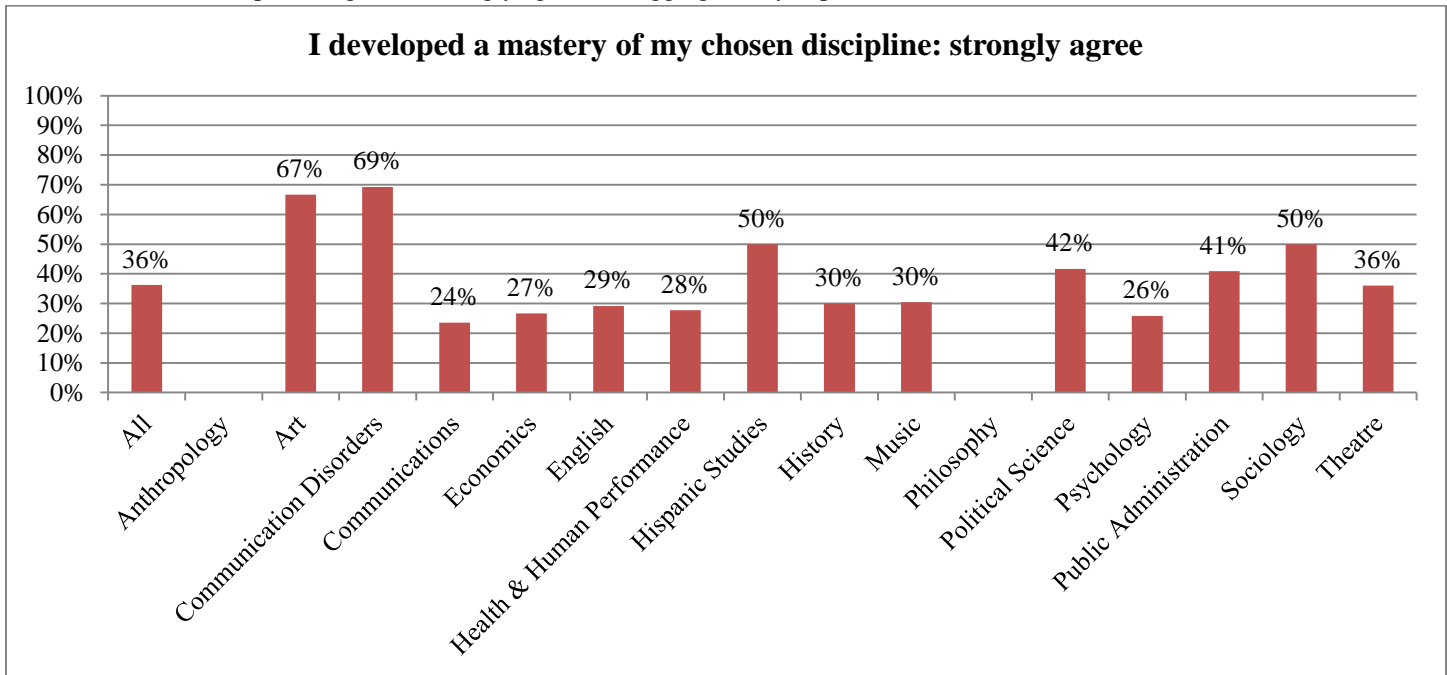


Table 13: All responses for question 13, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	36.2%	48.8%	11%	2.8%	1.2%	254
Anthropology	0%	100%	0%	0%	0%	4
Art	66.7%	33.3%	0%	0%	0%	6
Communication Science & Disorders	69.2%	30.8%	0%	0%	0%	26
Communications	23.5%	64.7%	11.8%	0%	0%	17
Economics	26.7%	53.3%	13.3%	6.7%	0%	15
English	29.2%	50%	12.5%	4.2%	4.2%	24
Health & Human Performance	27.8%	44.4%	16.7%	5.6%	5.6%	18
Hispanic Studies	50%	30%	20%	0%	0%	10
History	30%	60%	10%	0%	0%	10
Music	30.4%	60.9%	4.3%	4.3%	0%	23
Philosophy	0%	33.3%	66.7%	0%	0%	3
Political Science	41.7%	41.7%	16.7%	0%	0%	12
Psychology	25.8%	54.8%	16.1%	0%	3.2%	31
Public Administration	40.9%	45.5%	4.5%	9.1%	0%	22
Sociology	50%	25%	25%	0%	0%	8
Theatre	36%	52%	8%	4%	0%	25

- While no one in Anthropology strongly agreed, 100% agreed. In addition, 2 other departments had 100% of their respondents who strongly agreed or agreed: Art and Communication Science & Disorders.
- Only 3 students strongly disagreed.

Skills Competitive with Peers

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

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

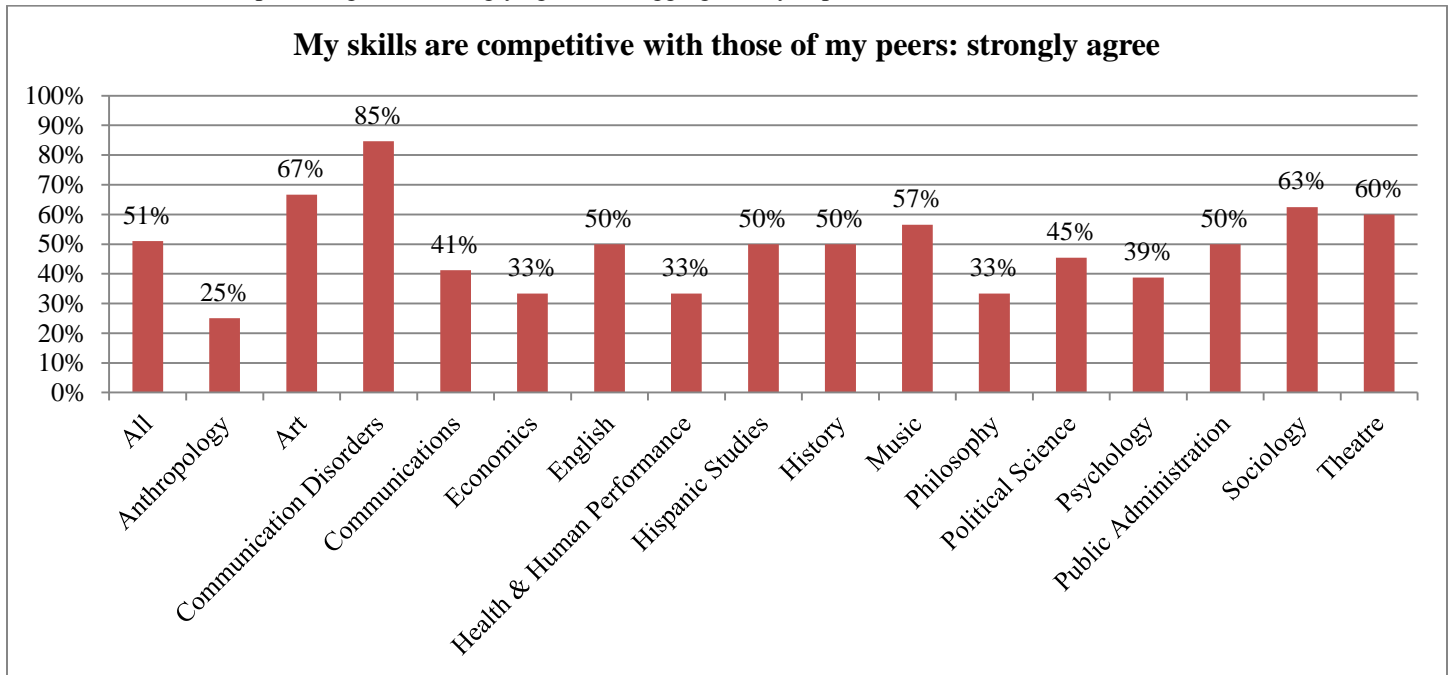


Table 14: All responses for question 14, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	51%	39.5%	6.7%	2%	0.8%	253
Anthropology	25%	50%	25%			4
Art	66.7%	16.7%	16.7%			6
Communication Science & Disorders	84.6%	11.5%	3.8%			26
Communications	41.2%	52.9%	5.9%			17
Economics	33.3%	46.7%	20%			15
English	50%	45.8%		4.2%		24
Health & Human Performance	33.3%	50%	5.6%	5.6%	5.6%	18
Hispanic Studies	50%	40%	10%			10
History	50%	40%	10%			10
Music	56.5%	43.5%				23
Philosophy	33.3%	66.7%				3
Political Science	45.5%	45.5%		9.1%		11
Psychology	38.7%	48.4%	9.7%		3.2%	31
Public Administration	50%	40.9%		9.1%		22
Sociology	62.5%	25%	12.5%			8
Theatre	60%	28%	12%			25

- Again, this item had the highest rate of satisfaction: only 7 students disagreed or strongly disagreed.
- 100% of students in 2 departments strongly agreed or agreed: Music and Philosophy

Prepared for Program-Related Career

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

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

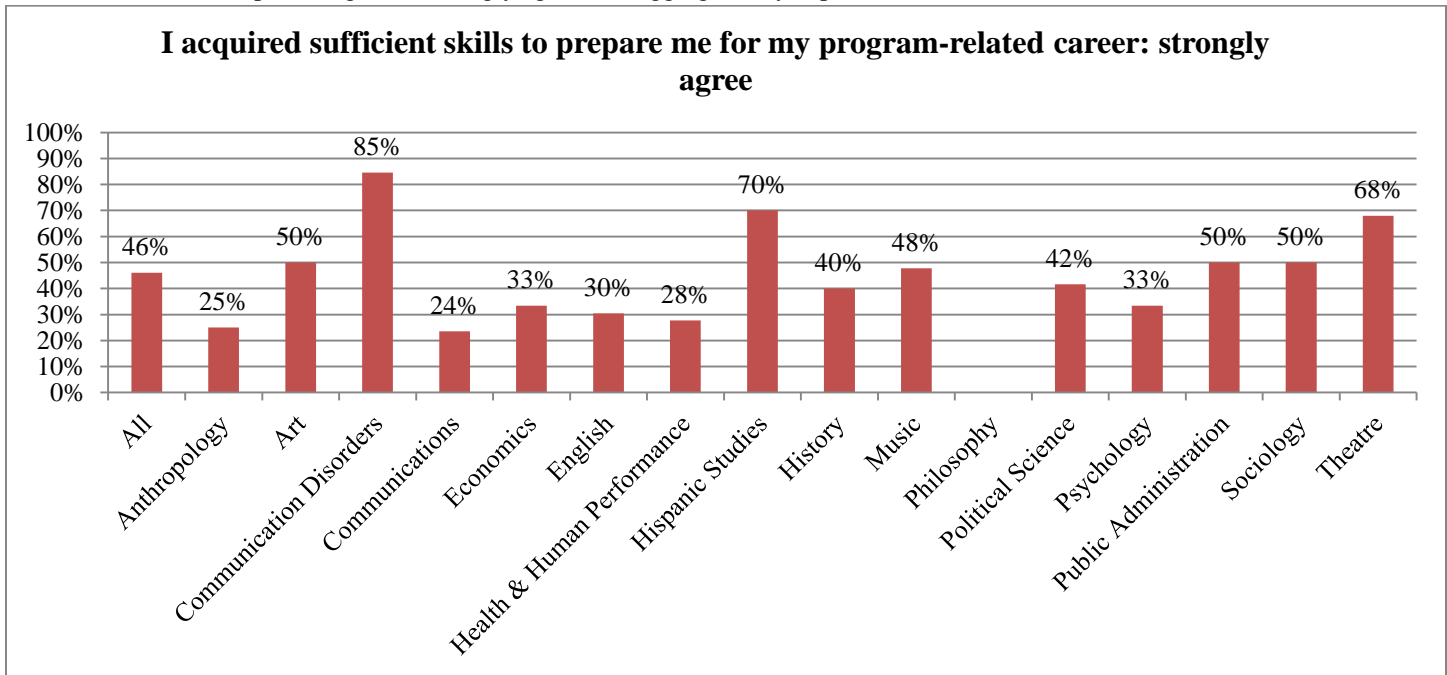


Table 15: All responses for question 15, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	46%	40.9%	7.5%	4.4%	1.2%	252
Anthropology	25%	25%		50%		4
Art	50%	50%				6
Communication Science & Disorders	84.6%	15.4%				26
Communications	23.5%	58.8%	17.6%			17
Economics	33.3%	46.7%	13.3%	6.7%		15
English	30.4%	60.9%	4.3%		4.3%	23
Health & Human Performance	27.8%	44.4%	16.7%	5.6%	5.6%	18
Hispanic Studies	70%	30%				10
History	40%	40%	10%	10%		10
Music	47.8%	43.5%		8.7%		23
Philosophy		33.3%	33.3%	33.3%		3
Political Science	41.7%	41.7%	8.3%	8.3%		12
Psychology	33.3%	53.3%	10%		3.3%	30
Public Administration	50%	36.4%	4.5%	9.1%		22
Sociology	50%	37.5%	12.5%			8
Theatre	68%	24%	8%			25

- 100% of students in 3 departments strongly agreed or agreed: Art, Communication Science & Disorders, and Hispanic Studies.
- Only 3 students strongly disagreed.

Would Recommend UH to Prospective Students

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

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

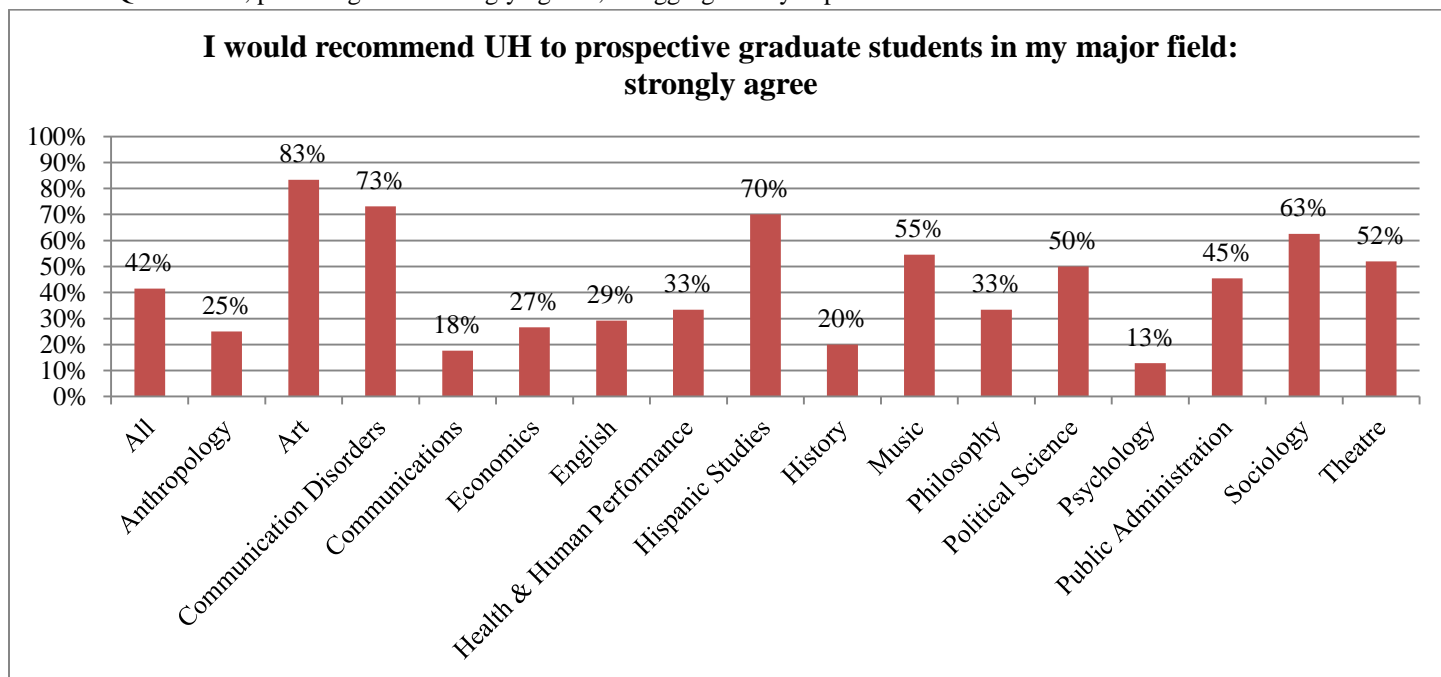


Table 16: All responses for question 16, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	41.5%	36.8%	12.3%	4.7%	4.7%	253
Anthropology	25%	25%		50%		4
Art	83.3%		16.7%			6
Communication Science & Disorders	73.1%	23.1%			3.8%	26
Communications	17.6%	35.3%	41.2%	5.9%		17
Economics	26.7%	53.3%	13.3%		6.7%	15
English	29.2%	45.8%	16.7%	4.2%	4.2%	24
Health & Human Performance	33.3%	22.2%	27.8%		16.7%	18
Hispanic Studies	70%	20%	10%			10
History	20%	30%	30%	10%	10%	10
Music	54.5%	31.8%	4.5%	4.5%	4.5%	22
Philosophy	33.3%		33.3%	33.3%		3
Political Science	50%	33.3%		16.7%		12
Psychology	12.9%	71%	12.9%		3.2%	31
Public Administration	45.5%	36.4%	4.5%	4.5%	9.1%	22
Sociology	62.5%	25%		12.5%		8
Theatre	52%	36%	4%	4%	4%	25

- 100% of Communication Science & Disorders students strongly agreed.
- On the whole, respondents were a little less positive here although 78% of students did strongly agree or agree. There were more students who chose a neutral response than to other questions: 12% neither agreed nor disagreed.

Overall Positive Impression of Graduate Studies

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

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

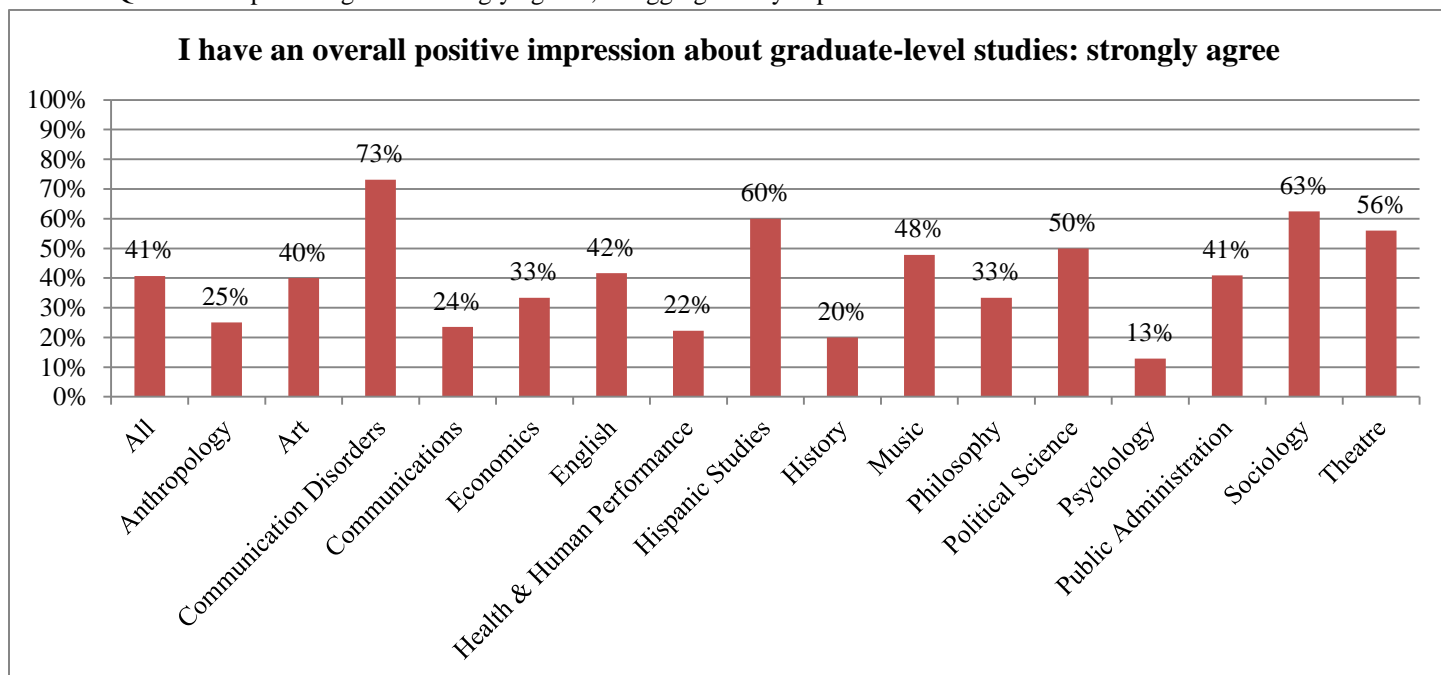


Table 17: All responses for question 17, disaggregated by department

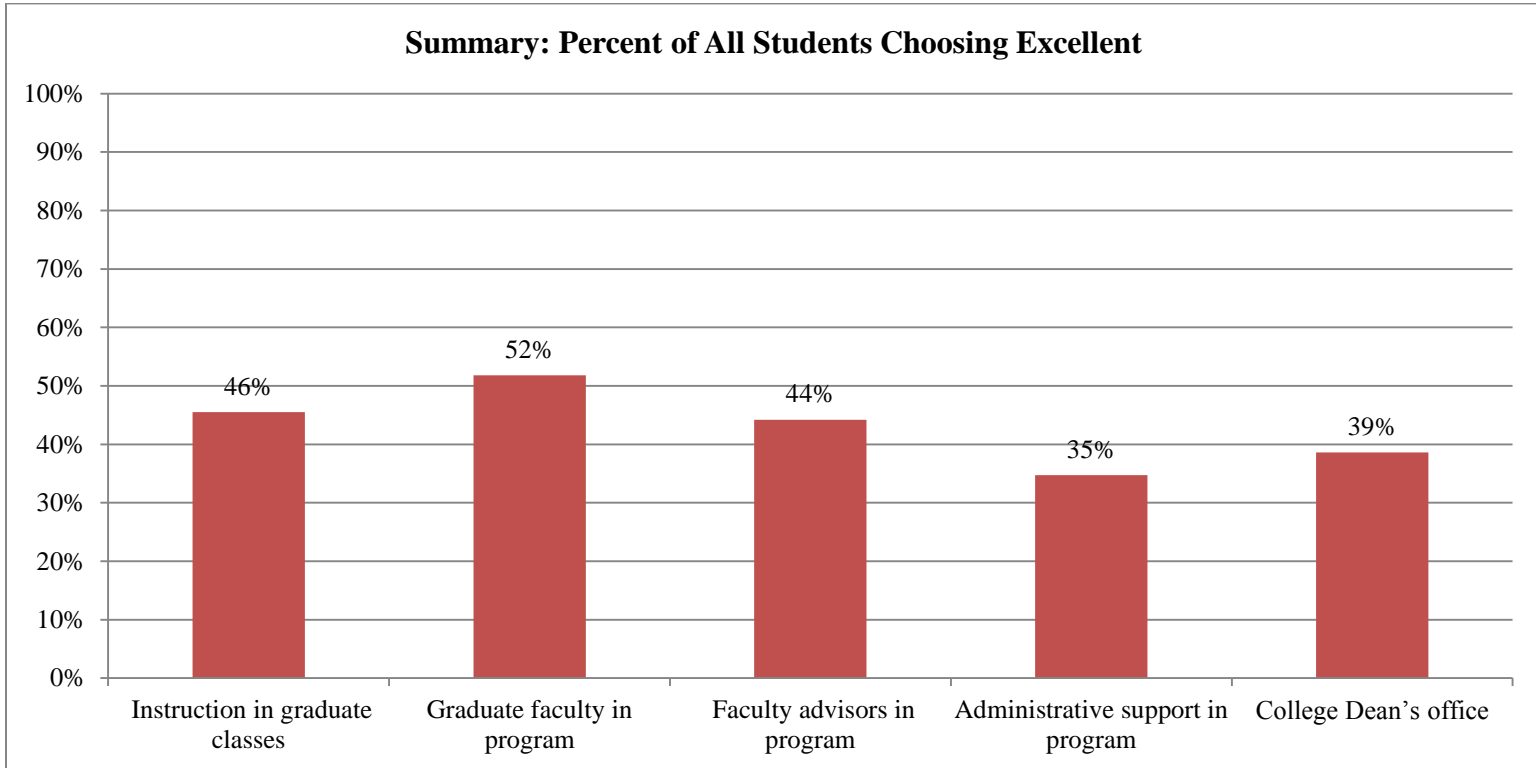
Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40.7%	41.1%	12.3%	3.2%	2.8%	253
Anthropology	25%	50%		25%		4
Art	40%	60%				5
Communication Science & Disorders	73.1%	23.1%	3.8%			26
Communications	23.5%	41.2%	29.4%	5.9%		17
Economics	33.3%	53.3%		6.7%	6.7%	15
English	41.7%	33.3%	25%			24
Health & Human Performance	22.2%	38.9%	16.7%	5.6%	16.7%	18
Hispanic Studies	60%	30%	10%			10
History	20%	60%		10%	10%	10
Music	47.8%	39.1%	8.7%	4.3%		23
Philosophy	33.3%		66.7%			3
Political Science	50%	33.3%	16.7%			12
Psychology	12.9%	64.5%	19.4%		3.2%	31
Public Administration	40.9%	54.5%		4.5%		22
Sociology	62.5%	25%	12.5%			8
Theatre	56%	28%	8%	4%	4%	25

- Again, overall, 81% of students strongly agreed or agreed but a larger number of respondents chose the neutral option, 12%.
- 100% of students in Art strongly agreed or agreed.
- Only 7 students strongly disagreed.

Ratings for Questions 18 to 22

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

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



- As in past years, students felt most positive about graduate faculty in their program. Students frequently mentioned the faculty in their responses to the open-ended items which are summarized on pages 48-51. Faculty were mentioned many times generally and over 100 professors were mentioned individually.

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

	Instruction in graduate classes.	Graduate faculty in program.	Faculty advisors in program.	Administrative support in program.	College Dean's office.
Excellent	45.5%	51.8%	44.2%	34.7%	38.6%
Good	42.7%	37.5%	32.3%	36.7%	41.6%
Fair	9.5%	8.4%	17.1%	18.7%	15.1%
Poor	2.4%	2.4%	6.4%	10%	4.8%
Total (N)	253	251	251	251	166

- Most students responded very positively, 80% or more answered excellent or good to each of these items.
- Only 166 students responded to the item about the College Dean's Office, making this the least answered question (33% of respondents skipped this question).
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Instruction in Graduate Classes

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

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

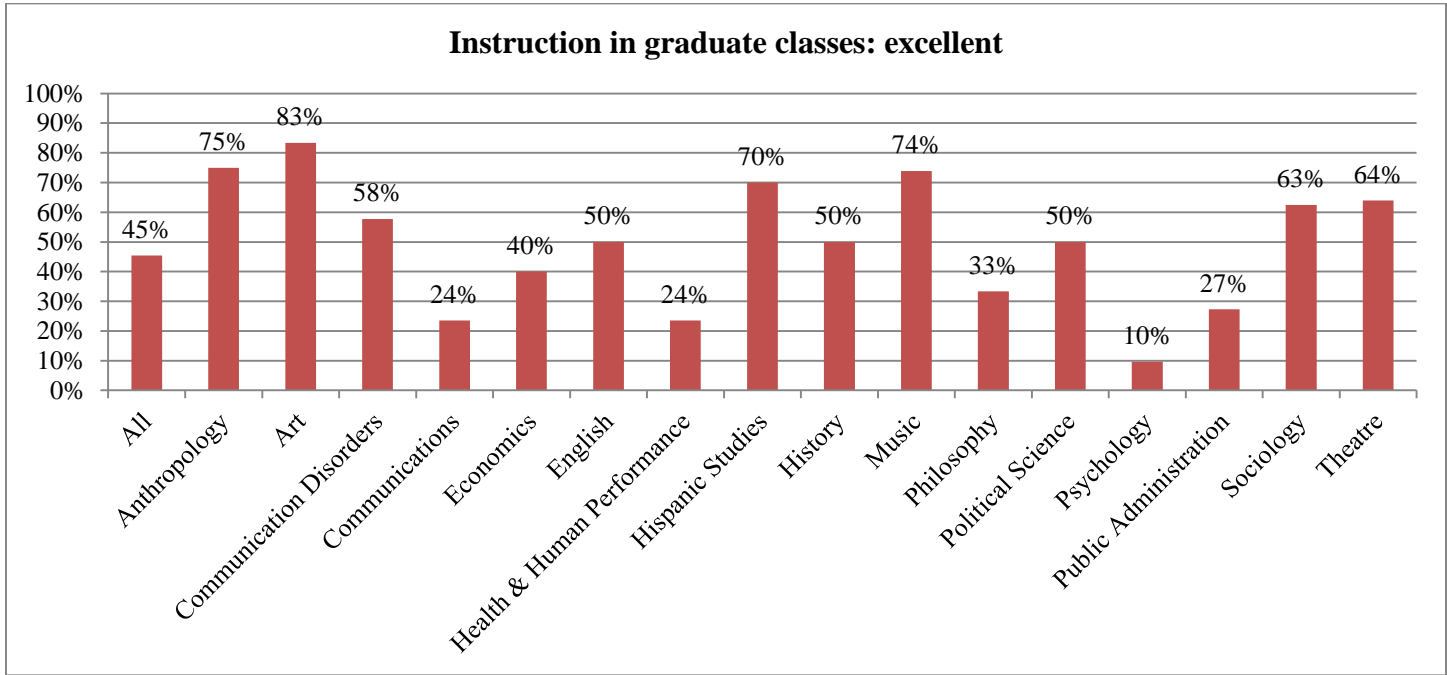


Table 18: All responses for question 18, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	45.5%	42.7%	9.5%	2.4%	253
Anthropology	75%	25%			4
Art	83.3%	16.7%			6
Communication Science & Disorders	57.7%	34.6%	7.7%		26
Communications	23.5%	64.7%	5.9%	5.9%	17
Economics	40%	40%	20%		15
English	50%	37.5%	12.5%		24
Health & Human Performance	23.5%	47.1%	17.6%	11.8%	17
Hispanic Studies	70%	30%			10
History	50%	30%	20%		10
Music	73.9%	21.7%	4.3%		23
Philosophy	33.3%	33.3%	33.3%		3
Political Science	50%	41.7%	8.3%		12
Psychology	9.7%	64.5%	19.4%	6.5%	31
Public Administration	27.3%	68.2%		4.5%	22
Sociology	62.5%	37.5%			8
Theatre	64%	32%	4%		25

- 100% of 4 departments answered excellent or good: Anthropology, Art, Hispanic Studies, and Sociology. 5 out of 6 Art students answered excellent.
- While only 10% of Psychology students responded excellent, 65% responded good.
- Only 6 students felt instruction in graduate classes was poor.

Graduate Faculty in Program

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

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

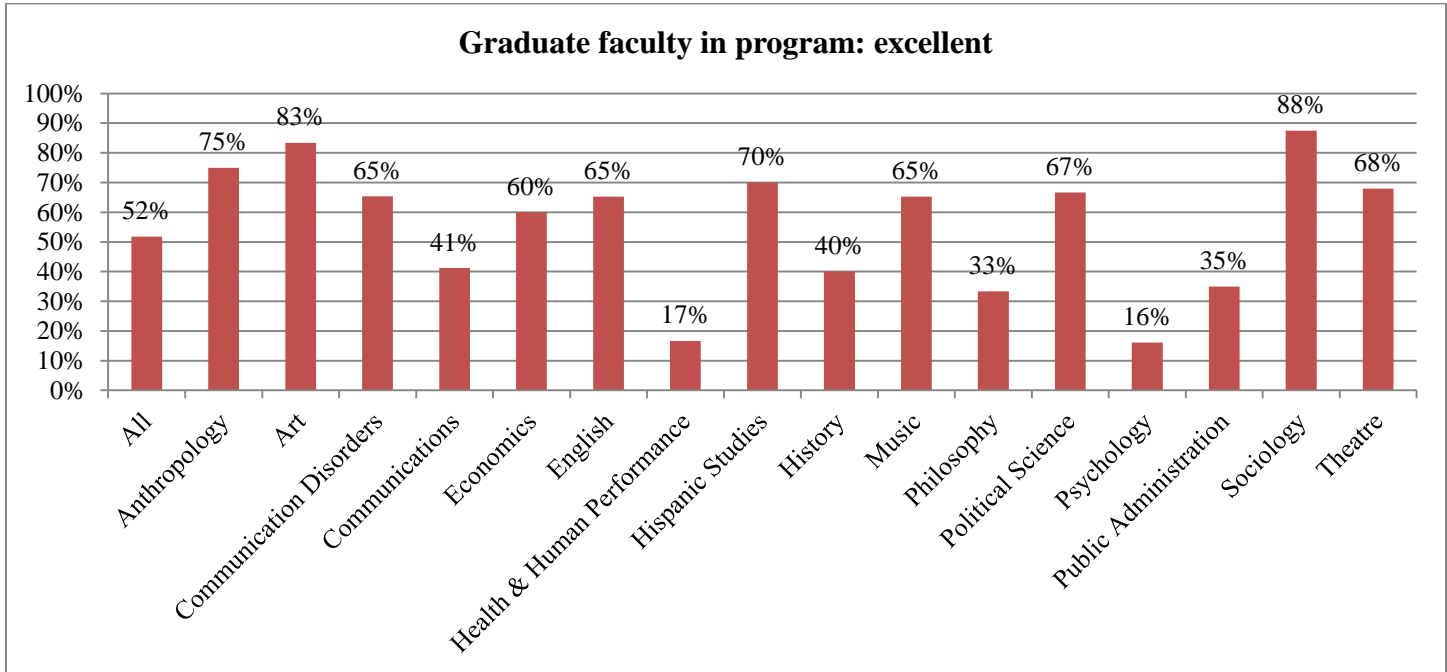


Table 19: All responses for question 19, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	51.8%	37.5%	8.4%	2.4%	251
Anthropology	75%		25%		4
Art	83.3%	16.7%			6
Communication Science & Disorders	65.4%	30.8%	3.8%		26
Communications	41.2%	41.2%	17.6%		17
Economics	60%	26.7%	13.3%		15
English	65.2%	30.4%	4.3%		23
Health & Human Performance	16.7%	61.1%	5.6%	16.7%	18
Hispanic Studies	70%	20%	10%		10
History	40%	40%	20%		10
Music	65.2%	30.4%	4.3%		23
Philosophy	33.3%	33.3%	33.3%		3
Political Science	66.7%	25%	8.3%		12
Psychology	16.1%	61.3%	19.4%	3.2%	31
Public Administration	35%	60%		5%	20
Sociology	87.5%	12.5%			8
Theatre	68%	28%		4%	25

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

Faculty Advisers in Program

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

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

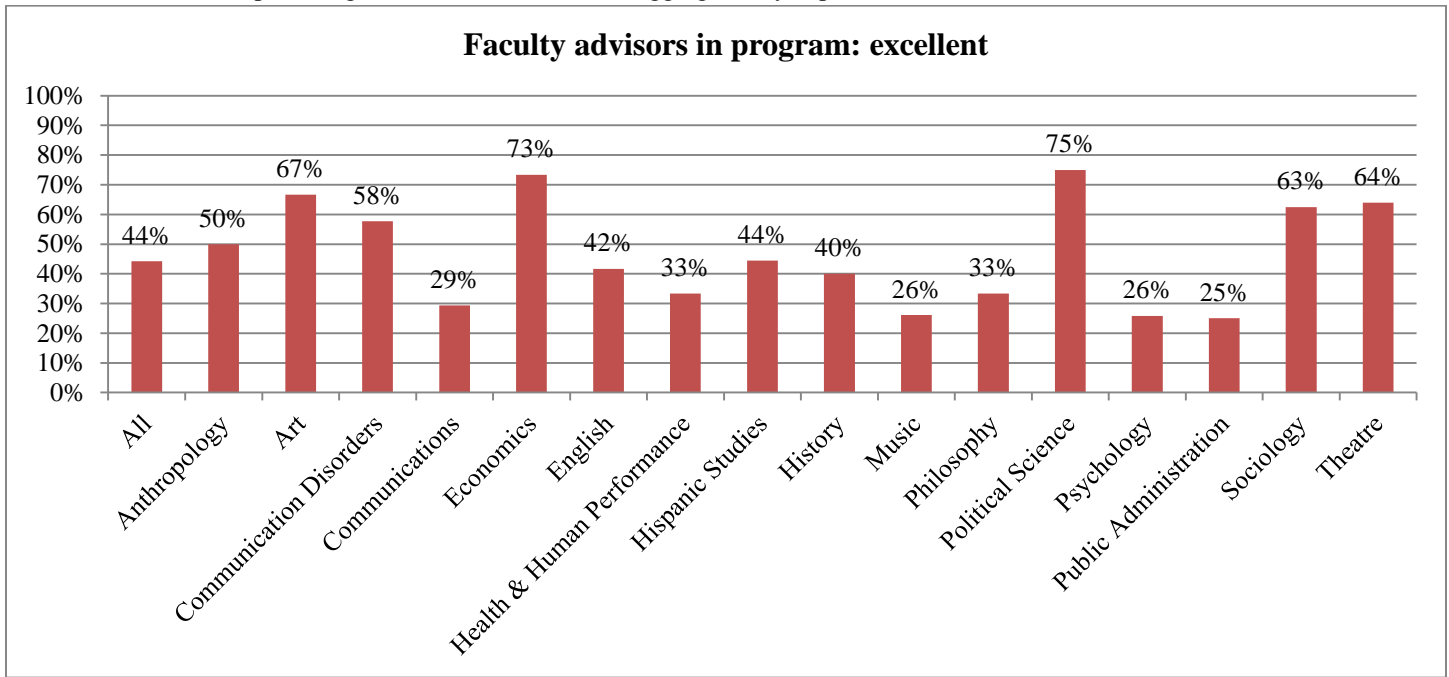


Table 20: All responses for question 20, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	44.2%	32.3%	17.1%	6.4%	251
Anthropology	50%	25%	25%		4
Art	66.7%		16.7%	16.7%	6
Communication Science & Disorders	57.7%	26.9%	11.5%	3.8%	26
Communications	29.4%	29.4%	23.5%	17.6%	17
Economics	73.3%	26.7%			15
English	41.7%	50%	8.3%		24
Health & Human Performance	33.3%	38.9%	11.1%	16.7%	18
Hispanic Studies	44.4%	33.3%	22.2%		9
History	40%	50%	10%		10
Music	26.1%	34.8%	39.1%		23
Philosophy	33.3%	33.3%		33.3%	3
Political Science	75%	16.7%	8.3%		12
Psychology	25.8%	41.9%	25.8%	6.5%	31
Public Administration	25%	30%	30%	15%	20
Sociology	62.5%	25%	12.5%		8
Theatre	64%	20%	8%	8%	25

- Overall, 76% of respondents felt the faculty advisers in their program were excellent or good; 100% of Economics students rated their advisors as excellent or good.
- 16 students responded that their faculty advisers were poor.

Administrative Support in Program

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

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

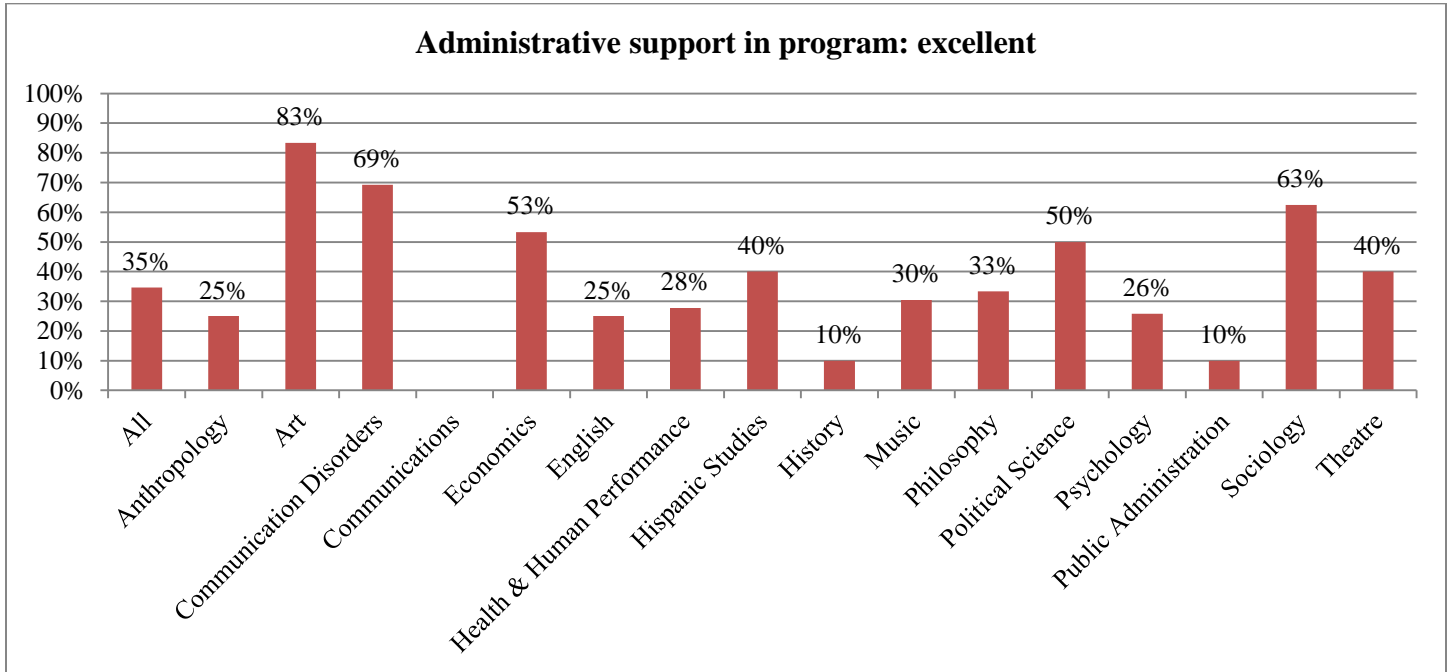


Table 21: All responses for question 21, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	34.7%	36.7%	18.7%	10%	251
Anthropology	25%	75%			4
Art	83.3%			16.7%	6
Communication Science & Disorders	69.2%	30.8%			26
Communications		56.3%	25%	18.8%	16
Economics	53.3%	33.3%	13.3%		15
English	25%	37.5%	16.7%	20.8%	24
Health & Human Performance	27.8%	27.8%	38.9%	5.6%	18
Hispanic Studies	40%	40%	20%		10
History	10%	20%	10%	60%	10
Music	30.4%	39.1%	26.1%	4.3%	23
Philosophy	33.3%		33.3%	33.3%	3
Political Science	50%	41.7%		8.3%	12
Psychology	25.8%	41.9%	25.8%	6.5%	31
Public Administration	10%	40%	40%	10%	20
Sociology	62.5%	37.5%			8
Theatre	40%	36%	16%	8%	25

- 100% of students in 3 departments felt the administrative support in their program was excellent or good: Anthropology, Communication Science & Disorders, and Sociology.
- Several departments had 50% or more of their students who answered fair or poor: History, Philosophy, and Public Administration.
- 25 students responded that administrative support was poor.

College Dean's Office

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

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

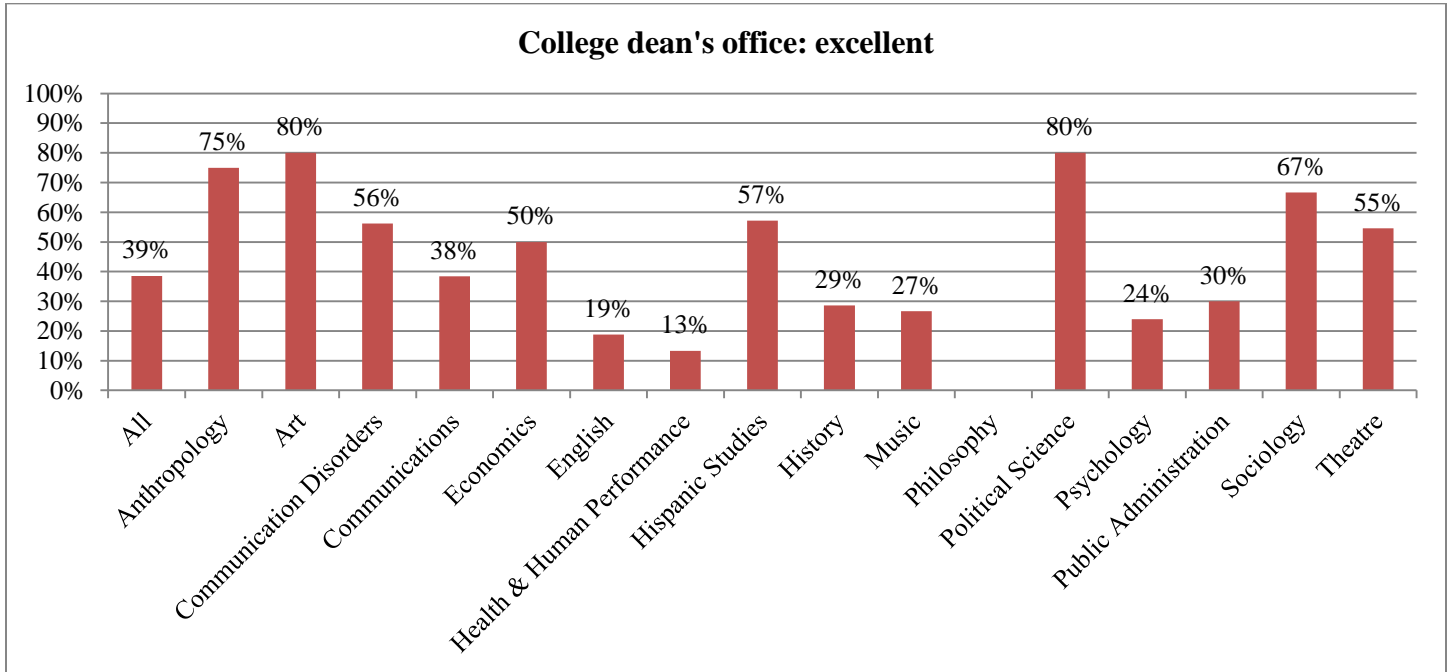


Table 22: All responses for question 22, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	38.6%	41.6%	15.1%	4.8%	166
Anthropology	75%	25%			4
Art	80%	20%			5
Communication Science & Disorders	56.3%	31.3%	6.3%	6.3%	16
Communications	38.5%	30.8%	23.1%	7.7%	13
Economics	50%	30%	20%		10
English	18.8%	75%		6.3%	16
Health & Human Performance	13.3%	60%	26.7%		15
Hispanic Studies	57.1%	42.9%			7
History	28.6%	42.9%	14.3%	14.3%	7
Music	26.7%	26.7%	33.3%	13.3%	15
Philosophy			100%		1
Political Science	80%	20%			5
Psychology	24%	64%	8%	4%	25
Public Administration	30%	10%	50%	10%	10
Sociology	66.7%	33.3%			6
Theatre	54.5%	36.4%	9.1%		11

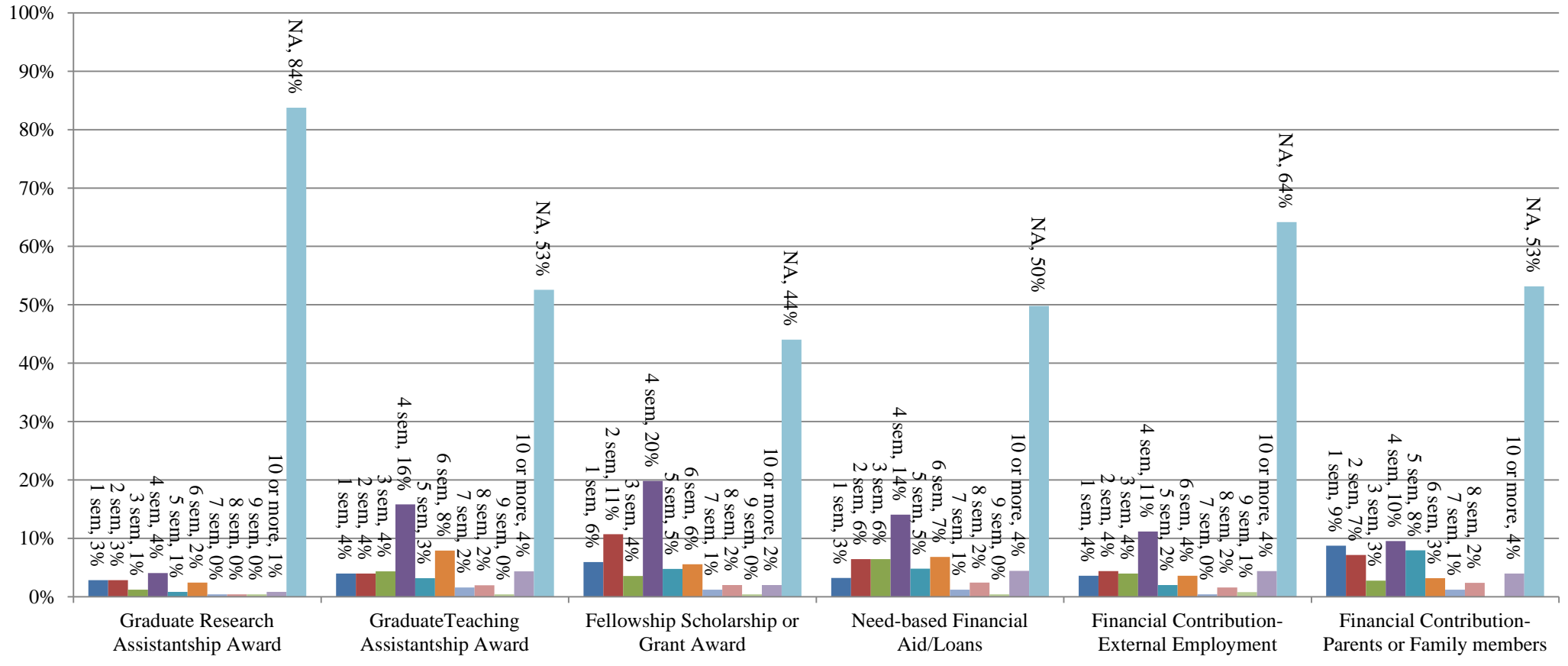
- 100% of 5 departments responded that the dean's office was excellent or good: Anthropology, Art, Hispanic Studies, Political Science, and Sociology.
- 88 students left this item blank or responded not applicable.
- 8 students said it was poor.

Summary of Financial Awards and Contributions

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

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

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



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

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

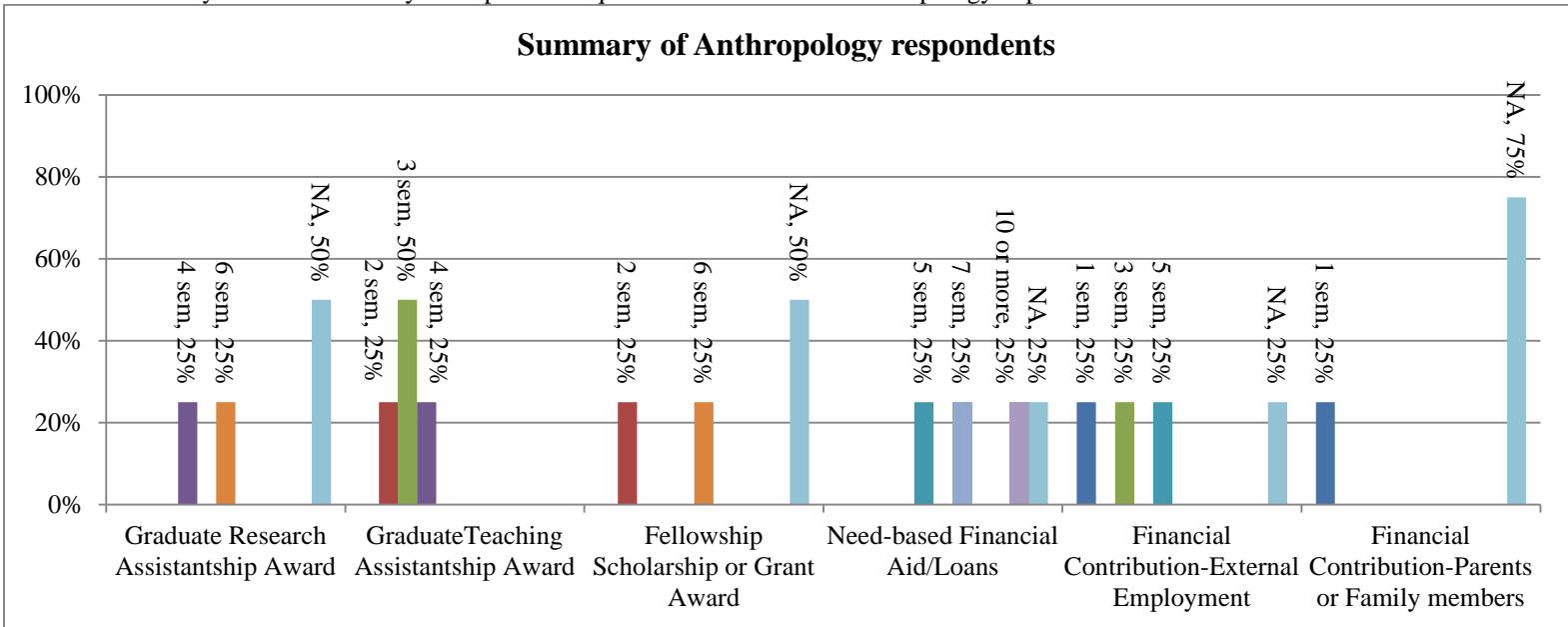
	1 sem	2 sem	3 sem	4 sem	5 sem	6 sem	7 sem	8 sem	9 sem	10 or more	NA	Total (N)
Graduate Research Assistantship Award	2.8%	2.8%	1.2%	4.1%	0.8%	2.4%	0.4%	0.4%	0.4%	0.8%	83.7%	246
Graduate Teaching Assistantship Award	4%	4%	4.3%	15.8%	3.2%	7.9%	1.6%	2%	0.4%	4.3%	52.6%	253
Fellowship Scholarship or Grant Award	6%	10.7%	3.6%	19.8%	4.8%	5.6%	1.2%	2%	0.4%	2%	44%	252
Need-based Financial Aid/Loans	3.2%	6.4%	6.4%	14.1%	4.8%	6.8%	1.2%	2.4%	0.4%	4.4%	49.8%	249
Financial Contribution-External Employment	3.6%	4.4%	4%	11.2%	2%	3.6%	0.4%	1.6%	0.8%	4.4%	64.1%	251
Financial Contribution-Parents or Family members	8.7%	7.1%	2.8%	9.5%	7.9%	3.2%	1.2%	2.4%		4%	53.2%	252

- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all programs have the same funding opportunities. Responses varied widely from department to department. For these reasons, charts in the following section have summarized the responses to all the items in each program to be of the most use.
- Many students discussed funding as part of their comments to the open-ended items.
- Overall, students are relying less on graduate research assistantships and teaching assistantships than in 2010 (those reporting N/A for research assistantships was 75.6% last year and 83.7% this year; and for teaching assistantships, 40% last year and 52.6 % this year).
- Consequently, students are relying more on the other types of funding than in 2010: those reporting N/A for fellowship, scholarship or grant awards was 48.9% last year compared to 44% this year; for need-based financial aid/ loans, 53.3% last year and 49.8% this year; for financial contributions from external employment, 76.3% last year and 64.1% this year; and for financial contributions from parents or family members, 57.8% last year and 53.2% last year.
- Again, for these questions, unlike the rest of the survey, the students responding “not applicable” have been included in the tabulation of percentages for that item.

Departmental Summary Charts of Financial Awards and Contributions

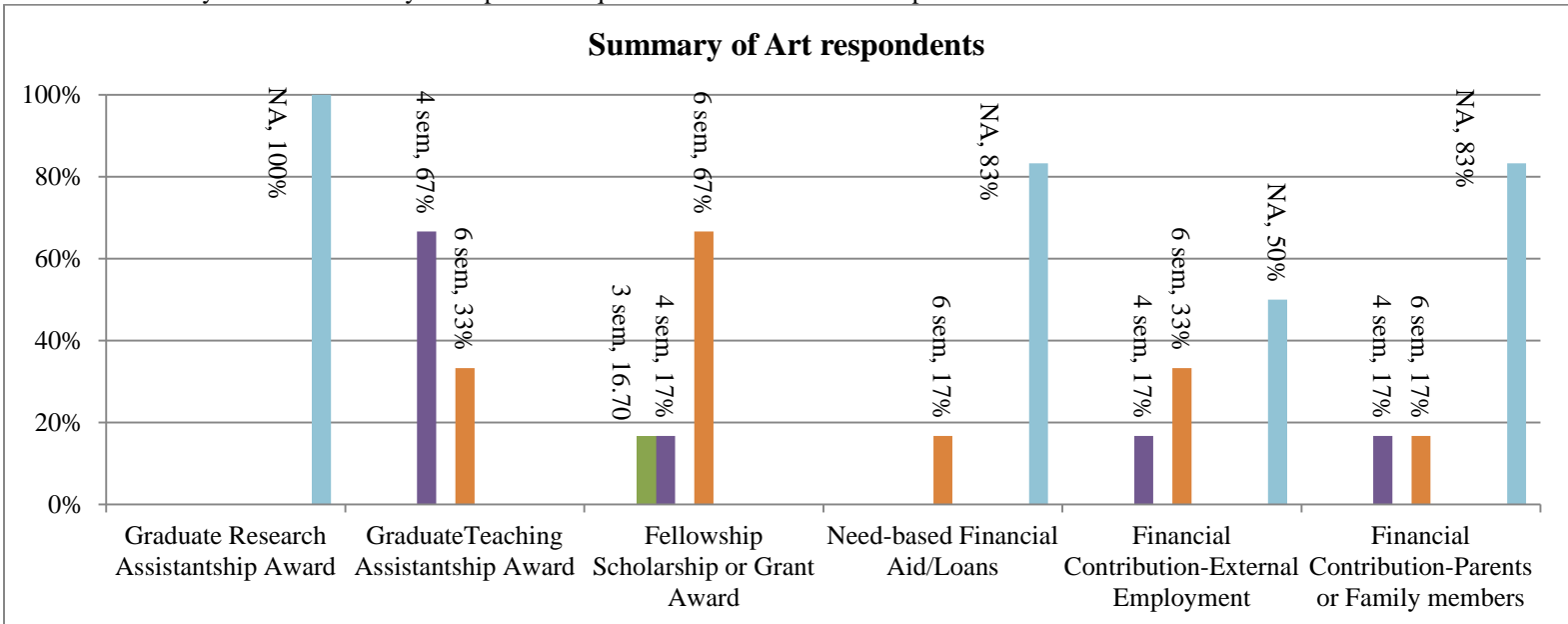
The following charts are disaggregated by department, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

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



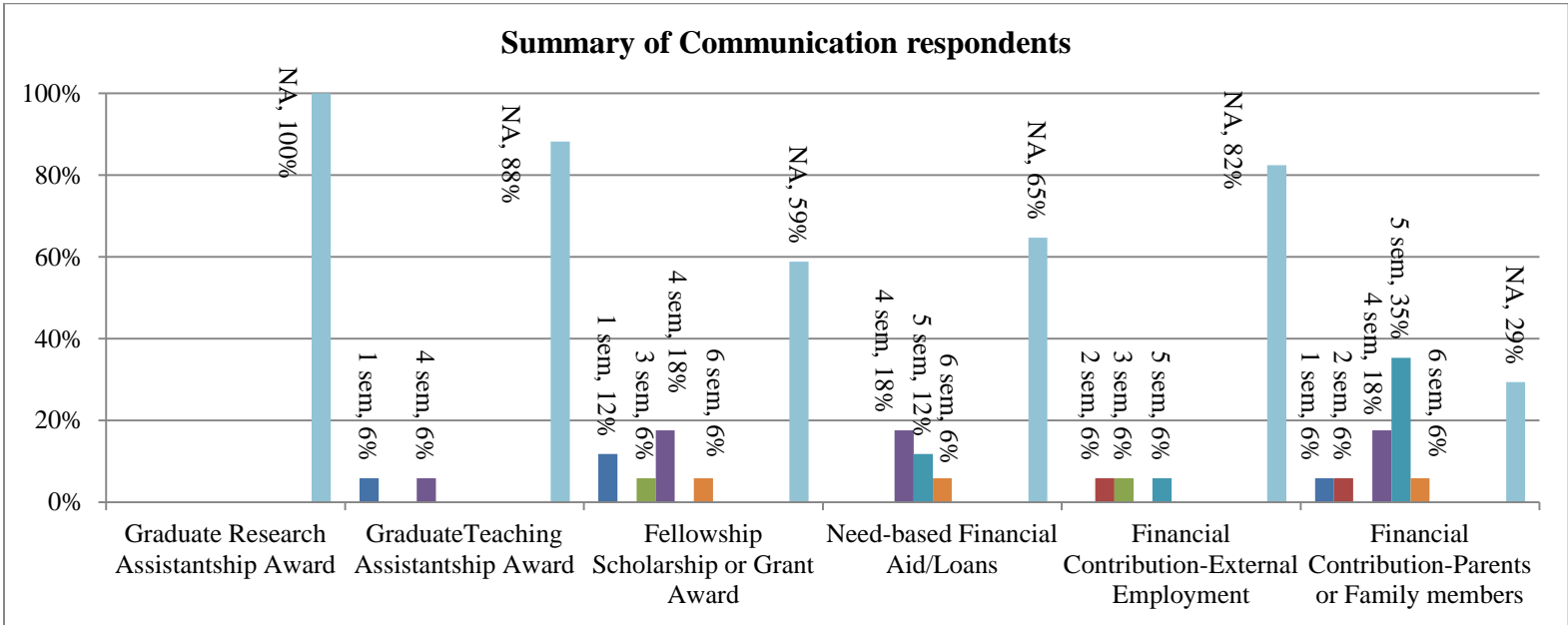
- There are 4 respondents to these items. All combined at least 3 types of funding. All had graduate teaching assistantship awards. 3 of 4 relied heavily on need-based financial aid/ loans and external employment.

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



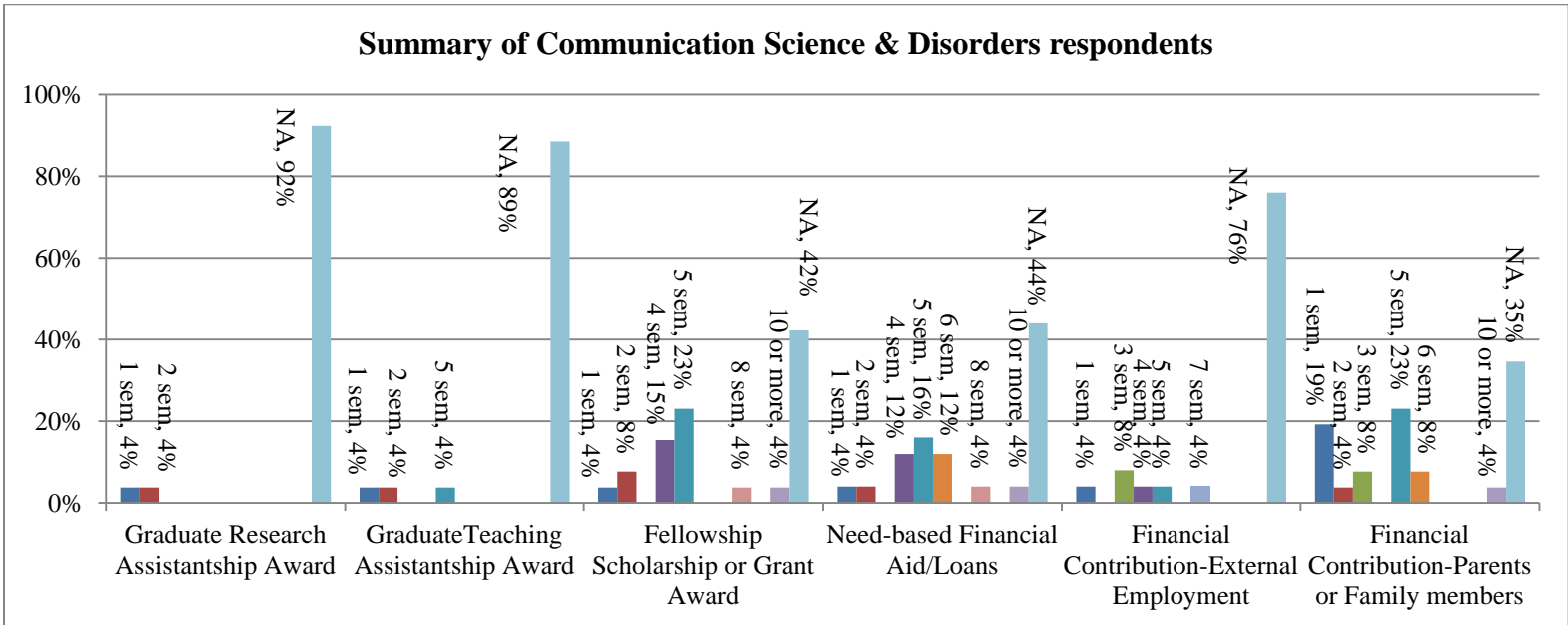
- There are 6 respondents to these items. All of the students had the support from graduate teaching assistantship awards and fellowship scholarship or grant awards.
- All of the students had additional funding from one or two types other sources.

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



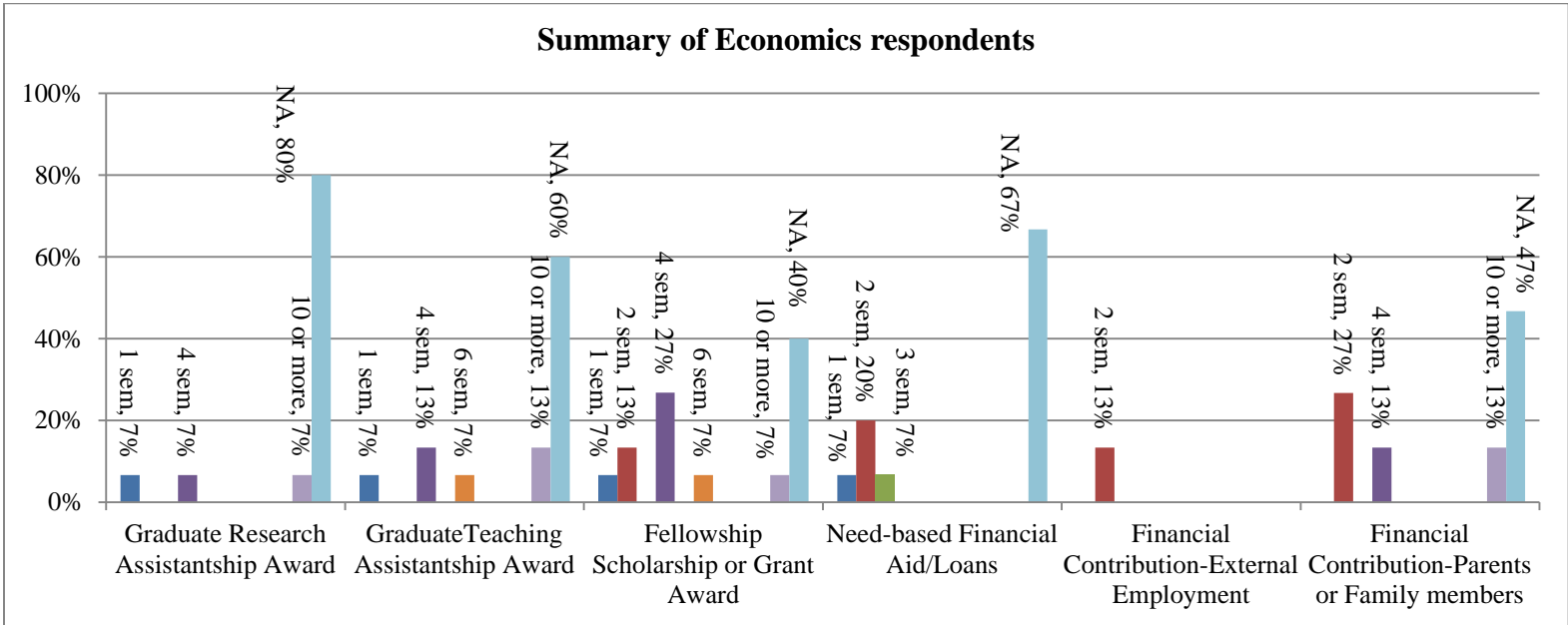
- There are 17 respondents to these items.
- 5 students relied solely on financial contributions from parents or family members. Most other respondents combined 2 to 3 different kinds of funding, especially need-based financial aid/loans.

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



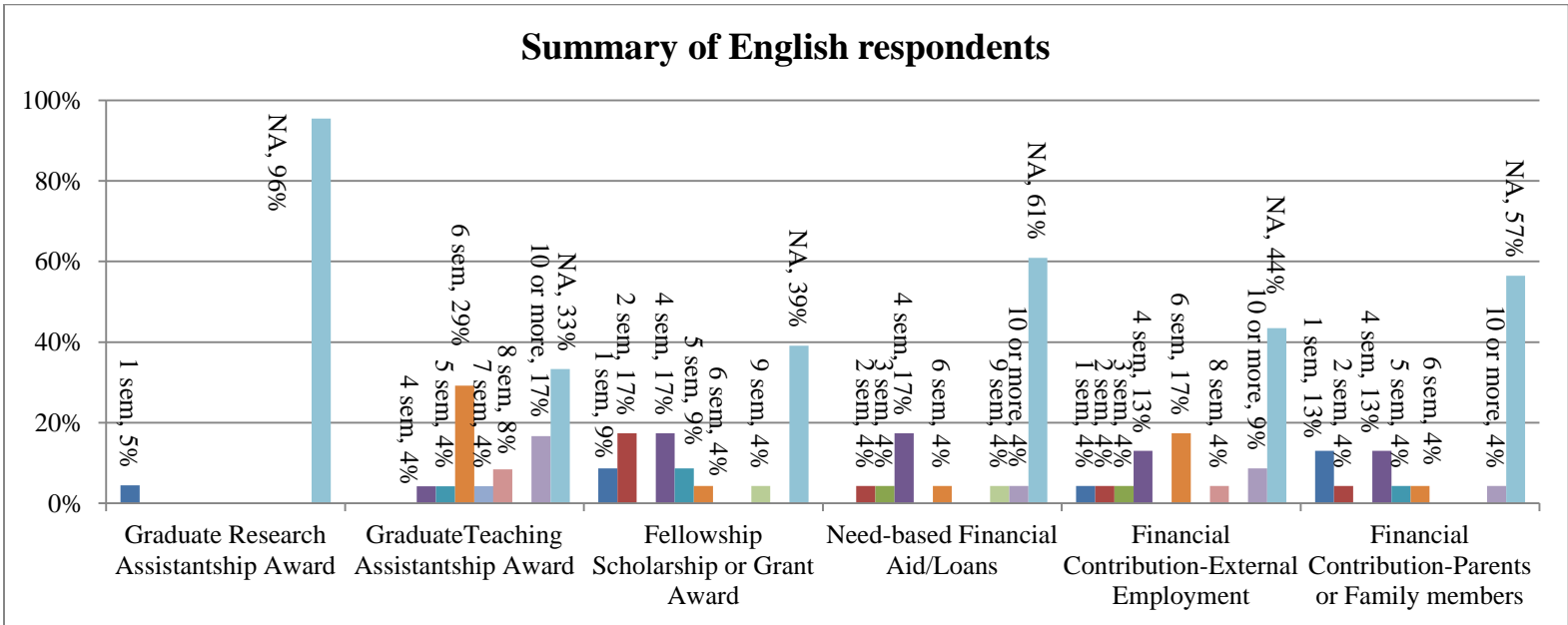
- There are 26 respondents to most of these items (25 for loans and external employment).
- Most relied on at least two types of funding, and, as part of that, 8 students combined need-based financial aid/loans and with a financial contribution from parents or family members.

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



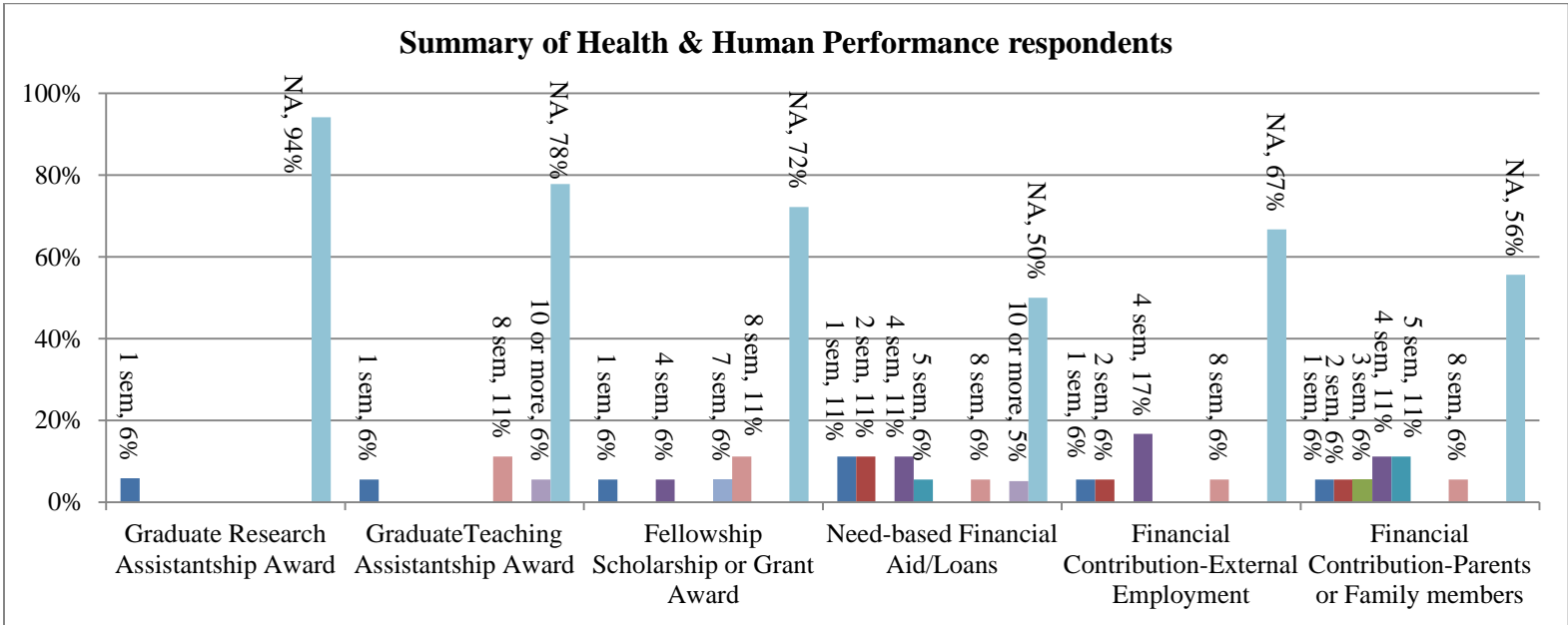
- There are 15 respondents to these items (11 MA; 4 PhD).
- Most students combined at least 2-3 kinds of funding. Several students combined 4-5. All of the PhD students combined a fellowship, scholarship or grant award with the financial contribution from patents or family members.

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



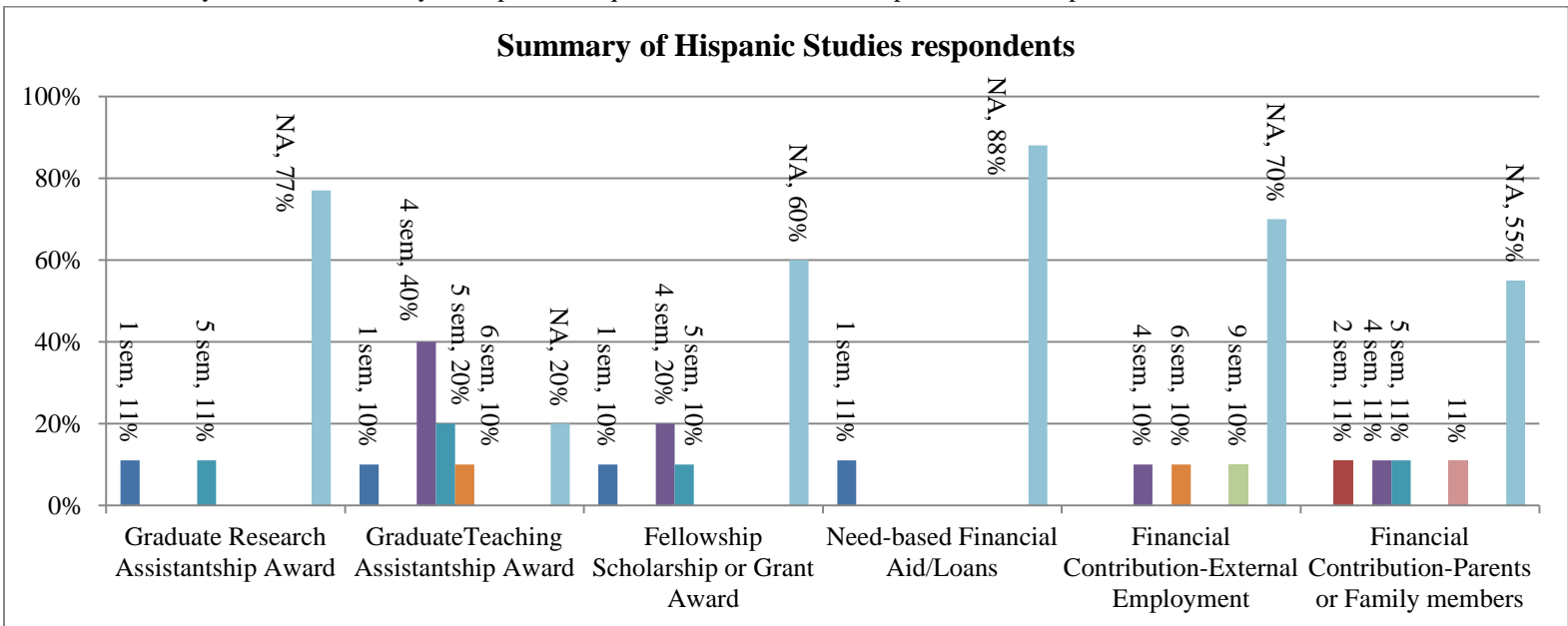
- There are 22-24 respondents to these items (7 MA; 7 MFA; 10 PhD).
- 4 students relied on a single kind of funding although most students combined various sources of funding: 7 relied on 4-5 kinds and 13 relied on 2-3.

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



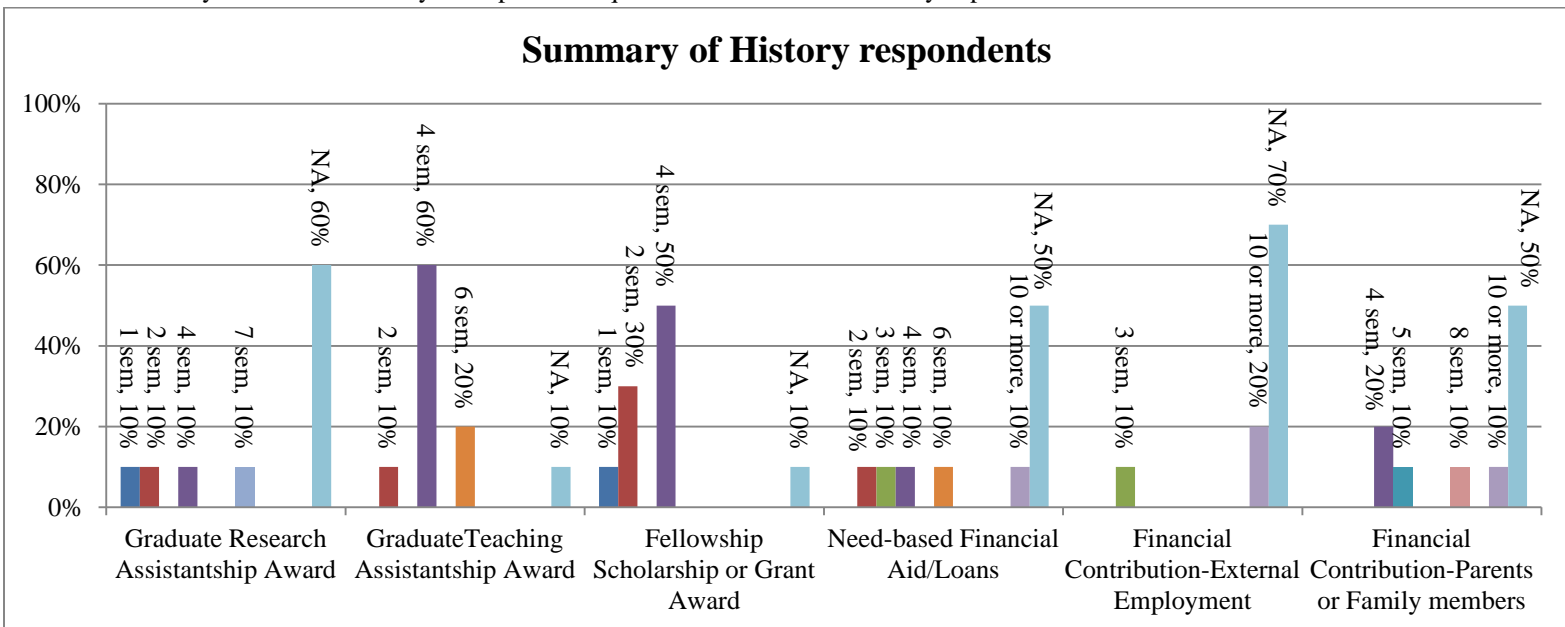
- There are 17-18 respondents to these items (5 MA; 5 MS; 5 MEd; 3 PhD).
- 4 students answered N/A on all the items. Most students combined 2-3 types of funding. 2 students relied solely on the financial contribution of parents or family members. 1 relied solely on need-based financial aid/loans. 1 student reported receiving all 6 types of funding.

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



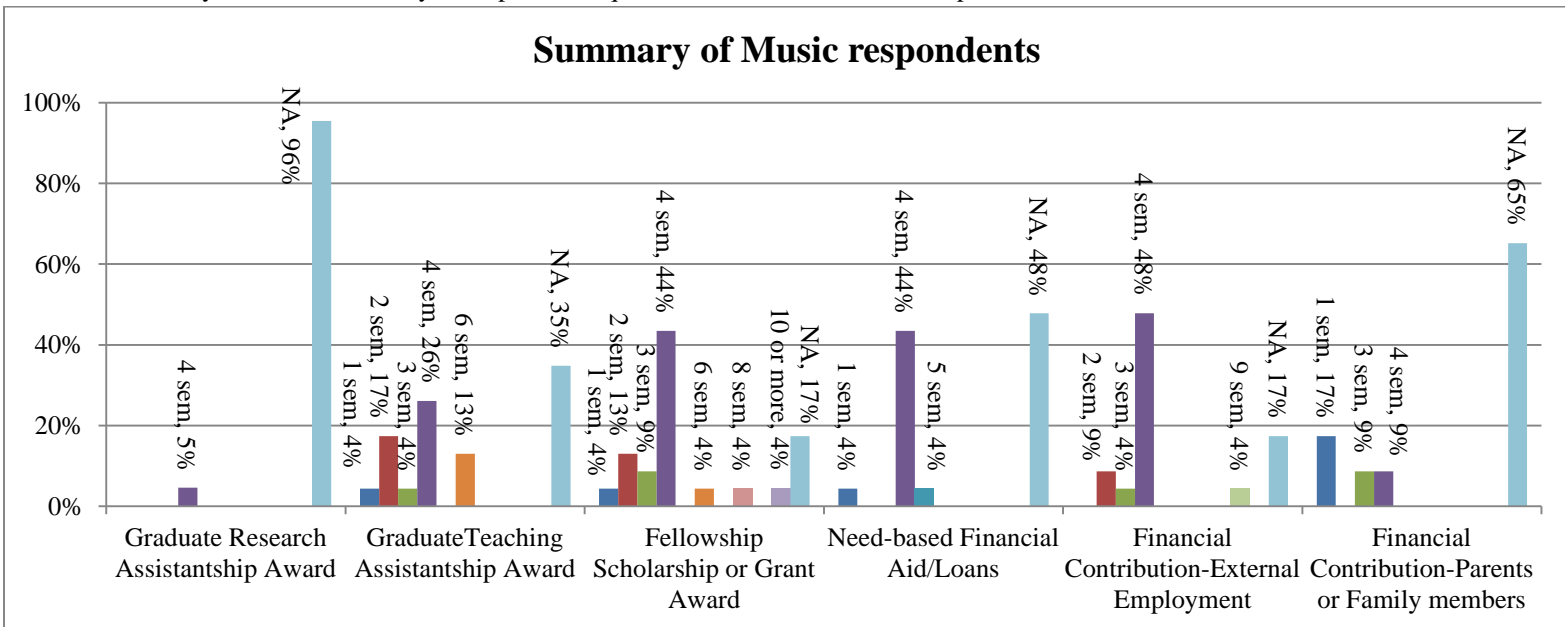
- There are 9-10 respondents to these items (6 MA; 4 PhD).
- Half of the students combined 2 to 3 different kinds of funding.
- 1 answered N/A on all the items. 1 relied solely on financial contributions from external employment, and another solely on the graduate teaching assistantship award.

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



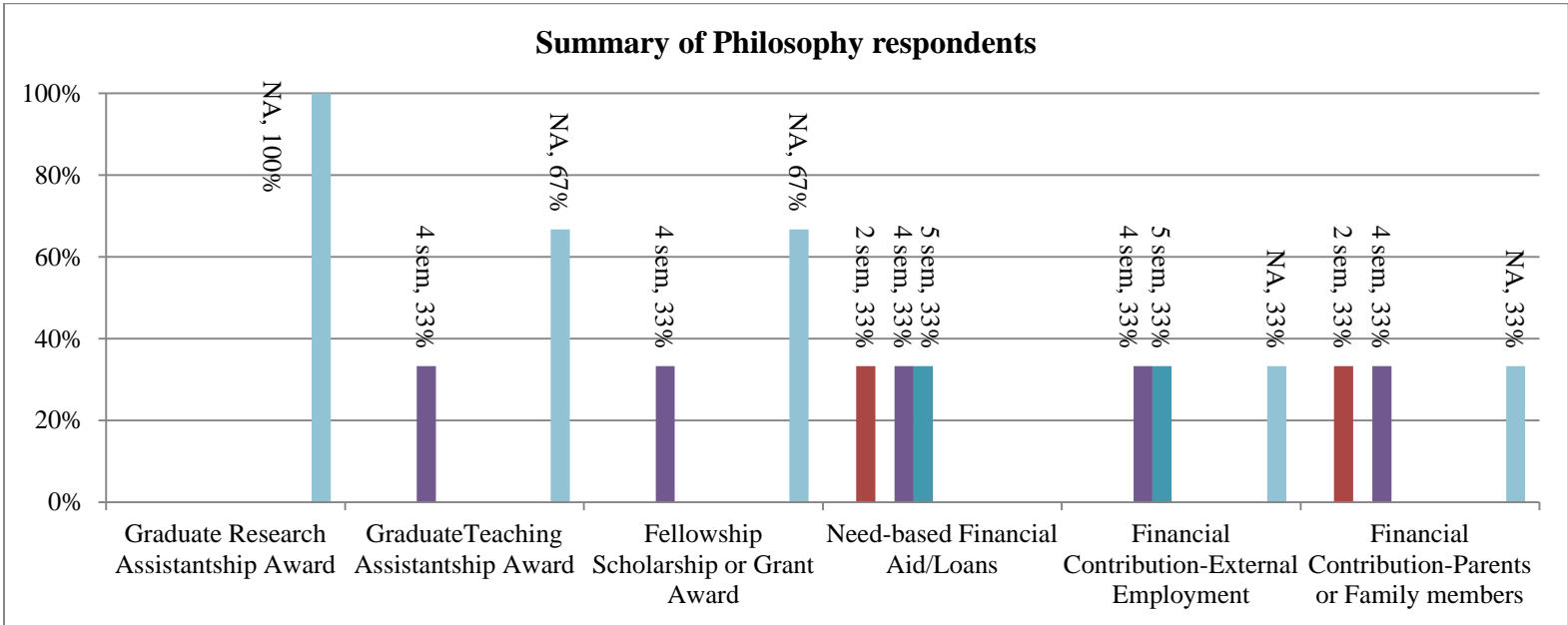
- There are 10 respondents to these items (6 MA; 4 PhD).
- Half of the students combined 3 types of funding. 90% of all of the students had a graduate teaching assistantship award for at least a year, and 90% were awarded a fellowship, scholarship or grant award. 50% took out need-based financial aid/ loans.

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



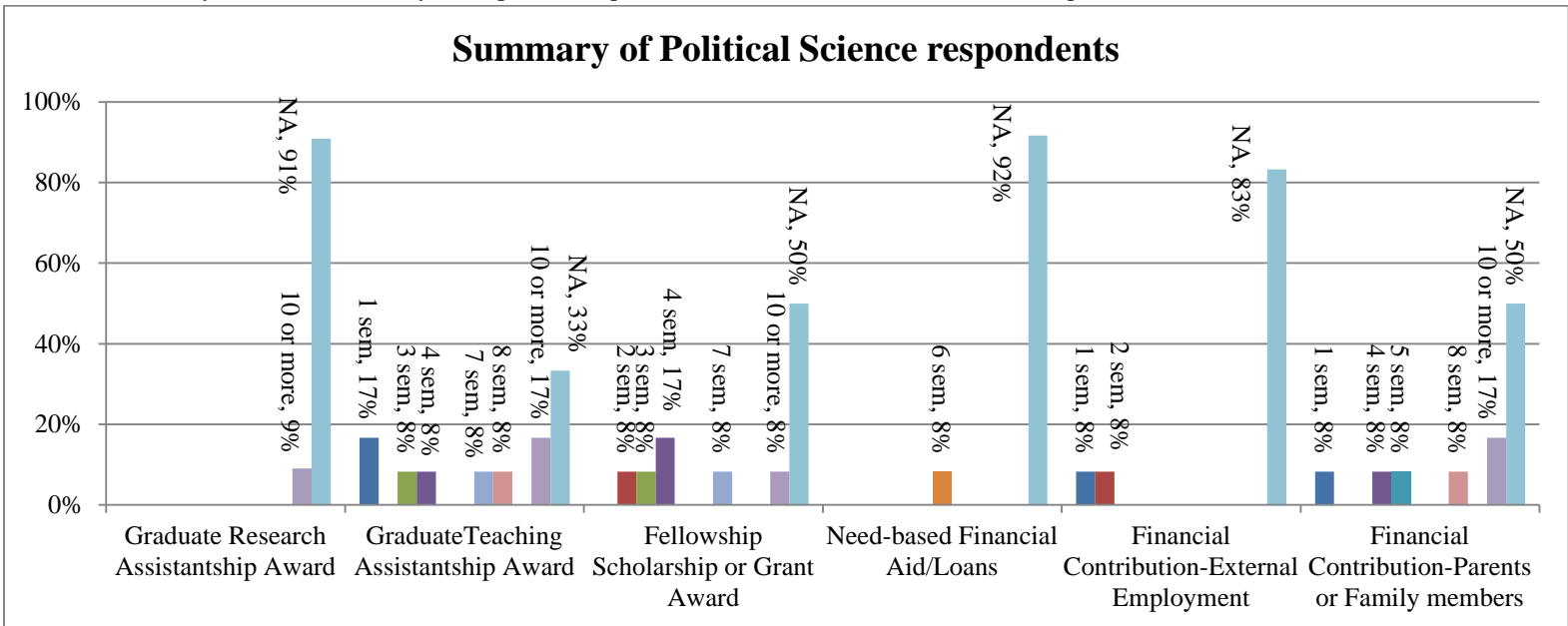
- There are 22-23 respondents to these items (17 MM; 5 DMA).
- 1 student relied solely on a graduate teaching assistantship award although most students combined at least 3 sources of funding. 11 of the 23 students combined 4 different types of funding.

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



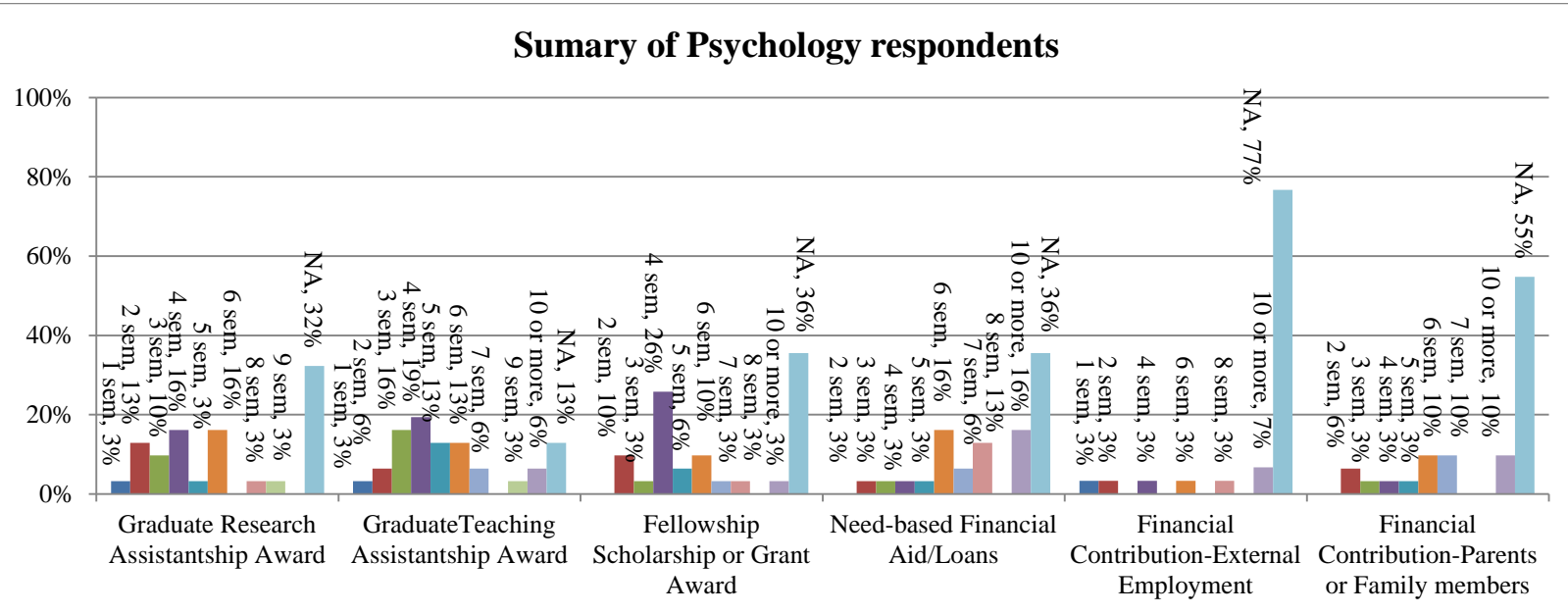
- There are 3 respondents to these items.
- 1 student relied solely on need-based financial aid or loans. 1 student relied on need-based financial aid/ loans and financial contributions from both external employment and parents or family members.
- 1 student received every type of funding except for a graduate research assistantship award.

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



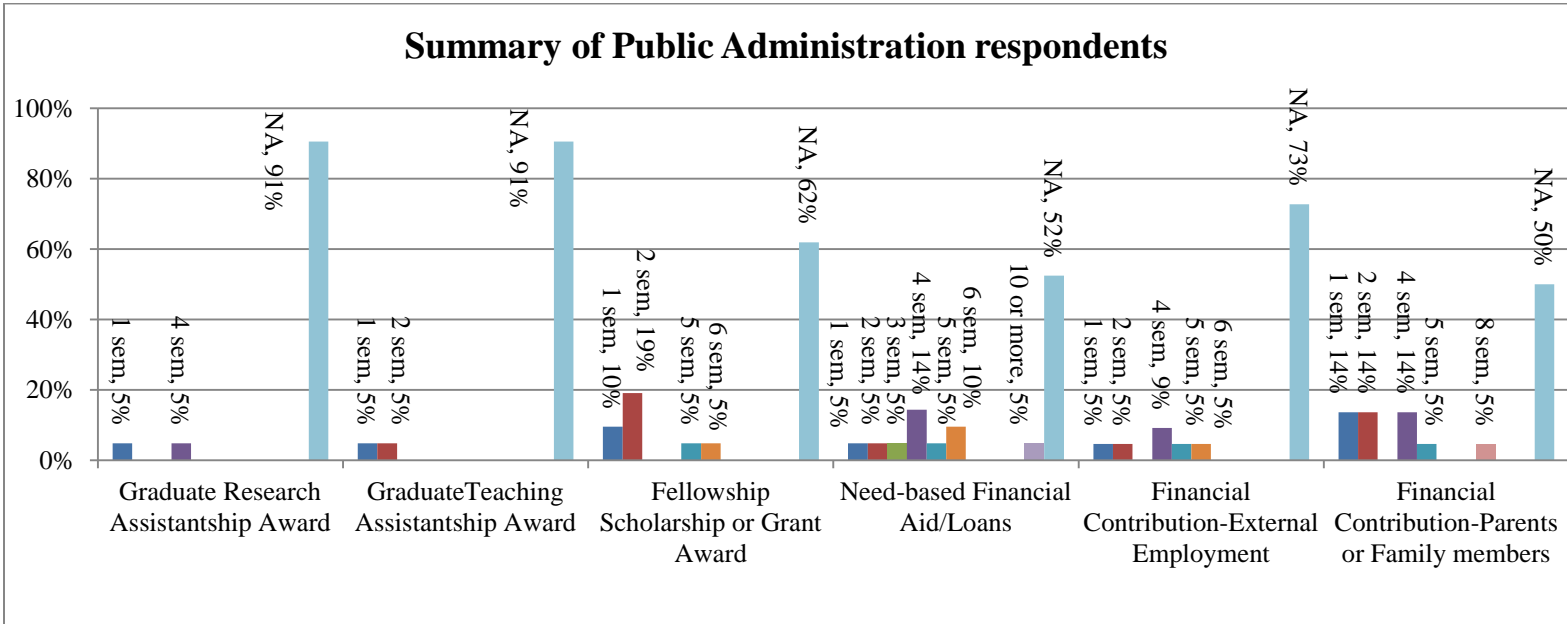
- There are 11-12 respondents to these items (8 MA; 4 PhD).
- 2 students responded N/A to all the items. 4 students only reported only one source of funding: 2 from graduate teaching assistantship award, 1 from parents or family members, and 1 from fellowship, scholarship or grant award.
- Most of the remaining students combined at least 3 different types of funding.

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



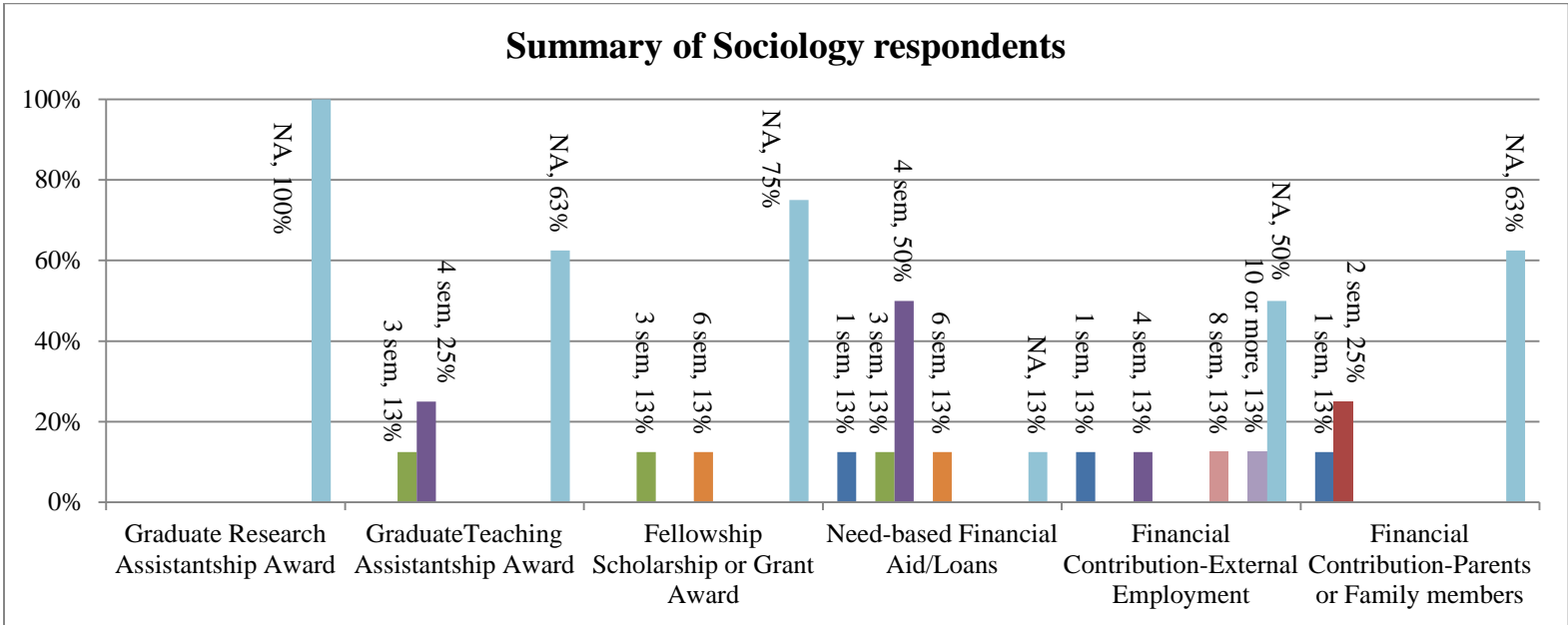
- There are 30-31 respondents to these items (17 MA; 14 PhD).
- All of the students combined at least 2 different types of funding, over half combined 4 or 5 different types.
- Fewer students, 7 and 14 respectively, reported receiving financial contributions from external employment or parents or family members.

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



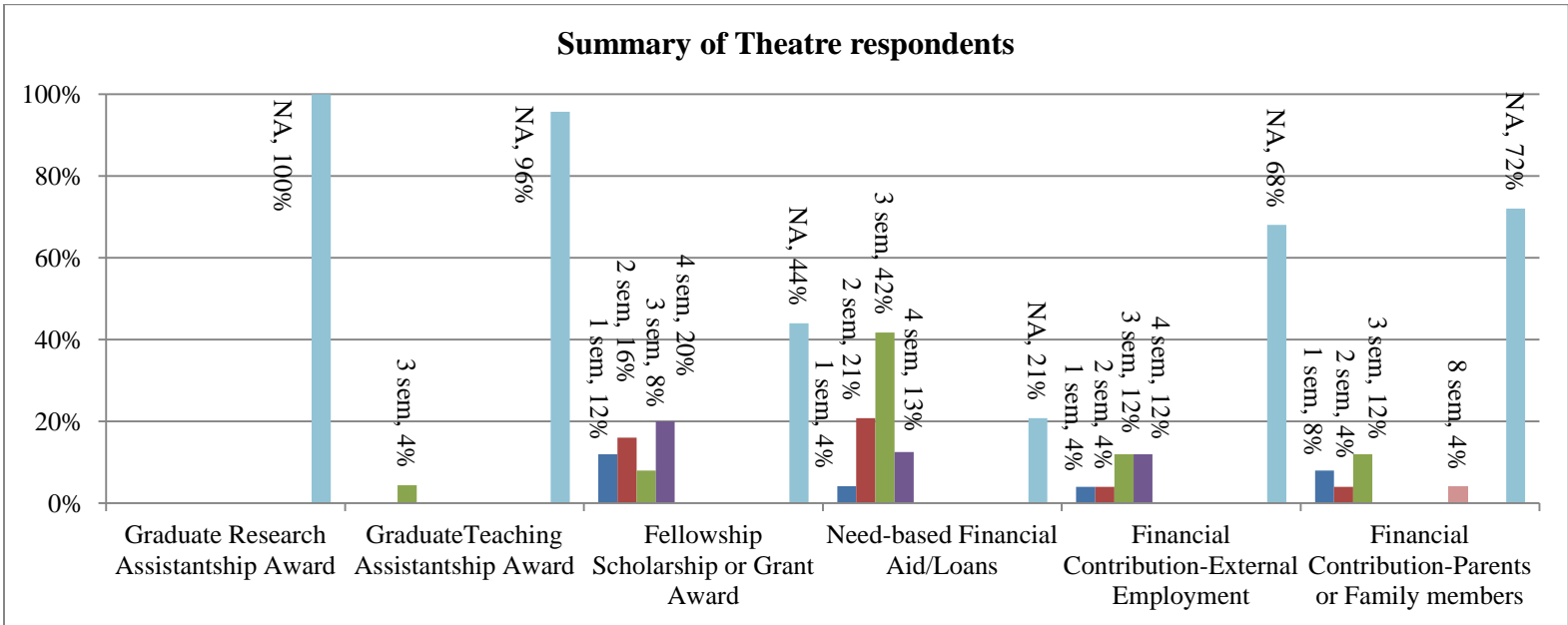
- There are 21-22 respondents to these items.
- Most of the students reported receiving only 1 or 2 types of funding: 4 received only financial contributions from parents or family members; 3 only from need-based financial aid/loans; 2 only from fellowship, scholarship or grant awards; and 1 only from external employment.
- 2 students responded N/A on all of the items.

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



- There are 8 respondents to these items.
- 1 student relied solely on external employment although most students combined two types of funding.
- All but 1 student took out need-based financial aid/ loans for at least 1 semester.

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



- There are 23-25 respondents to these items (19 MA; 6 MFA).
- 2 students relied solely on the financial contribution of parents or family members. 1 person responded N/A to all items.
- Most students combined 2 to 3 types of funding; 2 combined 4. 14 of 25 received fellowship, scholarship or grant awards. 19 of 25 students reported receiving need-based financial aid/ loans; 4 students only reported that kind of funding.

Overall Quality of Graduate Experience

Question 29 asks students to give comments on the overall quality of their graduate experience. 156 students responded to this prompt. While many gave rather long and thoughtful responses, others answered in only a few words: 19 used the term “excellent;” 10 “great;” 4 “wonderful;” and 16 “good” or “very good.” A sampling of the comments has been given verbatim below.

Art

- *My experience was both challenging and rewarding.*

Communication

- *Comprehensive, good combination of theory and application of knowledge in real-life scenarios.*

Communication Science & Disorders

- *It was a rigorous program that prepared me for my career in Speech Pathology. I felt supported by staff and faculty and felt that they really cared about me and my future.*

English

- *I received an extraordinary education in the evening at an affordable tuition that I paid out of my own pocket while working full time. Few other universities in the US offer that.*

Health & Human Performance

- *The faculty and the staff are very supportive. Overall, I've learned a lot about research after finishing this course and it truly prepared me for competitive research work in future.*

History

- *Excellent. The programs gives students the opportunity to interact with faculty and fellow graduate students in a way that enhances the overall experience.*

Music

- *I received an excellent education that prepared me for a career as a classical singer. The school is quite affordable, so I didn't have to go into too much debt to get to that point.*

Sociology

- *Great. A really positive and challenging experience (in a good way).*

Theatre

- *Exhausting but fulfilling. Going to miss coming to Houston this summer. Life Changing experience.*

Assistance in Achieving Goals

Question 30 asks students what specific people, programs, or services assisted you in achieving their academic goals. 142 students responded to this prompt. Professors were the most mentioned, either in general or individually. In total, 142 professors were mentioned by name. Staff and resources were frequently commented on as well. 14 staff members were mentioned by name. A sampling of the comments has been given verbatim below.

Art

- *My professors were fantastic, so was the staff and the other students.*
- *The faculty were very instrumental to my success.*

Communication

- *Myself, teachers and classmates.*

Communication Science & Disorders

- *The faculty and staff in the Communication Sciences and Disorders department were wonderful and extremely supportive. They helped me to achieve academic success while meeting my needs throughout the program.*

Economics

- *The faculty and staff in the economics program as a whole are really helpful. I am very grateful.*

English

- *It was really my professors and my peers that assisted me the most.*

Health & Human Performance

- *Collaboration with other program students, faculty advisor.*

Music

- *My teachers at the music school!*

Political Science

- *The profesors whom I took courses with and the staff in my department office.*
- *Hazelwood Act.*

Psychology

- *All of the faculty and staff.*

Theatre

- *The faculty of the School of Theatre and Dance was fantastic!*

Suggested Improvements to Graduate Education

Question 31 asks students to give comments on what they would like to see improved in graduate education at the University of Houston. 146 students responded to this prompt. There were several main themes, many of which were not very department specific: Students were most concerned about funding especially with the changes to master's level funding; 12 comments mentioned this. Nearly as many complained about timely dispersal of funds and about how the central financial aid office was convoluted and unresponsive to students. Students also made comments desiring more demanding programs or professors, 14 times; desiring more communication within their department, 10 times; lack of course offerings (and variety of courses), 10 times; and a need for their program to be more practical/ prepare them better for a future career, 8 times. A sampling of the comments has been given verbatim below.

Anthropology

- *A Ph.D. program. More advertisements of internships and field schools.*

Art

- *I can't think of anything. I feel my needs were met at this program.*

Communication

- *A larger selection of classes and a broader range of teaching capabilities in the professors.*

Communication Science & Disorders

- *It seemed unfortunate that U of H has such a great Speech Pathology program and yet is lacking in facilities. There just wasn't much room at all and the program definately needs a bigger space with updated technology.*

English

- *Funding for MAs who want to pursue academic careers. We don't all teach at high schools or have independent wealth.*

Health & Human Performance

- *More internship or collaboration opportunities for students.*

Hispanic Studies

- *More Dissertation grants for Ph.D. students and financial help for master students.*

History

- *More faculty offering more courses.*

Music

- *The Administration that handles scholarship money. The money never goes through quick enough, and it was this way every semester.*
- *There was not much in the way of an orientation program to the school. I had to find out a bunch of things as I went along, from other people. For example: Cougar ID Navigating PeopleSoft Parking passes*

Philosophy

- *Better preparation for non-academic employment.*

Political Science

- *I would like to see more discussion and preparation for employment outside of academia. I think it's borderline unethical to overlook this reality for graduating students.*

Psychology

- *Less emphasis on a well-rounded curriculum in psychology and more emphasis on the points I really need to know to have a specialized degree at the graduate level.*
- *Please update the graduate handbook.*

Sociology

- *I think many of the students would benefit from financial opportunities while they are students to help pay for their education.*

Theatre

- *Communication with FA and the summer program was weak and confusing.*

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

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