



College of Liberal Arts and Social Sciences
Office of the Dean

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2012

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**

November 30, 2012



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, 2012

Introduction

This report details the responses from College of Liberal Arts and Social Sciences (CLASS) exit surveys that were completed by 981 graduating CLASS baccalaureates in Fall 2011 and Spring and Summer 2012. 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 and this report marks a completion of those changes. 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 to allow the college to survey graduating students each semester instead of only each May. The 2011 report represented baccalaureate students who applied to graduate in Spring and Summer 2011. This report is the first time that the college has been able to capture the entire academic year: Fall 2011 and Spring and Summer of 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 survey has hovered around 70%. In 2011, 42.3% of the undergraduate students who were invited to participate did so; 2011 saw the percent drop slightly to 37.7%. Since the college was able to survey in all three semesters, however, the number of students surveyed nearly doubled: 624 in 2010; 599 in 2011 and 981 this year.

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

With the change to an on-line format, the college is also able to add on department-specific items to the survey. This year, 42 students who identified themselves as English majors were asked an additional 4 open-ended questions. Other departments will be adding items in the future. The results of the department-specific items will not be reported here.

Highlights of the Findings

Student Satisfaction with choice of Courses: The items with the highest ratings were about satisfaction with courses: 88% of students strongly agreed or agreed they were satisfied with the courses they took in their major (question 4, see page 6). 84% responded positively 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 132 courses in general (see pages 40-58).

Advising:

A number of questions focused on how students feel about their advisors, questions 1-3. The item with the second highest percentage of respondents who agreed or strongly agreed was about advising: 83% of baccalaureate students responded positively with, "The advisor(s) I consulted with clearly explained my graduation requirements," (question 3, see page 12) and this item also had the highest percent of students who strongly agreed with any item: 49%. Additionally, students frequently and positively mentioned advising and advisors, often by name, throughout the comments to the open-ended questions. When asked, "what specific programs, services, or people assisted you in achieving your academic goals," advising or advisors were generally mentioned 110 times and 32 advisors were specifically names, quite a few repeatedly (question 22, pages 88-105).

Comments:

With the move on-line, the responses to the open-ended questions were both more numerous and lengthier. Students were very thoughtful in providing responses. The verbatim comments have been included in this report (beginning page 40). 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.

Neither Agree nor Disagree:

Respondents were generally positive, but with the addition of the neutral option to the answers in the scaled items last year (Spring and Summer 2011), the number of students answering positively did drop, sometimes significantly. Please keep this change in mind when comparing past results.

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).

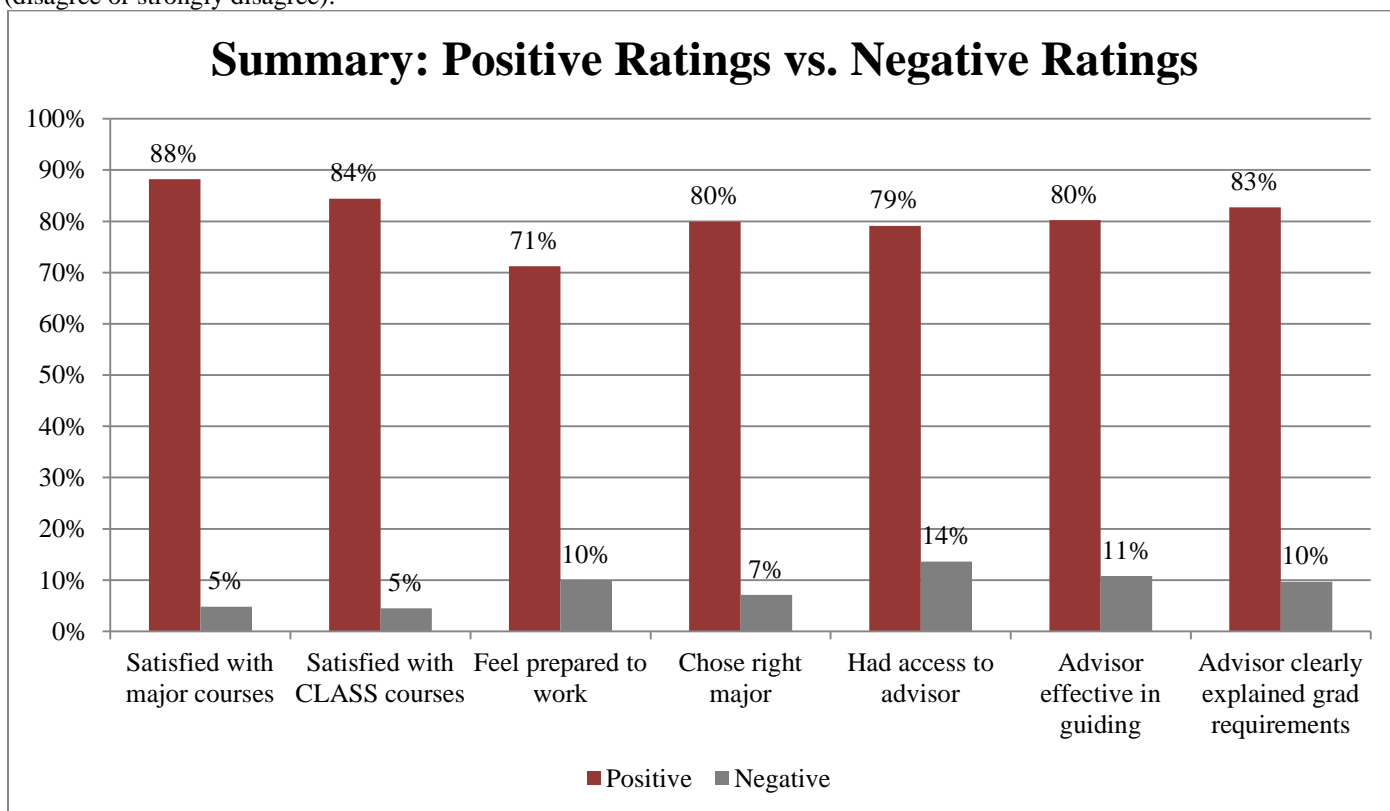
Students were also asked a few demographic questions to establish a student profile: mostly full-time or mostly part-time enrollment (question 17), how many hours students worked while enrolled (question 18), and age (question 19).

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 to 100%.

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

	Satisfied with major courses	Satisfied with CLASS courses	Feel prepared to work	Chose right major	Had access to advisor	Advisor effective in guiding	Advisor clearly explained grad requirements
Strongly Agree	40.6%	34.7%	26.9%	44.1%	40.6%	43.8%	49.2%
Agree	47.6%	49.7%	44.3%	35.8%	38.5%	36.4%	33.5%
Neither Agree nor Disagree	7%	11.1%	18.7%	13.1%	7.2%	9.1%	7.5%
Disagree	4.1%	3.5%	8%	5.3%	10.3%	7.7%	7.3%
Strongly Disagree	.7%	1%	2%	1.8%	3.3%	3.1%	2.4%
Number responding	960	939	950	962	960	960	957

- Students felt strongest that advisors had clearly explained graduation requirements: 49.2% of students strongly agreed. 44% also strongly agreed that they had chosen the right major and that their advisor(s) were effective in guiding them through their academic requirements.
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-7 individually and disaggregate the results by department.

Satisfaction with Majors and Courses

Major Courses

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

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

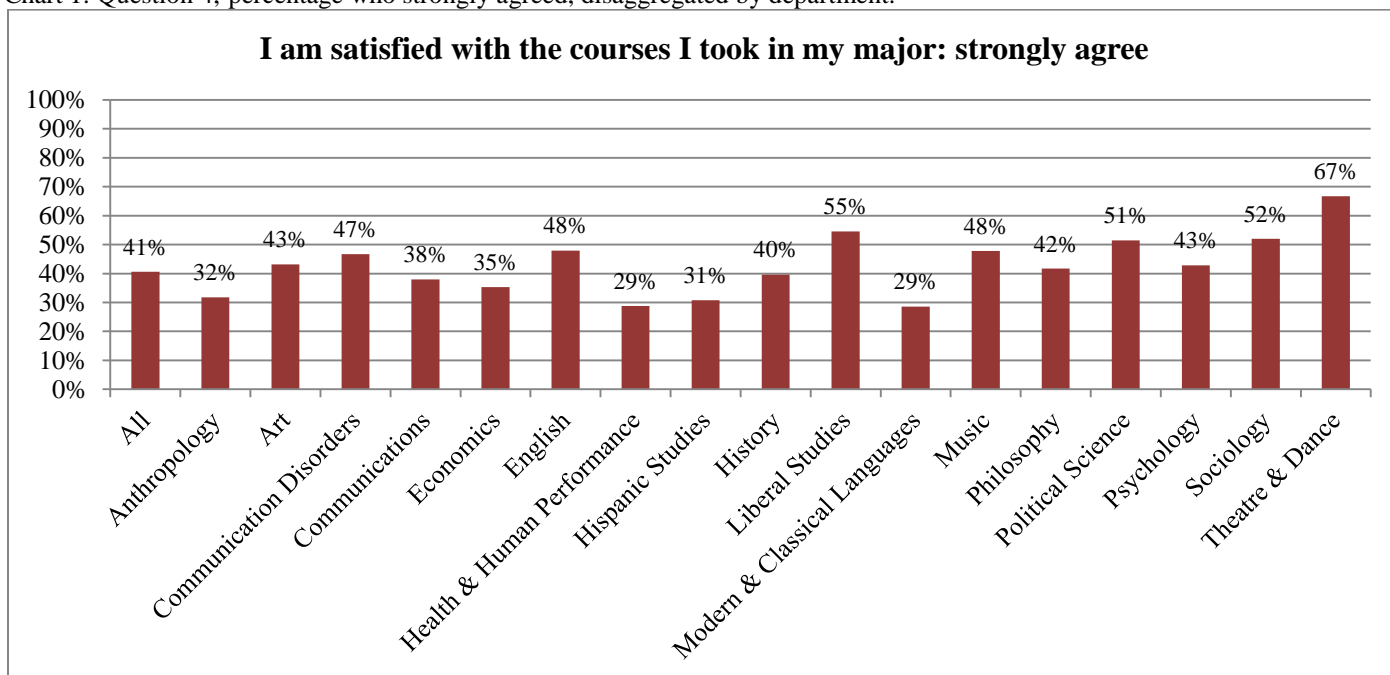


Table 1: Details: All responses for question 4, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	40.6%	47.6%	7%	4.1%	.7%	960
Anthropology	31.8%	54.5%	9.1%	4.5%		22
Art	43.1%	43.1%	5.2%	8.6%		58
Communication Science & Disorders	46.7%	46.7%	6.7%			15
Communications	37.9%	44.1%	9.7%	6.2%	2.1%	195
Economics	35.3%	45.1%	13.7%	3.9%	2%	51
English	47.9%	43.8%	4.1%	2.7%	1.4%	73
Health & Human Performance	28.8%	57.6%	10.1%	2.9%	.7%	139
Hispanic Studies	30.8%	53.8%		15.4%		13
History	39.6%	49.1%	9.4%	1.9%		53
Liberal Studies	54.5%	40.9%	4.5%			22
Modern & Classical Languages	28.6%	71.4%				7
Music	47.8%	47.8%	4.3%			23
Philosophy	41.7%	58.3%				12
Political Science	51.5%	38.2%	7.4%	2.9%		68
Psychology	42.9%	50.3%	3.4%	3.4%		175
Sociology	52%	44%		4%		25
Theatre & Dance	66.7%	22.2%		11.1%		9

- This item had the highest number of students who agreed or strongly agreed: 88%.
- 2 departments had 100% of their students who agreed or strongly agreed: Modern & Classical Languages and Philosophy. Only 7 students strongly disagreed.
- Students also praised the courses in their major in the open-ended questions. See their verbatim comments starting page 40.

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.

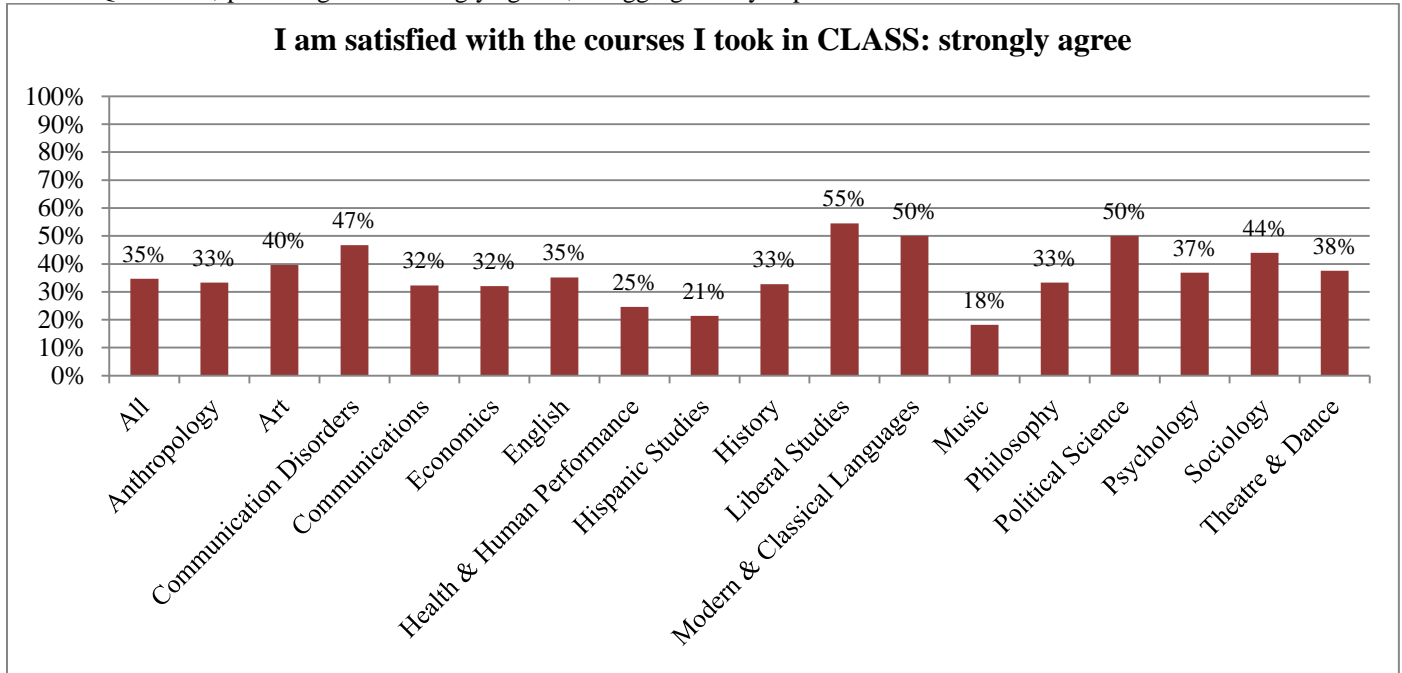


Table 2: Details: All responses for question 5, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	34.7%	49.7%	11.1%	3.5%	1%	939
Anthropology	33.3%	57.1%	4.8%	4.8%		21
Art	39.7%	44.8%	6.9%	8.6%		58
Communication Science & Disorders	46.7%	46.7%	6.7%			15
Communications	32.3%	47.6%	12.7%	6.3%	1.1%	189
Economics	32%	44%	16%	4%	4%	50
English	35.1%	52.7%	9.5%	1.4%	1.4%	74
Health & Human Performance	24.6%	57.5%	16.4%	.7%	.7%	134
Hispanic Studies	21.4%	50%	14.3%	7.1%	7.1%	14
History	32.7%	51.9%	9.6%	5.8%		52
Liberal Studies	54.5%	27.3%	13.6%		4.5%	22
Modern & Classical Languages	50%	50%				6
Music	18.2%	50%	18.2%	13.6%		22
Philosophy	33.3%	41.7%	25%			12
Political Science	50%	39.4%	10.6%			66
Psychology	36.8%	55.6%	5.3%	1.8%	.6%	171
Sociology	44%	40%	12%	4%		25
Theatre & Dance	37.5%	50%	12.5%			8

- This item had the second highest percent of all students who answered positively: 84% agreed or strongly agreed.
- 100% of students in Modern & Classical Languages strongly agreed or agreed.
- Only 9 students strongly disagreed.
- Again, many students praised courses and professors across the college in the open-ended questions. See their verbatim comments starting page 40.

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.

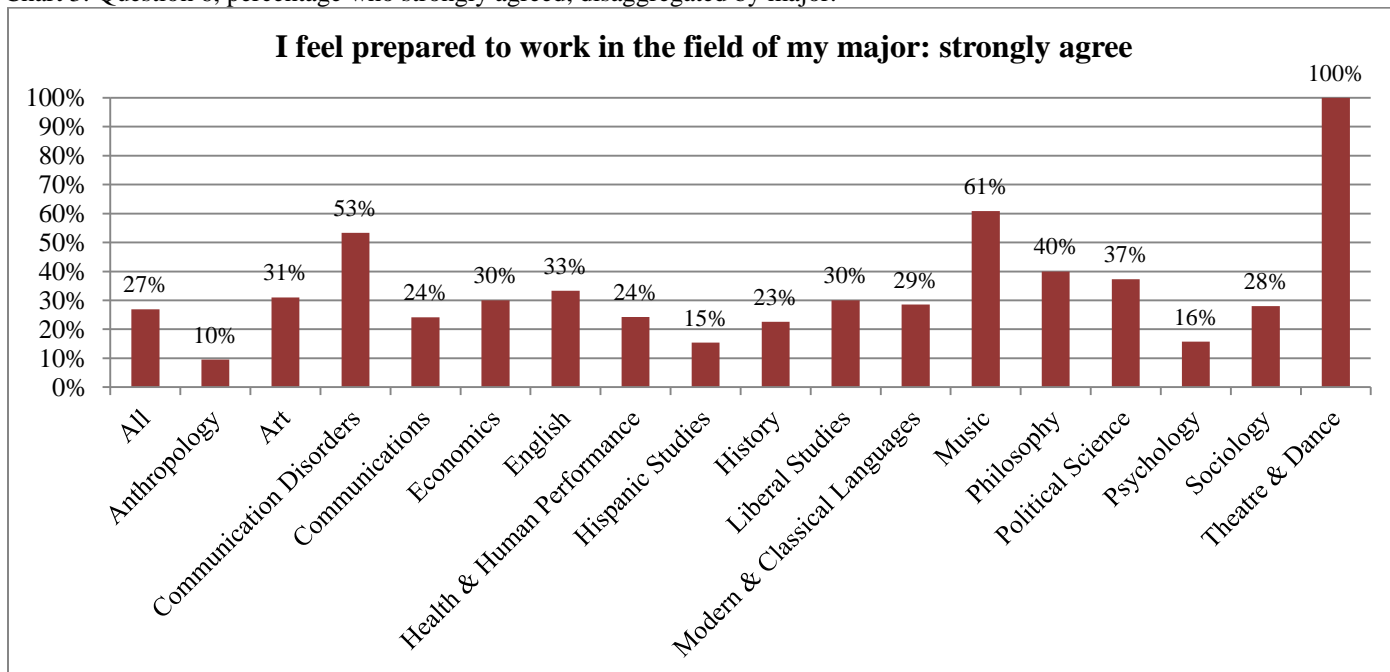


Table 3: Details: All responses for question 6, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	26.9%	44.3%	18.7%	8%	2%	950
Anthropology	9.5%	66.7%	14.3%	9.5%		21
Art	31%	37.9%	13.8%	13.8%	3.4%	58
Communication Science & Disorders	53.3%	26.7%	13.3%	6.7%		15
Communications	24.1%	47.2%	15.4%	9.7%	3.6%	195
Economics	30%	40%	12%	12%	6%	50
English	33.3%	38.9%	16.7%	9.7%	1.4%	72
Health & Human Performance	24.3%	47.9%	21.4%	5.7%	.7%	140
Hispanic Studies	15.4%	53.8%	30.8%			13
History	22.6%	47.2%	17%	11.3%	1.9%	53
Liberal Studies	30%	50%	20%			20
Modern & Classical Languages	28.6%	42.9%	28.6%			7
Music	60.9%	34.8%	4.3%			23
Philosophy	40%	20%	30%	10%		10
Political Science	37.3%	35.8%	20.9%	6%		67
Psychology	15.7%	48.8%	26.7%	6.4%	2.3%	172
Sociology	28%	44%	16%	12%		25
Theatre & Dance	100%					9

- 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, 5 departments had no negative responses: Hispanic Studies, Liberal Studies, Modern & Classical Languages, Music, and Theatre & Dance.
- 100% of Theatre and Dance student 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.

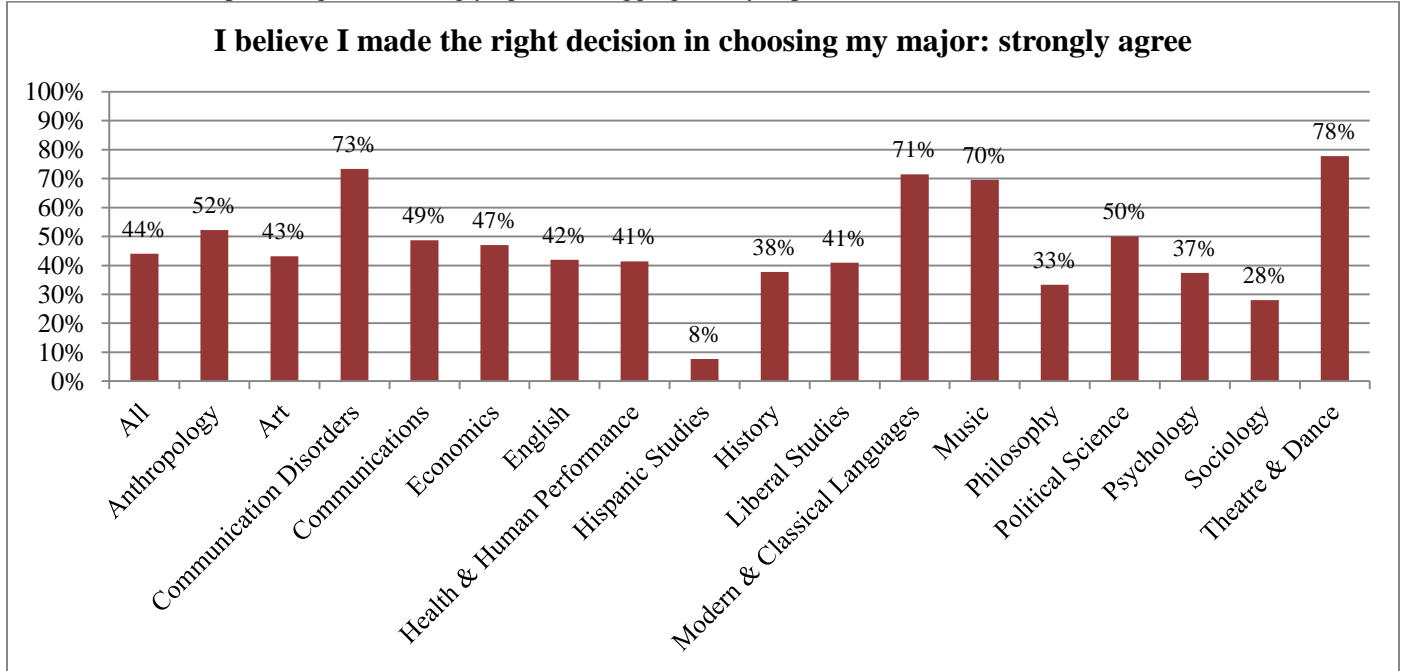


Table 4: Details: All responses for question 7, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	44.1%	35.8%	13.1%	5.3%	1.8%	962
Anthropology	52.2%	30.4%	8.7%	4.3%	4.3%	23
Art	43.1%	31.0%	20.7%	5.2%		58
Communication Science & Disorders	73.3%	26.7%				15
Communications	48.7%	33.8%	11.3%	5.1%	1%	195
Economics	47.1%	33.3%	13.7%	2%	3.9%	51
English	41.9%	33.8%	13.5%	8.1%	2.7%	74
Health & Human Performance	41.4%	39.3%	10%	7.1%	2.1%	140
Hispanic Studies	7.7%	76.9%	7.7%	7.7%		13
History	37.7%	39.6%	15.1%	3.8%	3.8%	53
Liberal Studies	40.9%	36.4%	22.7%			22
Modern & Classical Languages	71.4%	14.3%	14.3%			7
Music	69.6%	26.1%		4.3%		23
Philosophy	33.3%	25%	33.3%	8.3%		12
Political Science	50%	23.5%	17.6%	5.9%	2.9%	68
Psychology	37.4%	44.3%	13.8%	3.4%	1.1%	174
Sociology	28%	36%	16%	16%	4%	25
Theatre & Dance	77.8%	11.1%		11.1%		9

- This item had the second highest percent of students who strongly agreed.
- 100% of Communication Science & Disorders students strongly agreed, and 2 additional departments had no negative responses: Liberal Studies and Modern & Classical Languages.
- While only 8% of Hispanic Studies students strongly agreed, 77% agreed.

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.

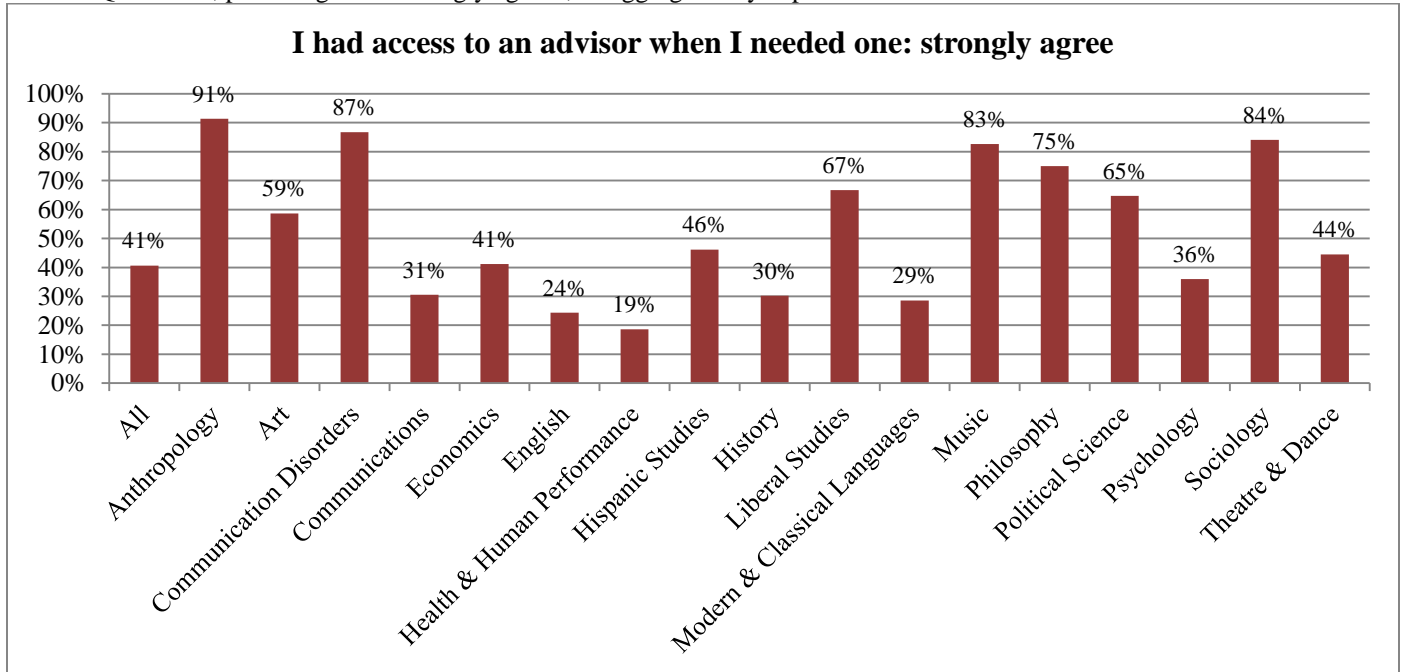


Table 5: Details: All responses for question 1, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	40.6%	38.5%	7.2%	10.3%	3.3%	960
Anthropology	91.3%	8.7%				23
Art	58.6%	39.7%	1.7%			58
Communication Science & Disorders	86.7%	13.3%				15
Communications	30.6%	37.3%	13.5%	13.5%	5.2%	193
Economics	41.2%	41.2%	13.7%	3.9%		51
English	24.3%	44.6%	4.1%	23%	4.1%	74
Health & Human Performance	18.6%	42.9%	10%	22.9%	5.7%	140
Hispanic Studies	46.2%	46.2%			7.7%	13
History	30.2%	52.8%	7.5%	7.5%	1.9%	53
Liberal Studies	66.7%	19%	14.3%			21
Modern & Classical Languages	28.6%	57.1%		14.3		7
Music	82.6%	17.4%				23
Philosophy	75%	25%				12
Political Science	64.7%	32.4%	1.5%	1.5%		68
Psychology	36%	44.6%	5.1%	9.1%	5.1%	175
Sociology	84%	16%				25
Theatre & Dance	44.4%	44.4%	11.1%			9

- Overall, 760 students agreed or strongly agreed with this statement.
- Four departments had over 80% of their students who strongly agreed: Anthropology, Communication Science & Disorders, Music, and Sociology.
- 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 40.

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.

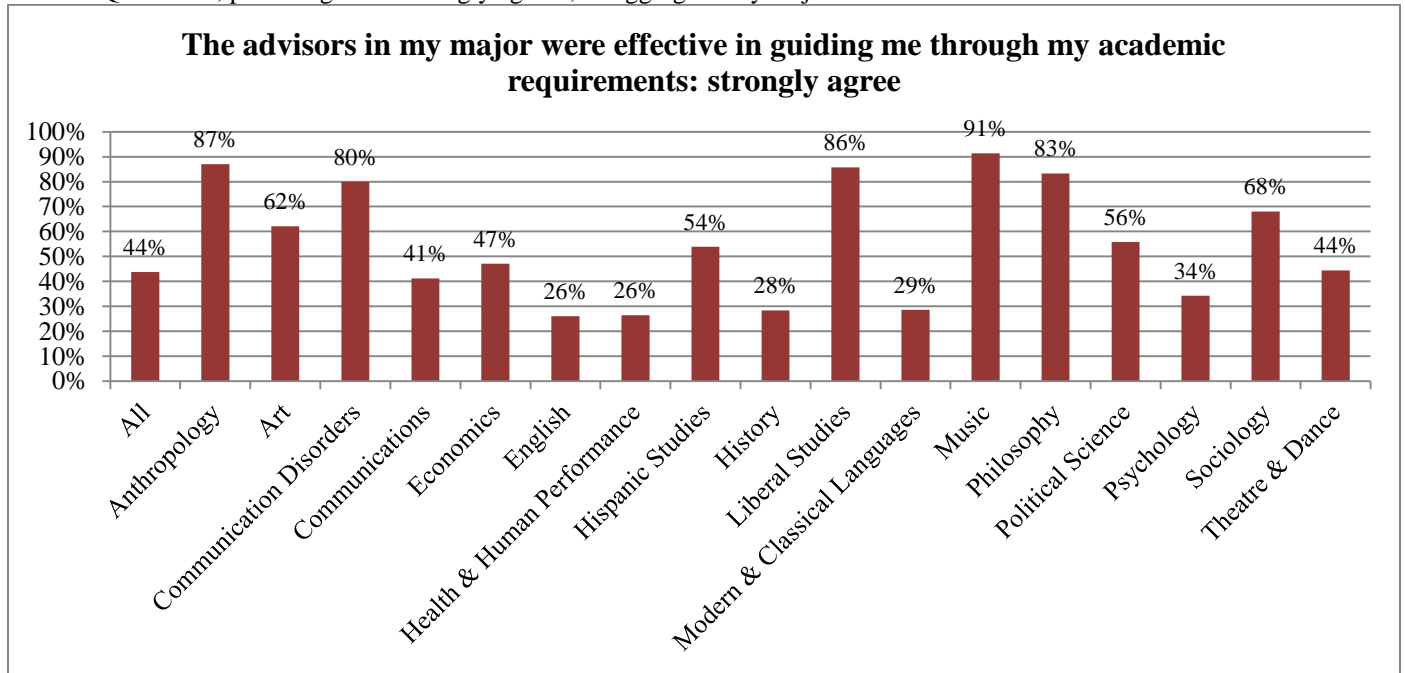


Table 6: Details: All responses for question 2, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	43.8%	36.4%	9.1%	7.7%	3.1%	960
Anthropology	87%	8.7%	4.3%			23
Art	62.1%	27.6%	8.6%	1.7%		58
Communication Science & Disorders	80%	20%				15
Communications	41.2%	46.9%	5.7%	4.6%	1.5%	194
Economics	47.1%	25.5%	13.7%	7.8%	5.9%	51
English	26%	41.1%	17.8%	8.2%	6.8%	73
Health & Human Performance	26.4%	38.6%	13.6%	15%	6.4%	140
Hispanic Studies	53.8%	38.5%	7.7%			13
History	28.3%	37.7%	11.3%	20.8%	1.9%	53
Liberal Studies	85.7%	9.5%		4.8%		21
Modern & Classical Languages	28.6%	42.9%	14.3%		14.3%	7
Music	91.3%	8.7%				23
Philosophy	83.3%	16.7%				12
Political Science	55.9%	32.4%	8.8%	2.9%		68
Psychology	34.3%	42.9%	9.1%	9.7%	4%	175
Sociology	68%	24%		8%		25
Theatre & Dance	44.4%	33.3%	11.1%		11.1%	9

- Students were overwhelmingly positive for all of the questions on advisors: 80% agreed or strongly agreed with this statement.
- 100% of students in 3 departments agreed or strongly agreed: Communication Science & Disorders, Music, and Philosophy. Additionally, more than 80% of students in Anthropology and Liberal Studies 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.

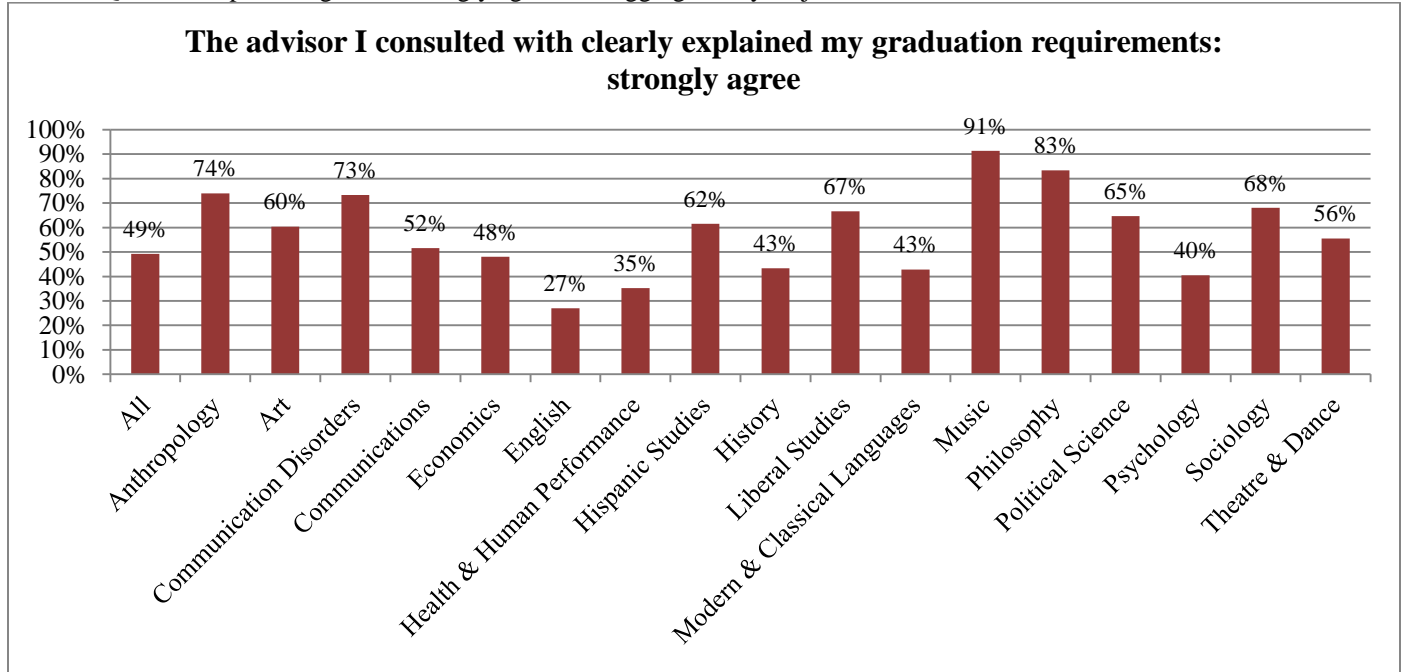


Table 7: Details: All responses for question 3, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	49.2%	33.5%	7.5%	7.3%	2.4%	957
Anthropology	73.9%	17.4%	4.3%	4.3%		23
Art	60.3%	32.8%	6.9%			58
Communication Science & Disorders	73.3%	13.3%	6.7%	6.7%		15
Communications	51.5%	36.6%	3.6%	7.2%	1%	194
Economics	48%	38%	12%	2%		50
English	27%	43.2%	13.5%	9.5%	6.8%	74
Health & Human Performance	35.3%	36%	12.2%	10.8%	5.8%	139
Hispanic Studies	61.5%	30.8%	7.7%			13
History	45.5%	33.3%	12.1%	9.1%		53
Liberal Studies	66.7%	28.6%		4.8%		21
Modern & Classical Languages	42.9%	42.9%			14.3%	7
Music	91.3%	8.7%				23
Philosophy	83.8%	16.7%				12
Political Science	64.7%	26.5%	5.9%	2.9%		68
Psychology	40.5%	35.8%	8.1%	12.7%	2.9%	173
Sociology	68%	28%	4%		5.6%	25
Theatre & Dance	55.6%	33.3%		11.1%		9

- This item had the highest percentage who strongly agreed: 49.2% that the advisor clearly explained his or her graduation requirements.
- Over 90% of Music students strongly agreed, and 100% of Philosophy students agreed or strongly agreed.
- 32 advisors were mentioned by name as being amongst the specific programs, services, or people who assisted students in achieving their academic goals. See student's verbatim comments on advisors and advising, starting page 40.

Writing Center and Language Acquisition Center

Use of the Writing Center and Language Acquisition Center

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

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

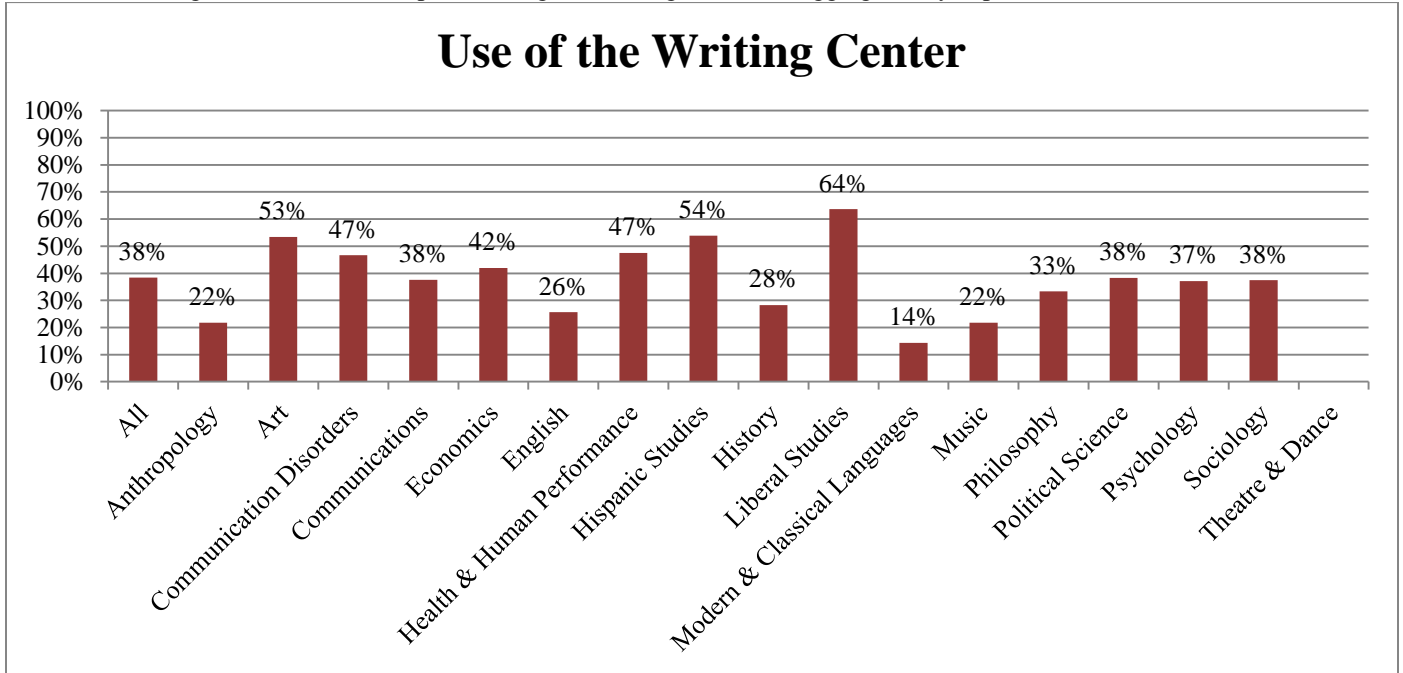
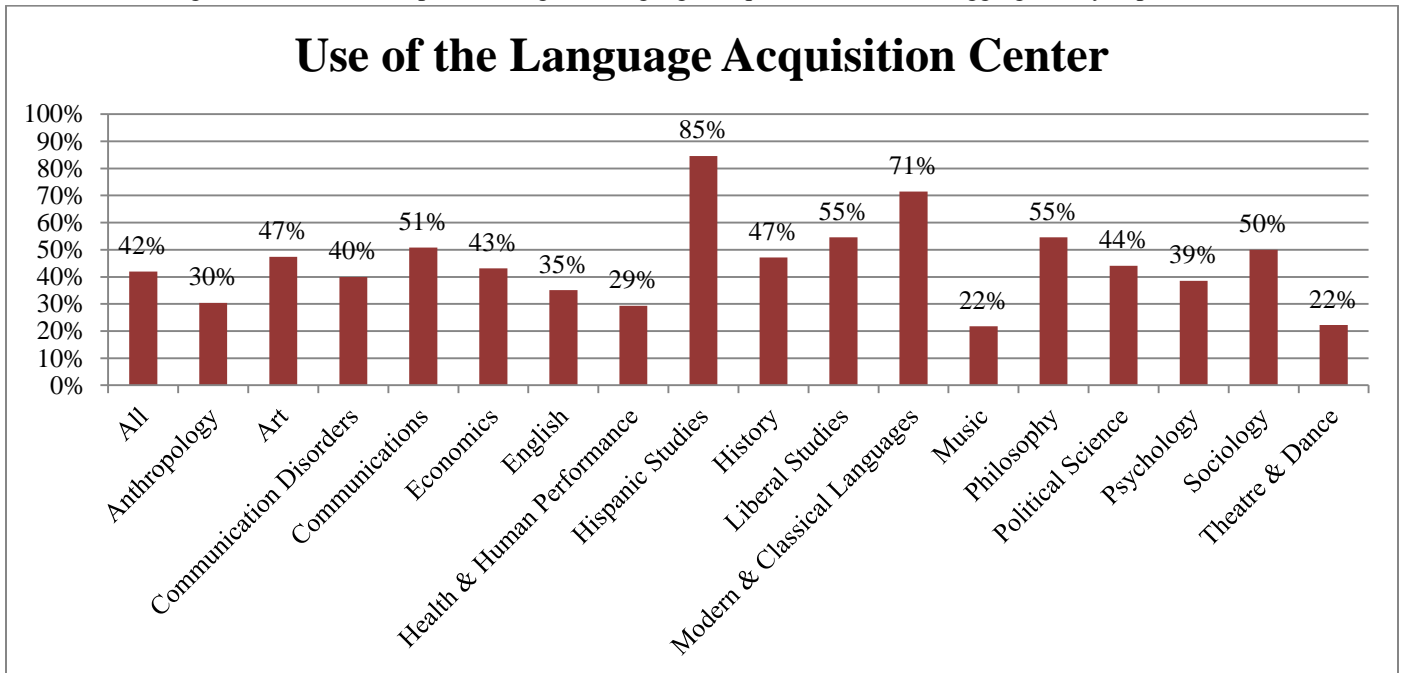


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



- Use of the Writing Center by CLASS students continues to grow from 31% in 2008 to 38% in 2012. The most likely users were in Art, Hispanic Studies, and Liberal Studies, all of whom had more than half of their students using the center. 10 students named the Writing Center among the specific programs, services, or people who assisted students in achieving their academic goals.
- Use of the Language Acquisition Center has increased from 34% in 2009 to 42% in 2012. The most likely users were in Communications, Hispanic Studies, Modern & Classical Languages, Philosophy and Sociology, all of whom had more than half of their students using the center. 11 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.

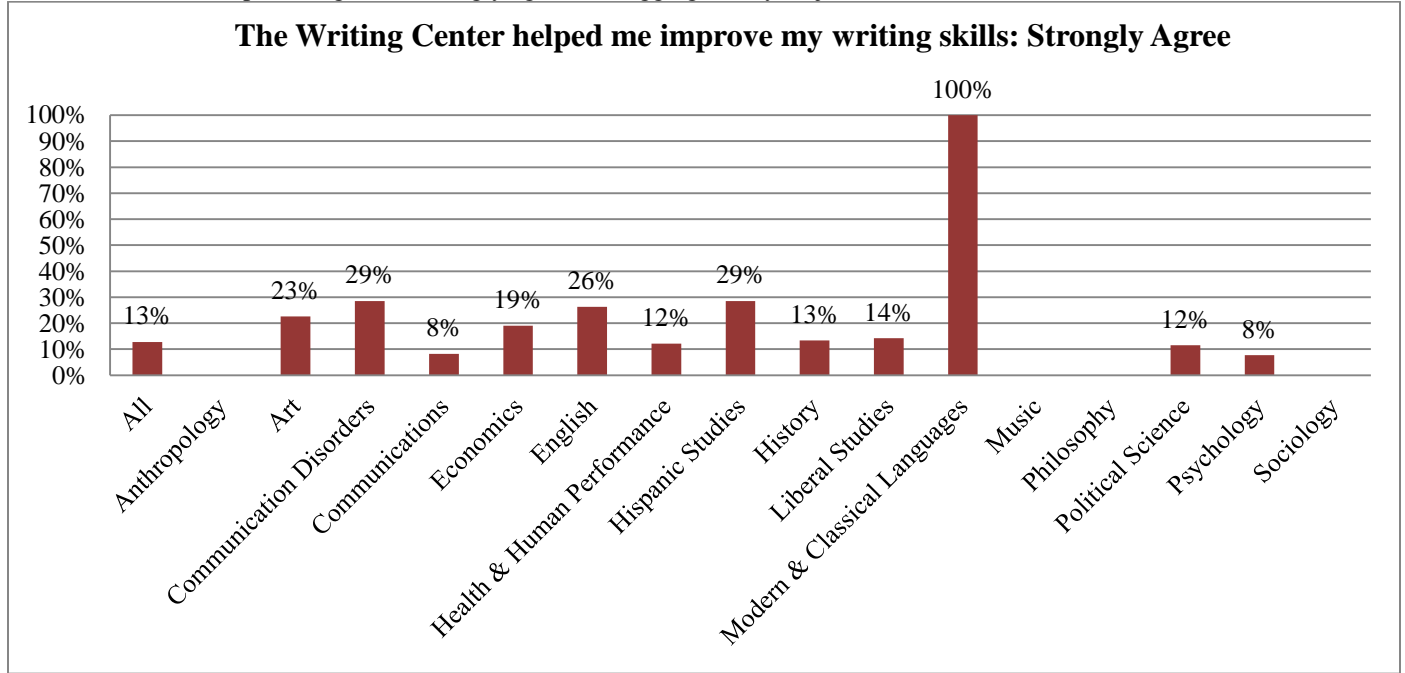


Table 8: Details: All responses for question 8, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	12.8%	25.3%	48.9%	10.1%	3%	368
Anthropology		40%	60%			5
Art	22.6%	32.3%	32.3%	12.9%		31
Communication Science & Disorders	28.6%	57.1%	14.3%			7
Communications	8.2%	16.4%	57.5%	15.1%	2.7%	73
Economics	19%	19%	57.1%		4.8%	21
English	26.3%	10.5%	36.8%	21.1%	5.3%	19
Health & Human Performance	12.1%	31.8%	36.4%	15.2%	4.5%	66
Hispanic Studies	28.6%	42.9%	28.6%			7
History	13.3%	40%	46.7%			15
Liberal Studies	14.3%	28.6%	42.9%		14.3%	14
Modern & Classical Languages	100%					1
Music			100%			5
Philosophy		25%	75%			4
Political Science	11.5%	19.2%	57.7%	11.5%		26
Psychology	7.7%	24.6%	58.5%	7.7%	1.5%	65
Sociology		33.3%	55.6%		11.1%	9
Theatre & Dance						0

- While no one in Anthropology, Music, or Philosophy strongly agreed with the statement, no one in those departments responded negatively.
- No one from Theatre answered the question.

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.

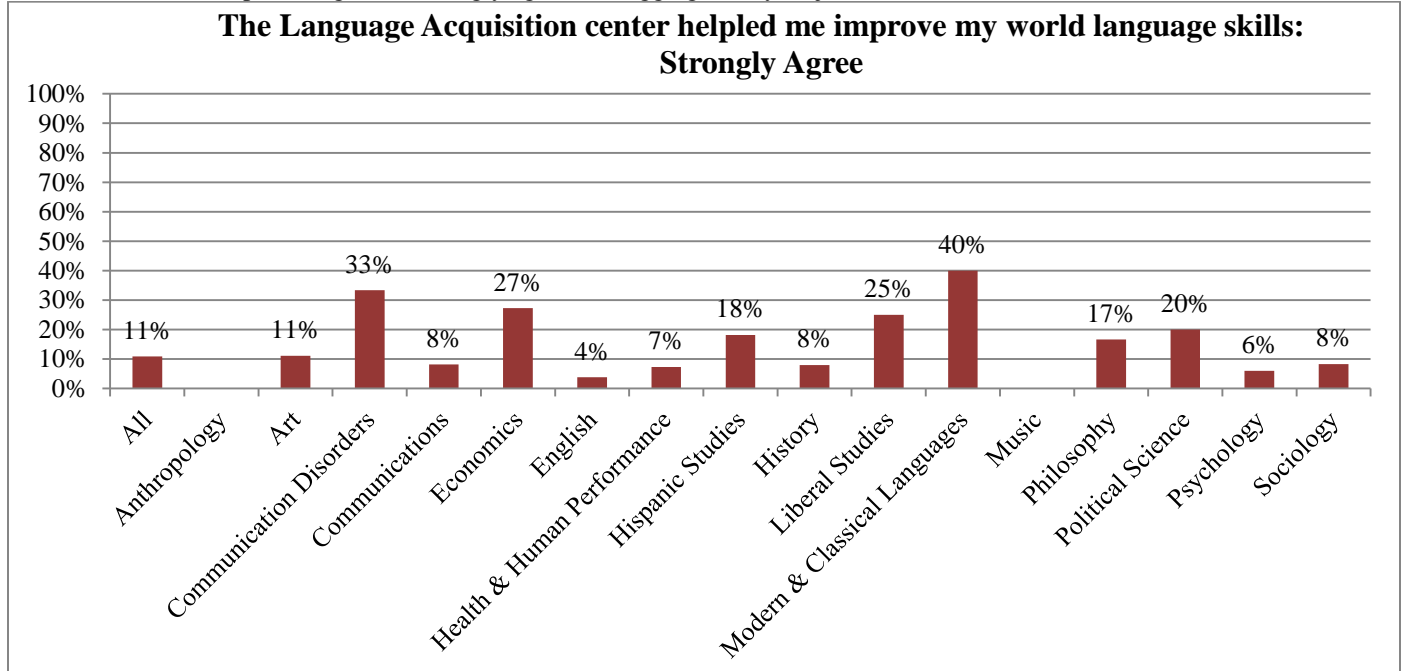


Table 9: Details: All responses for question 9, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	10.9%	29.1%	46.3%	9.5%	4.2%	402
Anthropology	0%	42.9%	57.1%	0%	0%	7
Art	11.1%	37%	44.4%	7.4%	0%	27
Communication Science & Disorders	33.3%	33.3%	16.7%	16.7%	0%	6
Communications	8.2%	26.5%	44.9%	13.3%	7.1%	98
Economics	27.3%	18.2%	50%	0%	4.5%	22
English	3.8%	34.6%	38.5%	7.7%	15.4%	26
Health & Human Performance	7.3%	14.6%	65.9%	9.8%	2.4%	41
Hispanic Studies	18.2%	54.5%	27.3%	0%	0%	11
History	8%	36%	36%	20%	0%	25
Liberal Studies	25%	41.7%	25%	8.3%	0%	12
Modern & Classical Languages	40%	40%	20%	0%	0%	5
Music	0%	40%	40%	20%	0%	5
Philosophy	16.7%	33.3%	50%	0%	0%	6
Political Science	20%	33.3%	36.7%	3.3%	6.7%	30
Psychology	6%	22.4%	59.7%	10.4%	1.5%	67
Sociology	8.3%	41.7%	33.3%	8.3%	8.3%	12
Theatre & Dance	0%	50%	50%	0%	0%	2

- Again, while no one in Anthropology or Theatre strongly agreed with the statement, no one in those departments responded negatively. Additionally, no one in Hispanic Studies, Modern & Classical Languages, or Philosophy responded negatively either.

Future Plans of Graduating Baccalaureates

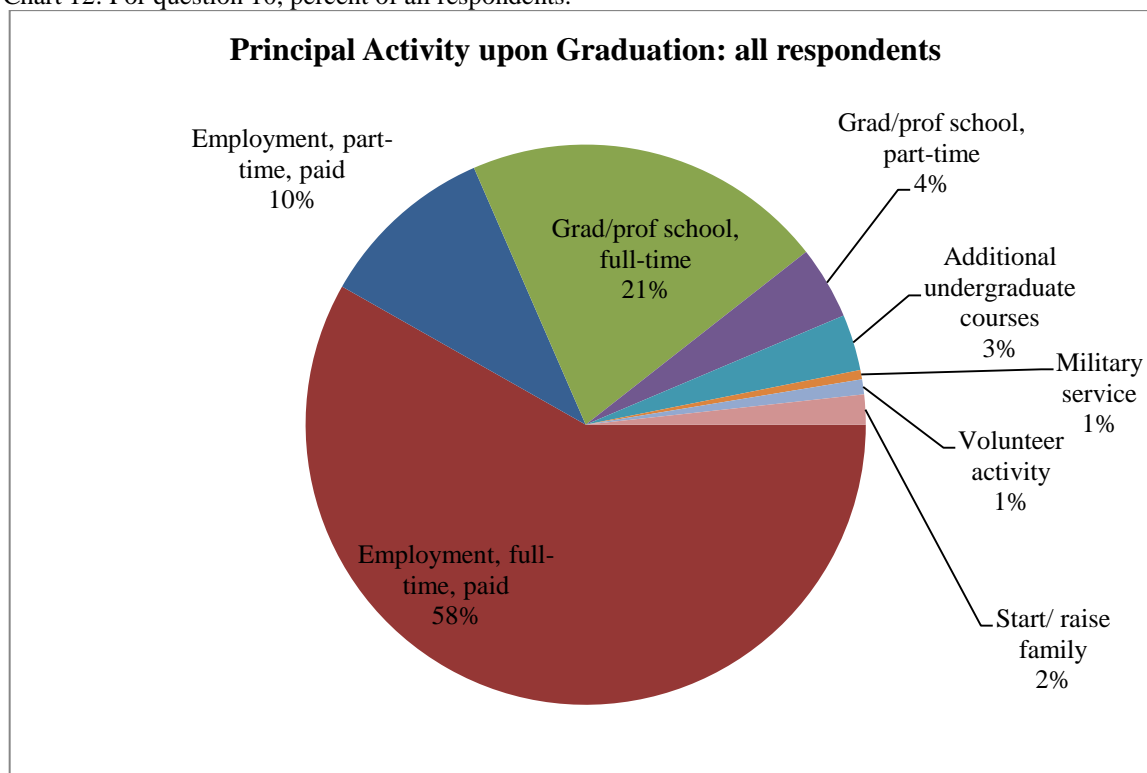
Principal Activity upon Graduation

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

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

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

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



- Please note that question 10 was changed significantly in 2011. This was done in order to get more specific information. Also, this question is being asked nationally, and in the future the college will be able to compare the answers of our students with those around the university and the nation. There is not yet data for comparison.
- From the comments it is clear that students wanted to choose more than one option. Many respondents who answered employment or graduate/professional school also made comments about their desire to work while preparing for or attending graduate/ professional school. No student chose “other,” however. Quite a few of those who wrote in responses did not choose an answer. See the verbatim comments on the next page.
- Once again, the most frequent response was full-time employment, up 3% from last year. Part-time employment was up 2%; but full-time graduate or professional school was down 5%.

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	58.2%	10.3%	21%	4.2%	3.2%	0.5%	.9%	1.7%	92
Anthropology	54.5%	9.1%	27.3%	4.5%	4.5%				22
Art	63.2%	10.5%	15.8%	3.5%			1.8%	5.3%	57
Communication Disorders	33.3%	13.3%	53.3%						15
Communications	75.3%	11.8%	5.9%	3.2%			.5	3.2%	186
Economics	80%	2%	14%	2%		2%			50
English	55.1%	13%	18.8%	4.3%	4.3%		2.9%	1.4%	69
HHP	47.4%	12%	29.3%	3%	4.5%		1.5	2.3%	13
Hispanic Studies	46.2%	23.1%	7.7%	7.7%				15.4%	13
History	62.7%	5.9%	21.6%	5.9%	2%		2%		51
Liberal Studies	72.7%		9.1%	4.5%	9.1%			4.5%	22
MCL	42.9%	28.6%	14.3%		14.3%				7
Music	69.6%	13%	17.4%						23
Philosophy	36.4%	18.2%	36.4%		9.1%				11
Political Science	36.9%	7.7%	36.9%	12.3%	3.1%	3.1%			65
Psychology	47.6%	8.2%	31.2%	5.3%	6.5%	.6%	.6%		17
Sociology	75%	8.3%	4.2%		8.3%	4.2%			24
Theatre	62.5%	37.5%							8

72 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 and department:

Anthropology

- *Eventually return to complete premed.* (answered Employment, full-time paid)
- *currently unemployed; will likely have to do further undergraduate coursework in another field.* (answered Additional undergraduate work)
- *Research.* (answered Employment, part-time paid)
- *Postbacc study.* (answer blank)

Art

- *Alternative teaching certification program.* (answered Employment, full-time paid)
- *Hopefully.* (answered Employment, full-time paid)
- *I am also considering graduate school.* (answered Employment, full-time paid)
- *Self-employed Artist and Instructor.* (answered Employment, full-time paid)
- *Professional Artist.* (answered Graduate or professional school, full-time)
- *Graduate school and work full time.* (answered Graduate or professional school, part-time)

Communication

- *Employment & Graduate School.* (answered Employment, full-time paid)
- *Plus graduate school full-time.* (answered Employment, full-time paid)
- *Get married and start a family => Travel!* (answered Employment, full-time paid)
- *Internship, non paid.* (answer blank)
- *Study abroad in Spain; addl grad work full time.* (answer blank)
- *Run my own business.* (answer blank)
- *Employment in my field, full-time paid.* (answer blank)
- *Production internship.* (answer blank)
- *Ministry.* (answer blank)
- *I am undocumented, therefore I cannot work in the U.S.* (answer blank)

Communication Science & Disorders

- *Graduate school, full-time Spring 2013.* (answered Employment, part-time paid)

Economics

- *Either full time employment or Graduate school.* (answer blank)

English

- *Writing.* (answer blank)
- *Work for a year then graduate school.* (answer blank)
- *Starting own business.* (answer blank)
- *Work for a year, followed by a graduate program.* (answer blank)
- *I will be obtaining my teaching certificate this summer in hopes of obtaining a steady job in the realm of teaching so that I may pay my way through graduate school.* (answered Graduate or professional school, full-time)
- *Self employed.* (answered Employment, full-time paid)
- *If I cant find work, Id go back to school for another major or graduate school full time.* (answered Employment, full-time paid)

Health & Human Performance

- *Only at "entry level" with a Temp (not satisfied) but had to accept, FACT IS UH did not consider own UH Graduates for INTERNSHIPS you have and to work as a Nutritionist you need be Certified and that is NOT possible without having Internship.* (answered Employment, full-time paid)
- *Then Joining Peace Corps.* (answered Employment, full-time paid)
- *Paralegal certificate program.* (answered Employment, full-time paid)
- *Post bac.* (answered Additional undergraduate work)
- *Volunteering at clinics and hospitals before I apply to graduate schools.* (answered Employment, part-time paid)
- *Part-time employment while completing part-time graduate school.* (answered Employment, part-time paid)
- *Professional athletics.* (answered Employment, part-time paid)
- *Dietetic Internship.* (answer blank)
- *UH Dietetic Internship--Distance Track.* (answer blank)
- *Internship.* (answer blank)
- *Studying for the MCAT.* (answer blank)

Hispanic Studies

- *Eventually hopefully getting a job I enjoy.* (answered Starting or raising a family)

History

- *Advance in my current full-time job.* (answered Employment, full-time paid)
- *Author, humanitarian, Non-profit manager.* (answer blank)
- *Post-bac coursework.* (answer blank)

Liberal Studies

- *Dental Hygiene school.* (answered Graduate or professional school, full-time)
- *Both Grad school and working full time.* (answered Employment, full-time paid)

Music

- *I will also begin persuing career goals of becoming an entertainment journalist by working with radio, tv, and internet markets that focus on that particular area. My plan is to prep for a move to LA in 2yrs.* (answered Employment, full-time paid)

Philosophy

- *A year off, then graduate school.* (answer blank)

Political Science

- *Pursue my real dream.* (answered Employment, full-time paid)
- *Study for the LSAT.* (answered Employment, part-time paid)
- *Executive MBA.* (answered Graduate or professional school, part-time)
- *Working full-time for the next year, will attend law school in Fall 2013.* (answer blank)
- *Already have career, did this because I wanted it.* (answer blank)

Psychology

- *Will also be seeking a post graduate CPA (Certified Public Accounting).* (answered Employment, full-time paid)
- *Take the GRE classes, shadow come counselors, apply to graduate school.* (answered Employment, full-time paid)
- *I will be looking for a job, and applying to law school, most likely.* (answered Employment, full-time paid)
- *I would love to further my education and possibly gain research opportunities. I also need to work, so I'll probably try to find a combination.* (answered Employment, full-time paid)
- *Employment, part time paid while taking additional undergraduate coursework.* (answered Employment, part-time paid)
- *Plus a part-time job.* (answered Graduate or professional school, full-time)
- *Work, GRE, and then graduate school.* (answered Graduate or professional school, full-time)
- *Taking a year off to work first.* (answered Graduate or professional school, full-time)
- *Working and trying to continue my education.* (answered Graduate or professional school, part-time)
- *grant writing certification prior to graduate studies.* (answered Graduate or professional school, part-time)
- *I will be taking a couple of years off from school to help my wife get through graduate school for Occupational Therapy.* (answered Graduate or professional school, part-time)
- *I will be taking classes in the spring to satisfy the requirements for Pharmacy school.* (answered Additional undergraduate work)
- *Probably nothing as I cannot seem to find a job anywhere, and I did not make it into graduate school.* (answer blank)
- *Med school.* (answer blank)
- *I've applied to work for a full-time paid job, but have only found one position that involves my major. I need to go to graduate school, but I did not get accepted into the Ph.D. programs I applied to and should have applied to Masters programs because I would have gotten accepted. I'll continue volunteering in research groups and still search for a job in my field until I get one. I will also be taking the GRE again to increase my Verbal score, as well as write a Thesis as a post-bacc.* (answer blank)
- *Took the degree for mainly enrichment, although I do acknowledge it as a possible second career choice after I retire from my current profession.* (answer blank)

Sociology

- *Graduate School.* (answered Employment, full-time paid)

Theatre & Dance

- *Auditioning for theatres around town.* (answered Employment, part-time paid)
- *Go back to school for an alternative certification to teach.* (answer blank)

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. 392 responded and comments have been given verbatim below. Those with stars have been admitted and plan to attend that school in the Fall.

Anthropology

- *University of Houston-Clear Lake.*
- *UT Houston School of Public Health.*
- *?*
- *University of Houston.*
- *American University Washington College of Law.**
- *Unknown as of yet.*
- *University of Houston (CLASS).*
- *?*
- *University of Houston.*
- *UT School of Public Health.**
- *Uncertain.*

Art

- *University of Houston or St Thomas University.*
- *Saint Mary-of-the-Woods*
- *School of Art.*
- *Florida State University Art Therapy program.**
- *Unsure.*
- *TWU.*
- *University of St Thomas.**
- *Not sure.*
- *College of liberal arts and social sciences.*
- *Bard College for an MFA in Painting.*
- *Not sure yet.*
- *Virginia Commonwealth University, Ohio University, UT Austin, UNT.*
- *Columbia*
- *University of Central Lancashire.*
- *University of Houston Master of Fine Arts Interdisciplinary Practices and Emerging Forms concentration.**
- *Cranbrook Academy of Art.**
- *Jacobs University-Bremen, Germany.**
- *UHCL.*
- *University of Houston-main.*
- *Glasgow school of art.*

Communication

- *UH.*
- *Law School.*
- *Business.*
- *Public Health.*
- *University of Phoenix. Or some type of school like it.*
- *LSU.*
- *UH.*
- *MBA.*
- *University of Houston.*
- *UH or NYU.*
- *N/a.*
- *Liberty University Theological Seminary.**
- *University of Houston Law center.*
- *Houston Baptist University.*
- *UH.*
- *N/A.*
- *UH Law.*

- n/a.
- *South Texas College of Law.*
- *Bauer.*
- *UH or UNT.*
- *UH.*
- *University of Houston.*
- *Education.*
- *NYC.*
- *Fuller Theological Seminary.**
- *U of H, if I'm accepted.*
- *UCLA.*
- *Business.*
- *University of Houston.*
- *Bible college.**
- *U of H Clear Lake.*
- *UH.*
- *Undecided.*
- *MBA.*
- *Otis College or Art.*
- *UH.*
- *Don't know.*
- *University of Houston Graduate Program.*
- *Fall 2012.*
- *Communication.*
- *UH or UT.*
- *Don't know.*
- *University of Houston-CLASS.*
- *Georgetown University.**
- *UH.*
- *Columbia Graduate School of Journalism.*
- *UH Clear Lake.*
- *N/A.*
- *University of Houston.*
- *American institute of paris.*
- *Bauer College of Business.*
- *College of education.*
- *University of Missouri.*
- *Northwestern University.*
- *UH.**

Communication Science & Disorders

- *The University of Houston.*
- *University of North Texas.**
- *TBD.*
- *University of North Texas.**
- *University of Shiffled.*
- *University of Texas at Dallas for Speech-Language Pathology.**
- *University of Houston.**
- *University of Louisiana at Lafayette.**
- *Texas State University.*
- *University of Houston.**

Economics

- *UH.*
- *Bauer.**
- *UH.*
- *University of Houston.*
- *University of Houston.*

- *University of Houston Applied Economics.*
- *University of Houston.**
- *Naval Postgraduate School.*
- *MBA or EMBA.**
- *Bauer Finance.*
- *Mays School of Business.*
- *UH Bauer-MBA.*
- *University of Houston.*
- *Not sure yet.*
- *Texas Arts Institute.*
- *UH CLASS.*
- *UH.*
- *Rutgers or Duke.*
- *University of Houston.*
- *Business school.*

English

- *University of Houston.**
- *Law school.*
- *University of Texas.*
- *Psychology.*
- *University of North Texas.*
- *University of Minnesota (Twin Cities).**
- *Law.*
- *Undecided.*
- *Have not decided.*
- *Law school.*
- *Portland State University.*
- *Anthropology.*
- *Texas State University-San Marcos.**
- *Texas Women's University.*
- *University of Houston.*
- *Whichever one accepts me.*
- *Not sure yet.*
- *UH-Creative Writing.*
- *UH, Syracuse, Iowa.*
- *CLASS.*
- *The University of Houston.*
- *Undecided.*
- *Creative Writing Program at the University of Houston.*
- *Graduate.*
- *Not sure.*
- *Law or MBA.*
- *University of Houston- Victoria.*

Health & Human Performance

- *University of Houston College of Optometry.*
- *Texas Tech College of Pharmacy.**
- *Rosenburg School of Optometry.**
- *UTMB Galveston-School of Medicine.**
- *N/A.*
- *UHCO.*
- *Medical.*
- *University of Houston.**
- *UTHSC.**
- *Russell sage college.**
- *TWU or whatever accepts me for Internship combined with masters (in one year).*
- *Nutrition.*

- *Physical assistant.*
- *Dental school.**
- *U of H HHP department*
- *Master's in Health Education.*
- *Education.*
- *UT Health.*
- *Medical school.*
- *TWU.**
- *Texas Women's University.**
- *Undecided.*
- *Don't know.*
- *Texas State.*
- *Texas Tech.*
- *University of Houston- Clear Lake.*
- *School of Physical Therapy.*
- *N/A.*
- *Texas Women's University.**
- *Rice.*
- *HCC.*
- *UTMB.*
- *N/a.*
- *Sam Houston State University.**
- *Rice University.**
- *UTA.*
- *TWU.*
- *Medical School.*
- *University of Houston.**
- *Texas A&M Health and Science.**
- *Illinois State University.**
- *Texas Women's University-Doctorate of PT.*
- *University of Colorado.*
- *University of Houston.*
- *Not sure yet.*
- *San Jacinto.*
- *University of Houston-main campus.*
- *UH.*
- *UH.**
- *UH.*

Hispanic Studies (Spanish)

- *n/a.*
- *U of H.*
- *University of Houston.*
- *Not sure yet.*

History

- *I haven't decided yet.*
- *Rice and UH.*
- *Texas medical schools.*
- *University of Texas.*
- *In 3 years, hopefully Princeton.*
- *UT or UH.*
- *University of Houston.*
- *Law school*
- *University of Houston.*
- *South Texas college of law.*

- *UH m.a. Public history.*
- *University of Houston.*
- *Howard college of medicine.**
- *Texas Women's University.*
- *University of Houston.*
- *Cleveland State University.*
- *Drew University.**
- *Penn State Law.**
- *University of Texas Austin Law School.**
- *Have not decided, but probably education.*
- *University of St Thomas.**

Liberal Studies

- *Business or Economics.*
- *Not sure yet.*
- *Any Texas dental hygiene programs.*
- *UTMB Galveston.**
- *University of Houston.**
- *N/a.*
- *Will take more classes and attend A&M prairie view (nursing). (answered I do not plan to attend)*

Modern & Classical Languages

- *Kent Law School.**

Music

- *Southern Methodist University.**
- *Sam Houston State University.*
- *University of Houston.**
- *University of Oklahoma.**
- *Not sure yet.*
- *University of Houston or Florida State.*
- *Not yet planned.*

Philosophy

- *Unknown at this time.*
- *South Texas.*
- *Not sure yet.*
- *Professional school.*

Political Science

- *UH.*
- *Houston, Texas.*
- *La Sierra University.*
- *Hillsdale College.**
- *Rice University.*
- *Not sure yet.*
- *South Texas College of Law.**
- *Columbia.*
- *University of Houston or South Texas College of Law.*
- *University of Texas law school.*
- *AUHF.*
- *University of Houston, Law Center.**
- *Hopefully UH Law.*
- *Law school.*
- *UTSA.*
- *University of Houston Clear Lake.*

- N/A.
- *University of Houston or Texas Southern University.*
- *Law school.*
- *CT Bauer College of Business UH.*
- *South Texas College of Law or Thurgood Marshall School of Law.*
- *SMU Dedman School of Law.**
- *I do not know yet.*
- *University of Houston.*
- *UH Law Center.*
- *North Texas College of Osteopathic Medicine.**
- *GCSW.*
- *UH Law Center.*
- *South Texas College of Law.**
- *I don't know yet.*
- *UH Law.*
- *MBA=top 20. Law school top 30.*
- *University of Texas PhD program, Political Science.**
- *University of Houston.*
- *Texas State University.**
- *South Texas College of Law.*
- *Probably UH.*
- *University of Houston Law School.*
- *Law school, undecided as to where.*
- *Law School.*
- *South Texas College of Law.**
- *No idea.*

Psychology

- *Biology and Biochemistry.*
- *Unknown.*
- *Psychology.*
- *University of Houston.*
- *University of Houston.*
- *UH GCSW.**
- *Prairie View A&M.*
- *University of Houston.*
- *TWU.*
- *University of Tennessee.**
- *Health Psychology.*
- *UT.*
- *A&m, UH, or UT.*
- *Not sure.*
- *Austin Presbyterian Theological Seminary.**
- *University of Houston.*
- *University of Houston.*
- *Have not decided.*
- *University of Houston.*
- *University of Houston- Clear Lake.*
- *European universities.*
- *University of Houston MBA program*
- *Social work & human and family development.*
- *Not decided.*
- *St Vladimir's Orthodox Theological Seminary.*
- *South Texas College of Law.*
- *UH MAIN, UH Clear Lake.*
- *A school.**
- *UHV or UHCL.*
- *Psychology.*

- *Unsure.*
- *TSU or Univ. of Phenoix.*
- *UH.*
- *Uh.*
- *Texas Southern.*
- *Not sure.*
- *Medical.*
- *Albany Law School.**
- *Medical School.*
- *I plan to go to HCC Coleman College.**
- *Houston graduate school of theology.**
- *Most likely a school in North Carolina.*
- *MBA.*
- *University of Houston.*
- *University of Houston Main.*
- *Social Work*
- *University of Houston.*
- *Social Work.*
- *Applying to UH Law and South TX College of Law.*
- *University of Houston.*
- *University of Houston (main) or UH Clear Lake.*
- *University of Texas.*
- *Not sure.*
- *Charlotte Law.**
- *N/a.*
- *Communication Disorders/ Speech Language Pathology.*
- *University of Houston Clear Lake.**
- *University of Texas School of Dentistry in Houston.*
- *U of H Clear Lake.*
- *Not sure yet.*
- *University of Tennessee-Knoxville.**
- *Not sure.*
- *Pharmacy school.*
- *University of Houston.*
- *Applying to different programs.*
- *University of Houston.*
- *Not sure yet.*
- *University of Houston Clear Lake.**
- *Counseling Psychology at UT Tyler.*
- *Do not know yet.*
- *UH.*
- *Many-mostly Texas.*
- *I did not get accepted into the PhD programs that begin this Fall-I should have applied to a Masters program.*
- *Crossing my fingers for UH.*
- *UH, UHCL, Sam Houston, St Edward's, and Texas State.*
- *Not sure.*
- *University of Houston.*
- *UHCL.**
- *UH Clear Lake.**
- *UH.*
- *N/A.*
- *I'll be living in Austin, so somewhere there. Although I would LOVE to attend uh.*
- *University of Houston- Clear Lake.*
- *Probably in the field of clinical psychology.*
- *SHSU or TWU.*
- *University of Houston Clear Lake School of Education.*
- *University of Houston.*

- *University of Houston.*
- *University of Houston.*
- *Social work.*
- *Dont know yet, need to make money first.*
- *Not sure.*
- *UHCL.**

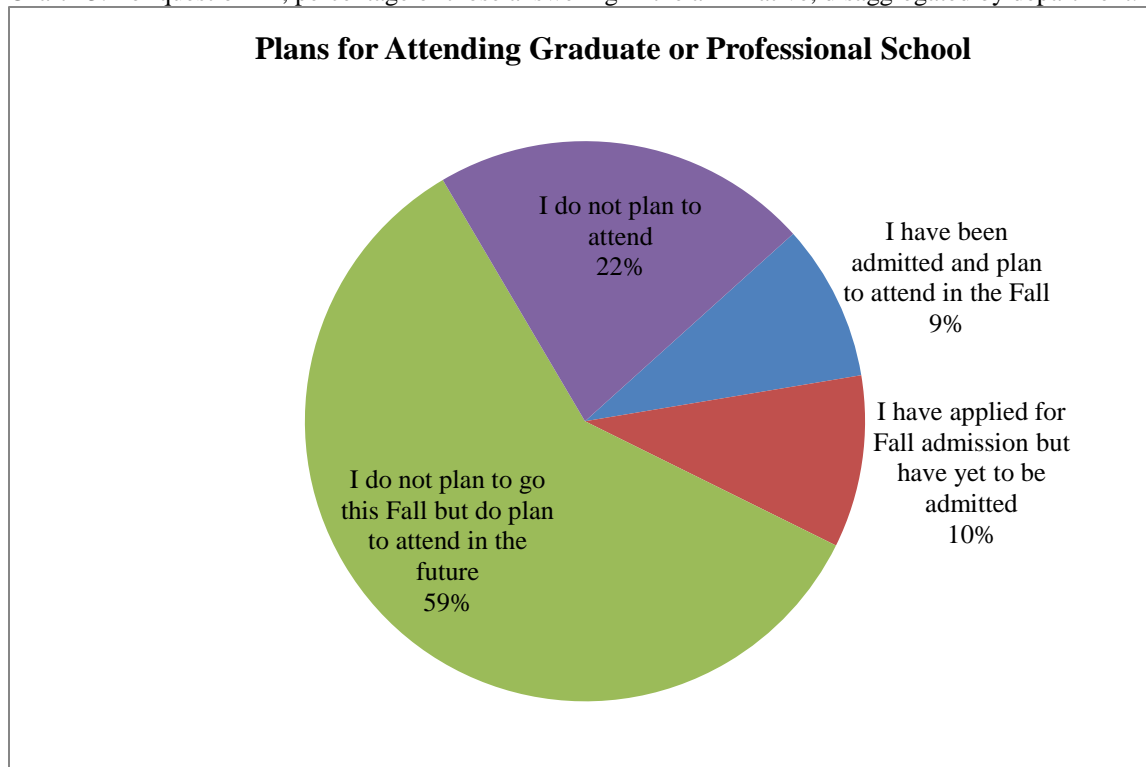
Sociology

- *Bauer.*
- *University of Houston.*
- *Not at this time.*
- *University of Houston.*
- *UT Health Science Center-Houston.*
- *Howard Law School.*

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.



- This question was altered in order to bring back some of the functionality lost last year when question 10 was added. This change allows for better identification of the timing and likelihood that students will attend graduate or professional school. Those students who responded that they had been admitted and planned to attend in the Fall were starred to identify where our students are attending graduate school.
- Students identified over 45 schools that they planned to attend in the Fall. 14 students intended to return to graduate programs at UH.
- In addition, a number of students identified 10 different broad categories of programs they were interested in such as law schools or business schools. 111 students named UH.

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	9%	9.9%	59.2%	21.8%	885
Anthropology	13%	13%	60.9%	13%	23
Art	10.2%	4.1%	53.1%	32.7%	49
Communication Science & Disorders	40%	13.3%	40%	6.7%	15
Communications	2.9%	4.6%	60%	32.6%	175
Economics	6.7%	13.3%	62.2%	17.8%	45
English	4.2%	5.6%	71.8%	18.3%	71
Health & Human Performance	14.8%	12.5%	48.4%	24.2%	128
Hispanic Studies		8.3%	83.3%	8.3%	12
History	10%	6%	52%	32%	50
Liberal Studies	10%	15%	25%	50%	20
Modern & Classical Languages	14.3%		42.9%	42.9%	7
Music	15.8%	5.3%	52.6%	26.3%	19
Philosophy		25%	75%		8
Political Science	15.9%	23.8%	47.6%	12.7%	63
Psychology	8.9%	11.3%	72%	7.7%	168
Sociology		13%	69.6%	17.4%	23
Theatre			55.6%	44.4%	9

- 80 students were already admitted and planning to attend graduate school in the Fall. This included 40% of students in Communication Science & Disorders (who also had an additional 13.3% waiting to hear about admissions). Five other departments have 13 to 16% of their students already admitted: Anthropology, Health & Human Performance, Modern & Classical Languages, Music, and Political Science.
- A few departments had large numbers of students who did not plan to attend graduate school: 50% in Liberal Studies, 43% in Modern & Classical Languages, and 44% in Theatre & Dance.

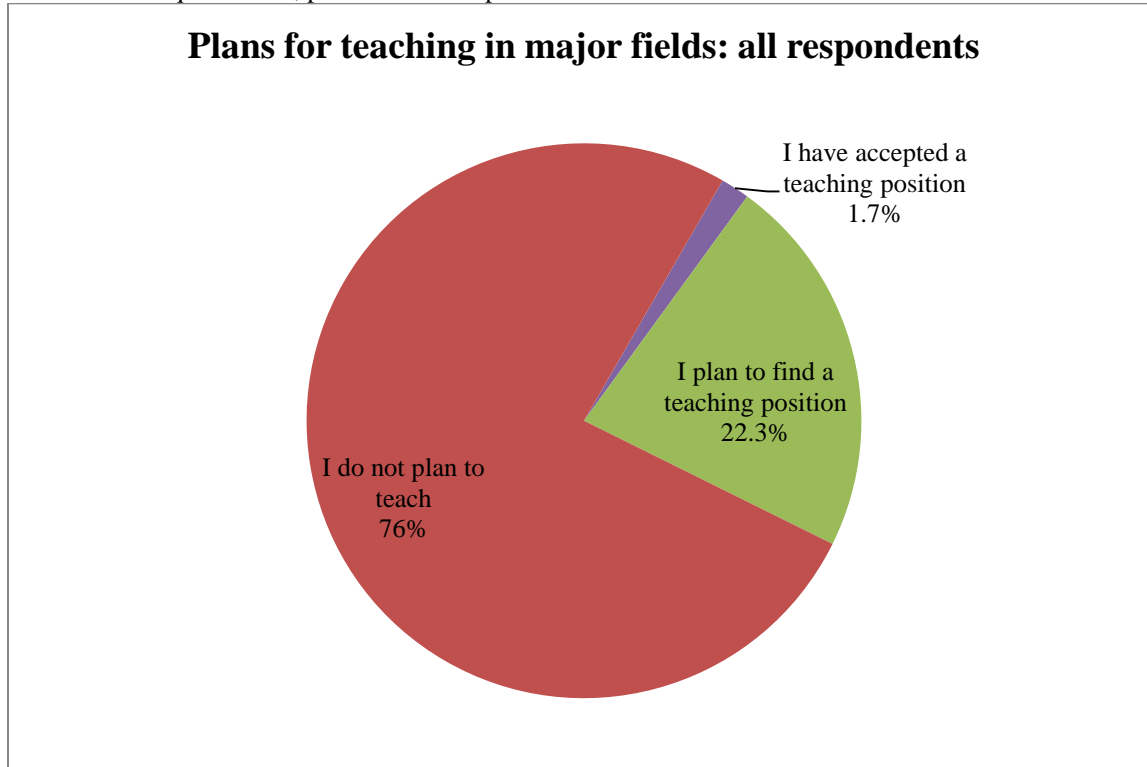
Teaching in Major Field

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 has been gradually dropping: 7% in 2008; 5% in 2009; 3% in 2010; and 1% for last year and this year. Along with this, there was a large rise in the number of respondents who did not plan to teach, hovering around 60% over the last few years and rising to 71% last year and 76% this year.
- 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	1.7%	22.3%	76%	892
Anthropology		13.6%	86.4%	22
Art	3.6%	34.5%	61.8%	55
Communication Science & Disorders		20%	80%	15
Communications		11.7%	88.3%	180
Economics		11.1%	88.9%	45
English	1.5%	46.3%	52.2%	67
Health & Human Performance	3.1%	22.9%	74%	131
Hispanic Studies		46.2%	53.8%	13
History	3.8%	40.4%	55.8%	52
Liberal Studies		9.5%	90.5%	21
Modern & Classical Languages			100%	7
Music	14.3%	61.9%	23.8%	21
Philosophy		20%	80%	10
Political Science	1.7%	20.7%	77.6%	58
Psychology	.6%	15.9%	83.5%	164
Sociology		8.3%	91.7%	24
Theatre & Dance	14.3%	42.9%	42.9%	7

Following question 13, 48 students wrote comments about their plans to teach in their field; 34 of those 48 did not choose an answer but left the question blank before writing 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.

Communication

- *I may want to get my teachers certification later.* (answered do not plan to teach)
- *English.* (answered do not plan to teach)
- *In the future, I plan on it.* (answered plan to find a teaching position)
- *Maybe I will later.*
- *I might plan in teaching in my field.*
- *Maybe in the future I will think about teaching.*
- *Perhaps one day I will consider teaching in my field.*
- *Maybe.*
- *I will teach in my field in the future.*
- *Dont know.*
- *I may want to teach in the future.*
- *Maybe I would teach when I am older.*

Communication Science & Disorders

- *After I obtain my Master's I would like to teach.* (answered plan to find a teaching position)

Economics

- *Maybe years from now.* (answered plan to find a teaching position)
- *Open to teaching.*
- *I may choose to teach in the future.*
- *Not sure yet...*

English

- *I would consider teaching later on after i get experience working in the field. (answered I do not plan to teach)*
- *Volunteering and traveling.*
- *Perhaps in the future I will teach in my field.*
- *I may or may not teach in my field.*
- *Still deciding*
- *I am considering teaching in the future.*

Health & Human Performance

- *Not yet would be premature. (answered I do not plan to teach)*
- *Medical school. (answered I do not plan to teach)*
- *Must complete my dietetic internship in order to become a registered dietitian.*
- *I would like to teach, but physical education is no longer offered as a major with a teaching certification.*

Hispanic Studies (Spanish)

- *I don't know yet, but I'm weighing all my options. (answered plan to find a teaching position)*

History

- *I plan to apply to the US Department of State. (answered I do not plan to teach)*
- *I plan to teach at the college level once I have earned enough post-grad credits and continue after I receive my PhD in History. (answered plan to find a teaching position)*
- *Will explore teaching options.*

Music

- *I don't plan to teach full time, but if the offer comes up and I have the ime I would love to teach. (answered I do not plan to teach)*
- *I may teach in the future.*

Political Science

- *I wouldn't rule it out for MAS -- once licensed to practice law. (answered I do not plan to teach)*
- *Im not sure about teaching in my field yet.*
- *It's a possibility if I do not get accepted into grad school.*
- *I will be a professor after the PhD program.*

Psychology

- *I do not plan on teaching, but I may work as a tutor until I find a job in my field. (answered I do not plan to teach)*
- *I am not sure if that is the right path for me.*
- *After graduate school, I would like to teach in my field.*
- *Not sure.*
- *I would like to teach in my field but have not made a certain decision.*
- *maybe eventually.*
- *I have considered teaching of I do not go into medicine.*
- *Not sure if I want to do so.*
- *I'm considering teaching in the future.*

Theatre & Dance

- *Have a teaching job with Teach For America where they will place me in a needed field.*
- *Maybe someday, but unsure. (answered plan to find a teaching position)*

Question 14 asks students if they had been certified to teach in their field. 44 students reported being certified in the following majors:

Art (8),
Economics (1),
English (4),
Health & Human Performance (5)
Hispanic Studies (1),
History (10),
Music (12),
Political Science (2) and
Psychology (1).

11.4% of these students had already accepted a teaching position in their field. 13.6% of those who were certified to teach in their field did not plan to teach in their field. The other 75% 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: 10 students had accepted teaching positions despite not being certified to teach. 166 students who were planning to find a teaching position in their field were not certified to teach.

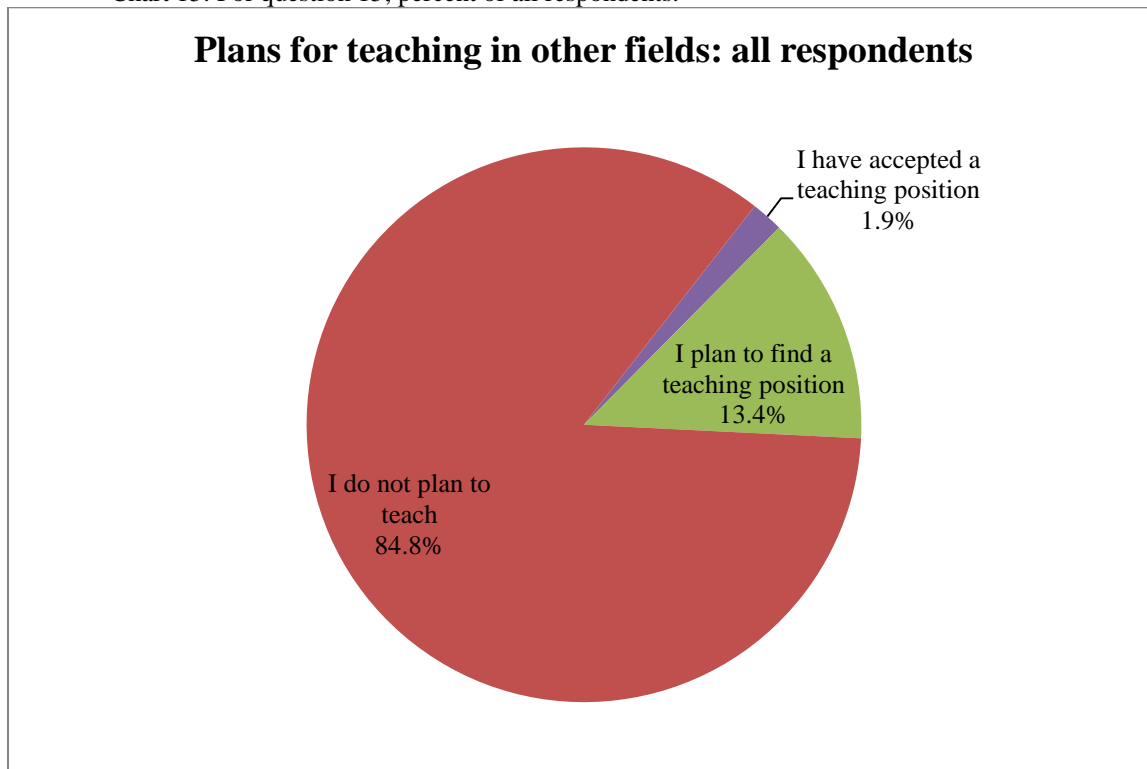
Teaching in non-major fields

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: 85%.
- 17 students had accepted a teaching position outside in a field outside their major even though relatively few were certified to teach in other fields.
- 38.5% of students in Hispanic Studies were planning to find a teaching position outside of their major. All of the responses have been disaggregated by department on the following page.
- Many comments reflected that students remained open to teaching in other fields although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

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

Department	I accepted a teaching position in other fields	I plan to find one in other fields	I do not plan to teach in other fields	Total (N)
All	1.9%	13.4%	84.8%	913
Anthropology		9.1%	90.9%	22
Art	1.9%	16.7%	81.5%	54
Communication Science & Disorders		6.7%	93.3%	15
Communications	1.1%	11.9%	87%	185
Economics		8%	92%	50
English		11.8%	88.2%	68
Health & Human Performance	3%	16.4%	80.6%	134
Hispanic Studies		38.5%	61.5%	13
History	3.9%	25.5%	70.6%	51
Liberal Studies		9.5%	90.5%	21
Modern & Classical Languages		14.3%	85.7%	7
Music		4.3%	95.7%	23
Philosophy		10%	90%	10
Political Science	3.2%	7.9%	88.9%	63
Psychology	2.4%	14.6%	82.9%	164
Sociology	4.2%	4.2%	91.7%	24
Theatre & Dance	11.1%	11.1%	77.8%	9

For question 15, students were again given space to write in comments, although fewer (25) did. Many of the students who made comments had left their answer blank (12 of the 25). Their comments are given verbatim below as well as their answer if they gave one.

Anthropology

- *I am employed full-time and am near retirement.*

Art

- *Special education.* (answered plan to find a teaching position)

Communication

- *I am currently employed as a teacher's assistant.* (answered have accepted teaching position; identified as certified)
- *N/A*
- *dont know*
- *I may want to teach in other fields in the future.*

Communication Science & Disorders

- *I am being trained to be a Community Health Worker Instructor (CHWI).* (answered plan to find a teaching position; identified as certified)

Economics

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

English

- *Still deciding*
- *Perhaps in the future but not now.*

Health & Human Performance

- *Unless needed to survive \$\$\$\$.* (answered does not plan to teach)
- *Med school.* (answered does not plan to teach)
- *I will begin a certification program after graduation.* (answered plan to find a teaching position)

History

- *I plan to apply to the US Department of State. (answered does not plan to teach)*
- *I would like to teach High School History, however, I may accept other teaching opportunities if available. (Spanish/Broadcasting). (answered plan to find a teaching position)*

Liberal Studies

- *Maybe.*

Political Science

- *Paramedic. (answered accepted a teaching position; identified as certified)*
- *maybe spanish. (answered plan to find a teaching position)*

Psychology

- *Dance (my minor). (answered accepted a teaching position)*
- *Not sure.*
- *I might teach in the future.*
- *Not sure.*
- *I would like to teach in Human Resources Management/Management.*
- *I am open to teaching in other fields, but prefer teaching in my own.*
- *I would be open to teaching if the opportunity came up but have no current plans of pursuing it.*

Question 16 asks students if they had been certified to teach in other fields and what area they had been certified in. 22 students reported being certified in the following majors, although not all identified in which field they were certified:

Art (1 identified certified in ESL)

Communication (3 identified as certified in: Montessori, Education and Non-profit management and leadership),

Health & Human Performance (5 identified as certified but only 3 answered in what: special education, yoga and “K.I.S.D Substitute Teacher til I find another job”),

History (3 identified certified in Spanish, Special Education, and “Special Education, Science, Math, Language Arts, 4-8”),

Liberal Studies (1 identified certified without answering in what),

Political Science (2 identified certified in “POPOL VA” and “Fire Fighting, Paramedic, Real-estate”) and

Psychology (5 identified as certified, 2 in Special Education, and one each in American Sign Language for the deaf and Science 4-8).

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 66, were planning on finding a teaching position in other fields even though they were not certified to teach in other fields.

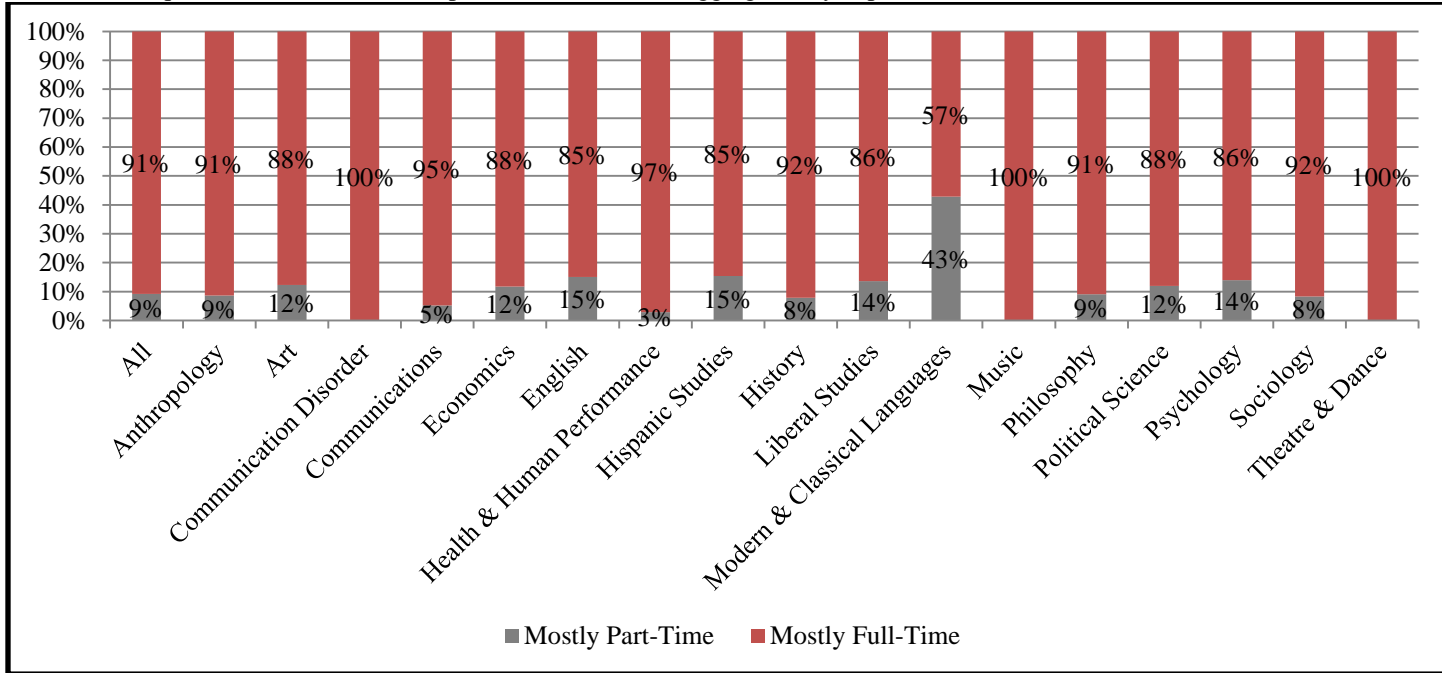
Demographics

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.

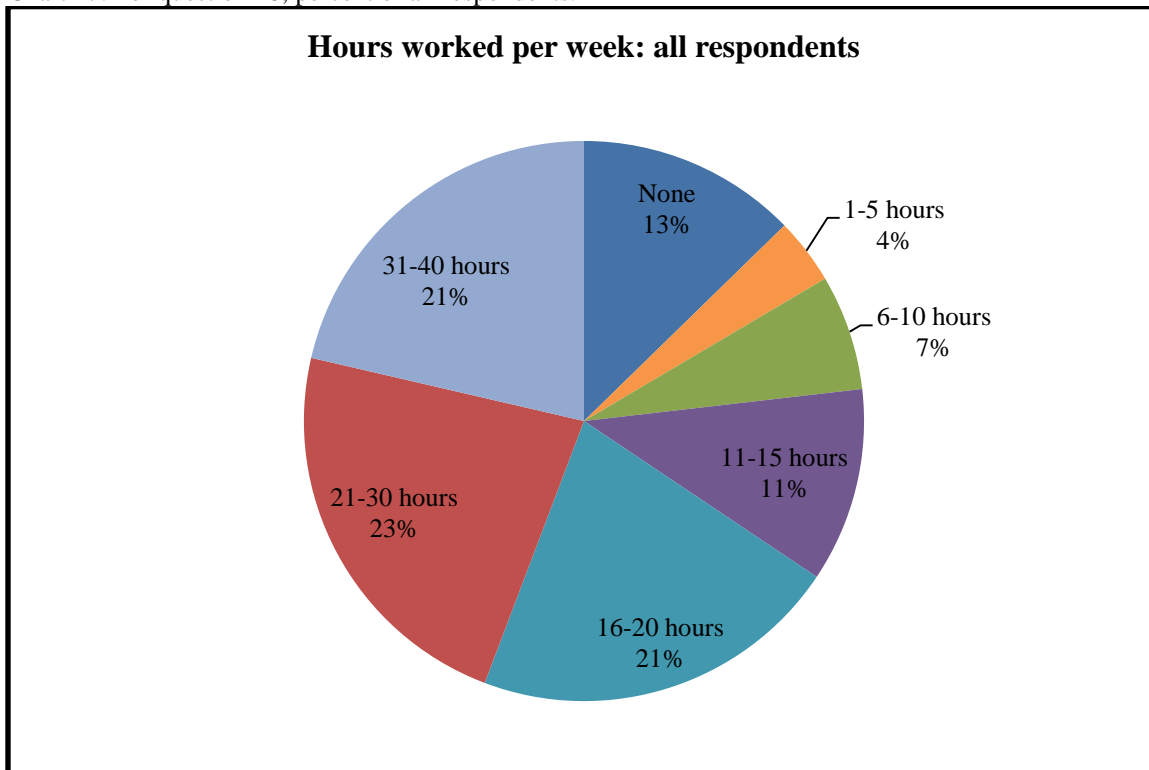


Table 14: Details: All responses for question 18, disaggregated by department.

Department	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total
All	12.7%	3.8%	6.7%	11.2%	21.4%	22.9%	21.4%	945
Anthropology	21.7%	4.3%	13%	13%	17.4%	26.1%	4.3%	23
Art	21.1%	3.5%	7%	5.3%	21.1%	26.3%	15.8%	57
Communication Science & Disorders	21.4%	14.3%	7.1%	14.3%	14.3%	21.4%	7.1%	14
Communications	9.3%	.5%	4.7%	7.3%	25.9%	32.1%	20.2%	193
Economics	14%	2%	8%	8%	28%	16%	24%	50
English	8.3%	1.4%	5.6%	12.5%	29.2%	19.4%	23.6%	72
Health & Human Performance	13.9%	2.2%	3.6%	16.8%	21.2%	24.1%	18.2%	137
Hispanic Studies				16.7%	16.7%	50%	16.7%	12
History	19.6%	3.9%	7.8%	13.7%	11.8%	17.6%	25.5%	51
Liberal Studies	9.1%	9.1%	9.1%	9.1%	9.1%	13.6%	40.9%	22
Modern & Classical Languages				28.6%	14.3%	14.3%	42.9%	7
Music	8.7%	13%	26.1%	21.7%	13%	8.7%	8.7%	23
Philosophy		8.3%	8.3%	16.7%	16.7%	16.7%	33.3%	12
Political Science	9%	3%	13.4%	11.9%	22.4%	14.9%	25.4%	67
Psychology	15.1%	7.6%	6.4%	10.5%	18.6%	20.3%	21.5%	172
Sociology	12.5%			4.2%	16.7%	25%	41.7%	24
Theatre & Dance	11.1%	22.2%		11.1%	33.3%	11.1%	11.1%	9

- This is the second time that the College of Liberal Arts and Social Sciences has asked about the work habits of our students.
- It is quite clear that the majority of our students work. 45.8% are going to school full-time while simultaneously working 20 hours a week or more. Only 13.7% of our full-time students do not work.
- Of our part-time students, 52.3% work 31-40 hours per week (70.9% work 20 hours a week or more).
- There was some variation from department to department, but many of our students work and work frequently. More than half of the students in 6 departments reported working 21-40 hours a week: Communications (52.3%), Hispanic Studies (66.7%), Liberal Studies (54.5%), Modern & Classical Languages (57.1%), Philosophy (50%), and Sociology (66.7%).

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.

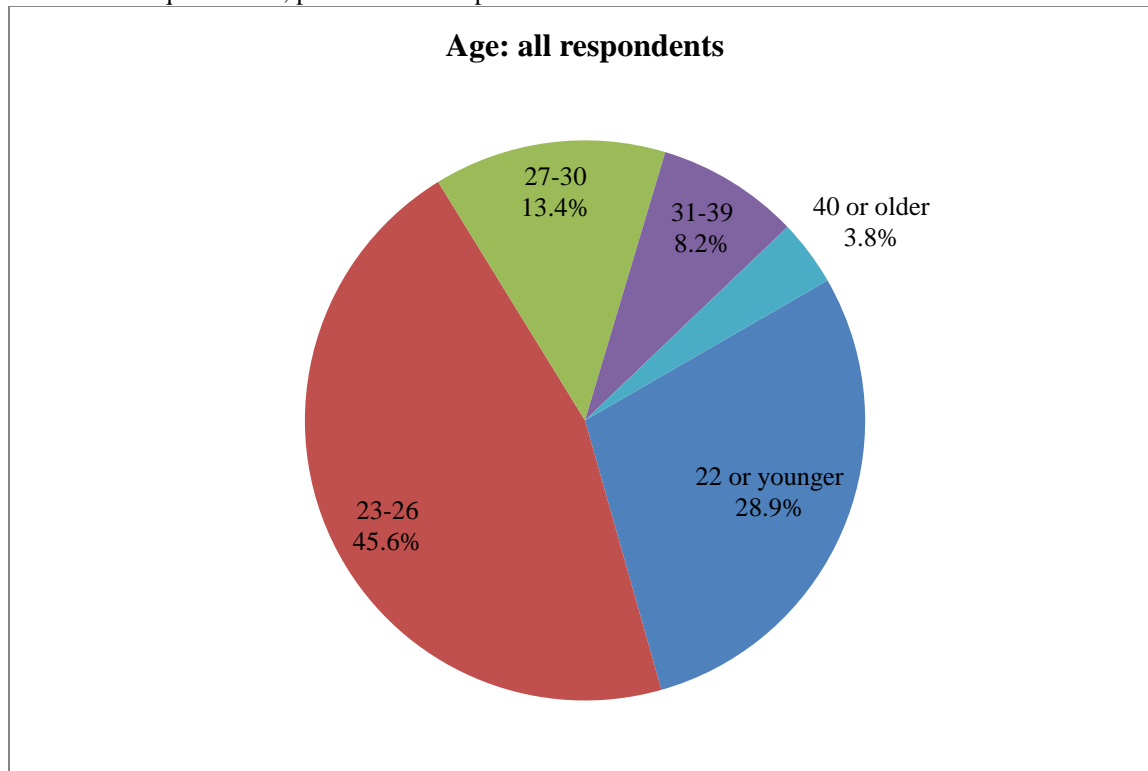


Table 15: Details: All responses for question 19, disaggregated by department.

Department	22 or younger	23-26	27-30	31-39	40 or older	Total
All	28.9%	45.6%	13.4%	8.2%	3.8%	947
Anthropology	30.4%	34.8%	13%	8.7%	13%	23
Art	21.1%	49.1%	12.3%	12.3%	5.3%	57
Communication Science & Disorders	53.3%	40%	6.7%			15
Communications	32.6%	51.8%	7.8%	6.2%	1.6%	193
Economics	11.8%	43.1%	35.3%	7.8%	2%	51
English	27.4%	35.6%	20.5%	13.7%	2.7%	73
Health & Human Performance	29.9%	54.7%	9.5%	5.1%	.7%	137
Hispanic Studies		69.2%	23.1%	7.7%		13
History	13.7%	41.2%	19.6%	17.6%	7.8%	51
Liberal Studies	19%	71.4%	4.8%	4.8%		21
Modern & Classical Languages	42.9%	14.3%		28.6%	14.3%	7
Music	42.9%	42.9%	9.5%	4.8%		21
Philosophy	33.3%	50%			16.7%	12
Political Science	35.8%	32.8%	19.4%	6%	6%	67
Psychology	33.5%	39.9%	11%	8.7%	6.9%	173
Sociology	16.7%	54.2%	20.8%	8.3%		24
Theatre & Dance	44.4%	22.2%	22.2%	11.1%		9

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. 667 of the nearly 1,000 students surveyed responded to this question, over 68%.

Anthropology

- 1) *When enrolled into a class in CLASS, the professors are passionate on what they are teaching and you get to learn alot 2) Draw alot of experiences from the classes I took throughout my years enrolled.*
- Improve Critical Thinking Skills Intense Reading.*
- My major was very interesting, and my academic advisor was very persistent in making sure his students were on course to graduation.*
- 1 I had a really good advisor who kept me from straying from my goal of graduation. 2 I liked the diversity of courses in my major.*
- My advisor was amazing and my last semester here offered great classes.*
- I really enjoyed learning something new. I am an older student and this was a wonderful experience. I especially liked the interaction with fellow students, staff and faculty.*
- The opportunity to take a diverse selection of courses and the diversity of students I shared classes with.*
- Wonderful, supportive professors who motivated me. Great relationship with my peers in my major.*
- The classes were fantastic for the the most part and help was available when needed.*
- I was exposed to many new perspectives in my feild. I got a better understanding for what would be expected of me if I got a job as an anthropologist.*
- The diversity of perspectives and courses available.*
- Great teachers in the anthropology department.*
- 1. anthropology professors 2. offered many online courses.*
- Having a wonderful advisor in Landis and having Dr. Gordon as an invaluable source and mentor.*
- Excellent advisor, Interesting courses.*
- Dr. Rebecca Storey is an excellect physical anthroplogy professor; she is fairly objective and fact-based for an anthropology professor, rational, and deeply intellectually stimulating. She is also kind and helpful. Also, Curtis Haaga really sparked an interest in me in formal logic. I really enjoyed his philosophy class, introduction to logic. He made the material accessible and very interesting. These two professors are the best that I've experienced at U of H.*

Art

- 1. The availability of the professors to assist students. 2. The convenience of being able to work on projects after class hours.*
- The Writing Center and Angers Study Abroad program.*
- Freedom of risk taking and self expression.*
- The two most positive aspects were 2 specific professors, Lotus Bermudez and Jennifer Sorkin, their vast knowledge and willingness to help me be a better more professional artist is what guided and pushed my artwork and development in the Sculpture program at UH.*
- Being able to graduate with a minimal amount of hours dedicated to computer based arts was pleasant. Having teachers that are working in their field & have insight and professionalism to offer their students was also positive.*
- 1. the professionalism and wisdom of certain teachers in the art department. 2. the opportunity to expand my portfolio into fields i may not have attempted before.*
- I would say that there is a great number of professors that I would consider mentors. Also many professors demonstrated a real care to make a difference in a student's education. While studying I was introduced to community of artists working in the field and I found a number of opportunities available outside of the classroom.*
- When I came back and persue my career, I noticed I was interested in learning more, than just making a good grade as before. I participated more in class, I enjoyed my classmates, and asked questions when I didn't understand something.*

- Open minded teachers, and creative assignments.
- My advisor was always available in person or by email. i also enjoyed the classes i took.
- 1. The professors I had were really involved in class. They were very helpful and supportive. 2. The advisor I had in my last couple of semesters, (Amanda Clay), did a tremendous job in facilitating important information regarding my degree plan. I feel I did not receive the adequate help from my past advisors at the College of Education or the College of Fine Arts. Thanks to Ms. Clay, my last semesters were less chaotic.
- Stephan Hillerbrand was an amazing instructor who really took time out of his schedule to help students one-on-one. Class critiques were pretty helpful.
- Connecting with professors. Variety of topics covered.
- The diversity in courses and the qualifications of the faculty.
- Diversity of students and the great help I received from my professors.
- Excellent professors in the printmaking field. Wonderful guidance provided by Cindy Bowden.
- Great instructors and full support of staff.
- Hands on learning/ teaching. Late night access to the labs/ studios i need to work in. ie Sculpture building, video editing lab, photo lab.
- I really enjoyed having the visual resource library. I also think we have a wide array of professors, that offer many different courses. Although this advisor is considerably better than the previous advisor who was often incapable of providing accurate information.
- Learning from a wide range of faculty and staff, but also learning from a very diverse group of student peers. Also, learning to work in a team environment.
- 1. My professors were a big help in teaching what they knew and equipping me for the real world as an artist. 2. The exposure we received of what real life artists live like was helpful and eye opening from our professors.
- Meeting new people and learning new techniques.
- Research and the humanities classes available.
- I really enjoyed the diverse array of classes I was able to take, within my major and outside of sculpture. A great aspect of CLASS is the various minors I was able to acquire: Art History, Interdisciplinary Art, as well as an Honors minor, Creative Work.
- 1. Wonderful advisor to assist with every step of the way. 2. Very organized college, very efficient and keeps students up to date with information.
- Great diversity of classes to pick from and broad topics that can be interesting to people outside of that concentration while learning things that you normally wouldn't be interested in.
- My adviser, Ms.Cindy Bowden, and my art professors were all positive influences.
- The art classes were flexible and informative and the teachers were understanding and cooperative.
- Great Professors, Great classes.
- Became extremely patient.
- I really liked the small classes which allowed me to get alot of individual time with professors. Also I liked that once I was into my classes for my Major they were always offered on the same days to limit driving to campus.
- Cindy Bowden Beautiful campus.
- My Art courses both history and studio were the best! Professors like Rachel Hecker, Rex Koontz, come immediately to mind, but there were so many other talented, helpful, professors I had the privledge of learning from. I believe Rachel was a very effective professor. She was able to teach the technical aspects of producing the art, but also the responsibility of the artist, and the critical eye when viewing it. Dr. Koontz as well is a very effective instructor and a wealth of information in his area of art history. He has a great talent for introducing someone (perhaps not interested in this area of art) to pre-colombian and bringing them into the art and creating an interest. His enthusiasm is infectious. There were too many great Art professors to describe them all, but this is a great art school.
- Teachers with experience, able to give advice.
- Meeting new people and gaining experience.
- The professors were outstanding and my adviser was with me every step of the way.
- The two most positive aspects were the art history department and the friends I made while in studio block. All of the Art History professors that I had were fully engaged with their particular field of study and were eager to share what they knew with the students. The friends I made while in the painting block program will lead to life long friendships and great networking connections.
- Enthusiastic instructors willing to work with the students.

- The required studio hours for my degree are great. Gives one a taste for intrinsic motivation which is required in the 'real world'.
- Writing in the disciplines and the school of geology.
- Instruction. Friendships.
- Self critique skills Expanded knowledge of art history.

Communication

- How to use and develop my speech communication skills for the business world - organization and time management.
- Fellow students and awesome teachers.
- 1. Excellent professors to learn from 2. Excellent equipment to learn the craft of production.
- Professors were friendly and helpful. Professors were easy to contact.
- I loved the COMM lab I had great professors.
- The professors are great and experienced in their field such as Jeremy Desel, Carolyn Canville and Daryl Ewing.
- 1. I had great professors to learn from while taking classes for my Advertising major. 2. In my last semester my professors helped me work through a difficult situation.
- Professors were very knowledgeable about the subjects they taught. Also, the coursework was representative of the work I would do within my career.
- I loved that there was an internship class for communications, and I also enjoyed all of my communication professors, they were very helpful.
- Relationships with professors and the content of what was being taught.c [respondents comments end abruptly].
- Great classes, teachers and criteria. You can tell when a teacher really cares about teaching and wants their students to do the best that they can.
- 1. I liked that a lot of my communication classes has teachers that had previous job experience. One semester I had a teacher that actually worked full time for a newspaper. I felt I learned a lot from her and she would occasionally have her professional friends come in and speak. 2. I also really loved my advisor. They were always able to respond back to my emails, even during the end of the semester, and I felt like since I spoke with the same person each time it was easier for them to remember me. I will say I have heard that some students have a hard time making appointments, although this was not my experience.
- Had a great experience Great Professors Met great people who I became friends with & I'm glad I'm finally Done!!! =)
- Teachers: expert in their field, a lot came from the background that they taught in (ie. Editor of Chronicle - Prof. Crixell)
- One of the most positive aspects were the long-lasting relationships I had with my professors. They really guided me through these past four years. I also loved the courses.
- 1. The availability of courses at the Sugar Land campus. 2. The professors seemed competent in the subject matter they taught.
- I liked my teachers. I enjoyed my classes.
- Teachers were fun and know most of thier stuff.
- 1. community feel 2. abundance of opportunities.
- Course material and professors.
- I had great professors in CLASS to guide me in my journey at the University of Houston. All my classes were educational, fun, and relevant to my major. I will definitely be using the experience I acquired in my future career.
- I loved the advisors!! They were extemely helpful and really helped my entire experience. Particularly Salima.
- the teachers and classes.
- 1. Improved ability to write with clarity. 2. Pleasant professors and classmates.
- Great instructors/ great networking AAF.
- I acquire important knowledge about my field and I love my University the whole experience was awesome.
- Jack J. Valenti school of comm is amazing! Especially professors, Polk, Houk, and Crowe.
- Adequate professors and preparedness for working in the field.
- Well rounded education Clear and concise.
- 1. The ability to take distance education classes. 2. Orlando Zamora - my academic advisor - he was beyond helpful. I will forever be grateful for his assistance.
- The professors and curriculum.
- Networking and writing.
- I received a lot of guidance from professors and hands-on experience.
- The professors are enlightening. Orlando Zamora is the best advisor.
- Great and fun.

- Excellent Computer Lab Excellent support from instructor to find a good place for an internship.*
- nothing and nothing.*
- I nee [respondents comments end abruptly].*
- My schedule and my major.*
- 1. I learned that I was able to reach my goals and achieve a degree that I never thought I could receive. 2. Received my first A in Class core classes.*
- Great professors, great curriculum.*
- Dr. Yamasaki and Professor Xiao are wonderful caring professors that are excited to teach and to help students succeed.*
- First, Professors are very knowledgeable about their field and willing to help students if needed. Second, The small class rooms for upper level courses.*
- Meeting new people The teachers.*
- n/a.*
- Awesome advertising professors!!!! Comm Lab is amazing!!!*
- I had some strong professors and interesting classes.*
- 1. The convenience of taking on-line class because I work full-time 2. The availability of classes*
- Classes where boring at all, very interactive and interesting.*
- Professors Courses*
- Laura Ashley was an awesome instructor. Of all my instructors, I believe that the PR Writing class I took with her, had the greatest impact on my PR skills and I will remember them for years to come. The intern board was also great and I felt it gave a great boost to my resume. Most of the other instructors in CLASS are great as well and seem genuinely willing to help their students. The english/poetry department was also awesome.*
- Great amount of students who want to work Good connections to various industries*
- I was a Media Production major, and the teachers Prof. Houk, Prof. Crowe, and Prof. Polk were the best part of the entire CLASS. They really knew their field and were passionate about teaching us.*
- media performance class gave me real experience in TV as well as TV 1.*
- Houston Lutheran Campus Ministry African American Studies.*
- 1. The fact that we were going Tier One. It reenergized many. But that all had to do with the new president, not with CLASS. 2. Advisor was knowledgeable and let me know exactly what I needed to do and classes I needed to take.*
- The facilities, namely the CTC lab in the communication school, and being able to learn under experienced instructors.*
- The two positive aspects were how excited the professors were in actively motivating students, including myself, to pursue my goals, and I liked how a lot of the classes offered hands-on experience.*
- Gaining more skill and knowledge about different writing styles and the accessibility of computers and programs used in courses*
- 1. The professors 2. The access to equipment and classes representative of real-world experience.*
- Attentive faculty. Hands-on projects and assignments for Journalism.*
- Being able to run advertising campaigns with my classmates was a very positive and rewarding experience for me. Also being able to expand my knowledge in my MAS minor really helped me see the benefits of taking both Advertising and MAS in the professional sphere.*
- Communication is key. Working together is smarter and faster way to work.*
- We were allowed to be very creative, it was a very laid back and encouraging environment.*
- Engaging professors and a close-knit college.*
- Creative teachers like mcham and dr dina.*
- Orlando, my advisor, made the biggest impact by always guiding me in the right direction and making my life easier. I am grateful for such a postive experience. As for as my second positive experience, I would say that I enjoyed the variety of courses.*
- Culture and sociology classes.*
- Diversity, and teachers with experience.*
- Excellent professors Interesting classes.*
- Faculty members and students were nice and helpful.*
- Gained necessary experience for future jobs, and made connections with fellow students and teachers.*
- The lab classes were great because I was able to get hands on with equipment that I would be using in my field. The teachers were dedicated to helping and making sure I was understanding the material being given.*

- The courses I took once I chose a major in CLASS really played to my strengths as a student. Right away the journalism classes I took were enjoyable and helped refine my writing skills to prepare me for the future. I also enjoyed having to take foreign language courses that helped me learn some of a second language to be able to communicate with more people. The experience really helped me get a feel for other cultures and people.
- Getting to hear about other peoples experience in the field that I am interested in.
- Good teacher student relationship! teachers were very knowledgeable!
- Hand on experience, usefull classes.
- 1. CLASS block allowed me to take courses I was interested in, but did not need. 2. Making online advisor appointments was easy
- Hands on projects building campaigns for real companies.
- I learned many things about my field of journalism.
- Experience from the Teachers Diversity.
- I learned to work well with group members.
- Interactive classes that required research of a company for a project Capacity of professors to interact one on one with the students (SMALL CLASSES) !!!
- Knowledgeable professors Having access to the COMM lab.
- Learning how best to take notes how to be a better communicator.
- NA.
- Lighting and set design.
- Many things to pick from. Several options.
- Meeting great professors that provided valuable insight into my future career endeavors. Obtaining knowledge to further my career and mindset on my aspirations.
- The CLASS faculty are very passionate about the subjects they teach to students, and the college had a large variety of courses of different fields and communicated them often by email for CLASS students to try.
- Mr Creig Crowe and the Comm Lab.
- My copywriting class and professor Kelley.
- Professor Larry Kelley's Classes.
- My degree was public relations and i love love loved the upper level classes I was able to take the last year of my college career. I felt like they really prepared me rather than just learning from a book because we got to work on real campaigns and projects that would be similar to those we do in the field.
- NA.
- PR specific classes and elective classes. The Macs in the CTC.
- Professor Kelley. I can say he's the only proffesor to impact my college and professional career. Great professor.
- Truly enjoyed the communication and anthropology departments. The technology department really prepared me to use skills that are on demand in the work place.
- Most of my professors were experienced in the communication field and were understanding of my other obligations with my work. I enjoyed making connections with other communication students and professors.
- Professors are very enthusiastic. Professors are incredibly knowledgeable in their field.
- None.
- Professors who knew a lot about their subjects and projects that had meaning.
- Responsibility, maturity.
- Small classes and great professors.
- Subject matter and classmates.
- The teachers that I have taken classes with have expanded my wealth of knowledge in the real world and have helped me in my path of a successful career. Another positive aspect from my experience is the availability of teachers and staff was always there when I needed it.
- The Communication school has the best professors that want to see students succeed and do well. We also got amazing hands-on experience in our major.
- The great people I have met along the way, along with the relationships built while doing so.
- The hands on experience and the effecting teaching styles.
- The instructors The subjects.
- The instructors have actually worked in the fields they are teaching about. Real world experience and advice was very beneficial. (media Production).

- The knowledge of work related experience, and knowing what to expect salary wise when i graduate over the years.
- The professors are wonderful. They provide their students with so many real world experiences to help equip them for future careers.
- The real life experience and knowledge the professors were able to pass on to the students. The curriculum and studio equipment that enhanced the learning process.
- The students and the Teachers.
- Professor Kim Paisley and Mike Emery were both amazing! I learned more from there classes than the majority of other classes I took within the communications department.
- Training in my field. Good contacts for the future.
- The professors are very helpful.
- Very interactive classes with experienced professors who still work in the field.
- Wonderful, well-respected professors, like Prof. Hernandez and Profs. Crixell and Kelley1. Excellent professors to learn from
- 2. Excellent equipment to learn the craft of production.
- Learning communication skills that can be applied in my career. Small class sizes were great because they were much more personable in interacting with peers and the professors.
- I like that I was familiar with my classmates. It felt really like a family. I also like the fact that they teach you things that you can use in the outside world.
- NSAC, Public relations courses.
- Teachers were awesome!
- I enjoyed my internship at the Houston Chronicle which opened up many connections in the communication field. I loved my study abroad experience with the UH in Rome group. Dr. Behr and Dr. Costello both made the experience enlightening and unforgettable.
- 1. No pressure to join extracurricular clubs but plenty of opportunities if I had wanted. 2. Quality professors for the most part.
- Meeting new people and experiencing commuter college life.
- Responsibility and communication skills with my professors.
- The courses in upper levels 3000-4000 were very hands on, really enjoyed working on various projects, sometimes with real world clients. This experience proved to be very useful in preparation for post grad life.
- Professor knowledge Professor's who pushed us to succeed.
- First, my professors knew their work and enjoyed teaching it to students. Second, the classes required for my major are beneficial to my career.
- The teachers and the classes.
- 1. The professors were experienced in practical uses of the material they were teaching in class. For example, Professor Crixell is and the editor for the Chronicle, Professor Fix is a retired Crisis Communication professional and Professor McKinney is a retired PR writer. 2. I feel that the classes were small enough to get one on one help from a professor when it was needed, but they were also large enough to accomodate the hight number of students who needed to take th ecourses each semester.
- I believe the most positive aspects was the way my professors taught about real world experiences that I would face. And the material covered made the student feel it will be useful to them after they left the academic field.
- All the positive people that I was able to be exposed to. The great staff as well. The other would have to be all the positive energy by all everyone. I have been to other colleges non of them compare to the environment that was presented there.
- My advisor, Orlando Zamora was very helpful and guided me very well. All of the teachers in the advertising department are very knowledgable and helpful.

Communication Science & Disorders

- Reality.
- The people that I met through the course and the professors were very receptive to the students.
- Knowledgeable professors Classes offered fit my schedule.
- The great advisors, and the opportunity to study what I was most interested in.
- Conducting a Senior Honors Thesis The close friendships I made with the girls in my classes in ComD.
- I enjoyed my major and that it had an introductory class so that you could make sure that you want to be in it before you go all the way through. The professors in my department were polite enough. The classes were very well organized for the most part, with that syllabi provided clear calendars and set goals for each class. There was always access to the professors if needed. I mostly accessed my professors from my minor (Medicine In Society) because they were more approachable and more helpful. I

feel like the professors were almost always willing to answer questions and meet with you outside of class if you truly needed that time with them. My major was much more scientific than I thought, however, I feel very prepared and equipped to become a Speech-Language Pathology Assistant and pursue my Master's degree for the Spring of 2013. There were research opportunities and projects allowed in my classes, which gave me good experience in writing and analyzing surveys. In one of my internships I was able to utilize these skills that I had learned in my classes to write and execute an asset-based community assessment/survey in Houston's Third Ward at a local, grassroots non-profit.

- Class participation and creativity.
- The teachers were excellent!
- Helpful advisor. Awesome instructors.
- COMD is amazing! The Writing Center is awesome!
- Variety and a major I wanted.

Economics

- Economics was the most challenging major in CLASS and I feel more difficult to achieve than some Bauer Business degrees. The program developed my communication skills through writing and quantitative analysis.
- Student engagement. It was not all lectures but class room discussions were a major requirement.
- Exposure to great learning opportunities and enhancement.
- Great Selection of Classes and the ability to study what interests you. The Economics Professors are very talented, experts in their fields, and promoted classroom participation.
- I loved my professors and the classes were wonderful.
- some of my professors my advisor.
- The professors were nice and knowledgeable. Econometrics and Economics of Energy were interesting classes.
- I really enjoyed the professors in my Economics classes. They made the classes interesting and were not always strict and uptight. They all had a friendly attitude with the students and were down to earth. I also enjoyed some of the required core classes such as history and political science.
- Faculty - I had wonderful professors during my time at UH that were helpful and encouraging to all students. Scheduling - I have worked more than 40 hours a week the entire time that I was enrolled at UH. I was almost always able to take 9 hours only two days a week so that I was able to work the other 5 days.
- It was small enough where you got to really know and talk to your professors and classmates. My adviser sat down and would explain to me what I had to do in order to graduate and the fastest and most efficient route to doing so.
- Variety of peers in my classes (both ethnic and age played a part) and the intimate class sizes in the upper level classes.
- Professor knowledge and diligence The professors kept the curriculum interesting and fun.
- Knowledge and understanding.
- The accessibility to a computer lab, and the flexibility of the classes.
- Learning economics learning english.
- Expanded my intellectual limits. Showed me a better path in life.
- The adviser was very informative and took time out of her day to go over with me job opportunities in economics. The teachers were well educated and up to date with what was going on in the economy.
- Professionals teaching classes and the depth of topics covered in classes.
- Taking Liberalism and Its Critics with Dr Church. Taking Money and Banking with Dr Hardee.
- The ability to approach my professors. How close into the Economics department is.
- Meeting new people Working with them.
- The Economics Classes were mostly in areas I had interest. I enjoyed Anthropology as a minor.
- Dr. Ruffin, Dr. Thornton, and Ivy league economic profs.
- The Game Theory course, taught by Dr. Gergely Ujhelyi, was the most challenging course I attended at UH. The material was fascinating and after every class I felt like attending had been worth my time. I appreciated that Dr. Polly Hardee, in her Money & Banking class, made a point of getting us out of our comfort zone and encouraging us to get out into the real world. She brought in outside speakers and arranged for us to tour the Federal Reserve branch in Houston.
- Good.
- The professors in economics and Ms Foley.
- Ms. Foley Economics professors - Ross van Wassenhove, Roy Ruffin, Ruxandra Prodan, Mr. Bean, etc..
- Excellent economic professors and good overall curriculum.
- Improving my skills. Interacting with others who have the same field of interest.

- The assistants inside CTC were always there to help with anything. Computer lab was always as its best.
- meeting all kinds of people, learning how to better understand economics.
- There are so many great professors in CLASS. Their teaching styles had effect me tremendously and helped me became the person I am today.
- Political science advisors are great. Professors were terrible (in general). Economics professors are great. The economics advisor is terrible.
- Working in groups to address and solve economic issues. (Student economics association) Expanded my social and professional networks.
- It is hard to say the economics department does not have the resources other tier one university economics departments have. Fortunately my professors were outstanding and made up for the lack of funding and facilities that economics deserves. To name a few Dr. Thornton, Dr. Jhun, Dr. Craig, and Dr. Ruffin were phenomenal!
- Critical thinking and group work.
- Learning new thing and meeting people.

English

- 1. The full time professors in the creative writing department were great. 2. The Boldface Conference was useful.
- For the most part, the professors were excellent and each offered a unique perspective on the field. The courses were challenging and rewarding.
- Professors who participate in their respective fields. Introduced to a wide array of authors that I had never encountered before.
- Good instructors and Creative Writing Workshops.
- The professors in the English Department are brilliant and push you to challenge yourself and think critically. The array of classes was wonderful because there were so many different ones to choose from.
- High quality of professors in the creative writing department, Natalie Houston's Science Fiction course.
- I felt all of my Literature classes were very well taught and thought provoking. The English Department administration team was very helpful.
- Hands-on application Knowledgeable staff
- The courses I took from CLASS truly helped me to expand my analysis and problem solving skills. The courses challenged me in these areas, pushing me to grow my academic prowess.
- I had some fantastic teachers. CLASS has some amazing instructors. The classes offered are pretty awesome as well.
- Learning spanish in study abroad, my creative writing classes.
- The African American Studies Department and my fellow students.
- Professors, Classmates.
- The professors and choices of classes.
- I liked that, for the most part, I was able to find interesting classes to fill my requirements. I also liked that it was fairly easy for me to find classes that worked with my work schedule.
- Workshop classes online/ hybrid courses.
- It was all stuff that I wanted to learn. And the teachers were great.
- Meeting professors who were passionate for thier studies and for thier students Having a chance to find myself through studying the material.
- The Writing Center - working there helped me grow and probably prepared me for law school more than half of my classes did. Political Science professors and advisers were AWESOME. They were available for more than enough time, were always helpful, and knew their material.
- Great professors and interesting courses.
- I found the diversity of the course selection to be both pleasing and exciting! There were a few classes that looked very interesting to me and I regret that I didn't take them. All of my professors have been amazingly helpful, talented, educated, and personable individuals. Interestingly enough, in an educational setting, I understand how few and far between these individuals are to come by.
- Quality instructors and interesting classes.
- The first most positive learning experience was the amount of information the professors had. They provided a more comprehensive look at how the literary pieces worked in society at the time and how they have had influence since their publication. The second most positive experience was the open discussions encouraged in the classes. The professors did not expect you to reiterate what they had taught. They encouraged free thinking and exploration in relation to the class work.

- Having successful professors with experience Fellow students and efficient networking.
- The diversity of CLASS and UH was great. I also feel the faculty in general had wonderful backgrounds and this experience contributed to their teaching.
- The professors know their subjects well.
- 1) I had (mostly) wonderful English and Psychology professors, which were my principle areas of study.
- Great classes Great advisors (Kimberly Williams is the BEST!).
- The diversity and the classes.
- Professors whom were knowledgeable and enthusiastic about the different aspects of literature they taught.
- Dr. Gingiss and Dr. Zivley were incredible instructors. Almost all of my English classes were fun, challenging, and informative.
- I have greatly improved my writing skills, both in fiction and academically. I was able to discover what I loved to learn about.
- The professors (not all but quite a few) will go the extra mile to not only help the students understand the material but convey the passion that drove them to that profession. The course variety. CLASS has a really great variety of courses to chose from that both apply to CORE requirements and those of my major. I would have enjoyed being able to choose more electives within CLASS but as I transferred in with many credits that already counted as electives I was unable to.
- Courses in my department were extremely engaging and encouraging for further pursuit. The Creative writing workshops were always a positive experience with Aaron Reynolds and Chitra Divakaruni and Nathan Shepley's course on Gender in Literature greatly changed the way I read and interpret texts.
- My linguistics professors and the linguistics classes as a whole were very enjoyable.
- The professors at the University of Houston are passionate, knowledgeable and willing to share both. It is so inspiring to be around people who love their subject so much that they devote their life to it.
- Improved my writing skills & met a variety of people with a variety of interests.
- There were many teachers that contributed to the outstanding experience I had in CLASS. These teachers, developed the material, believed in it and taught it without reservation. They were not simple teaching from a book or a notepad or hand-me-downs from other teachers. They contributed their original work and excitement to a stellar atmosphere.
- Well-rounded education and great faculty.
- The professors usually provided an amazing atmosphere to learn. I was also impressed with the quality of content of other students contributed during class discussions.
- my skills improved greatly and i feel like i know more about the issues in the world, which was something i was not very concerned with before college.
- When the teachers gave you some one on one time and when they encouraged class participation. Sharing knowledge helps alot!
- Developing interpretive skills and listening to great lectures.
- The courses and the resources.
- The professors The diversity.
- Writing workshops. Glenn Blake. Philosophy based classes. Hogue.
- The professors and the material.
- I truly believe that the instructors are knowledgeable in their field. I don't regret any of my choices for my literature major. Dr. Wood and Dr. Cooley were especially great.
- Interacting with other writers in my Creative Writing major. Several of the classes I took in my psych major were very rewarding.
- 1. The professors are wonderful, knowledgeable, engaging, and instructive. 2. I felt right at home with the literary minds.
- The English Lit department has wonderful professors and I really enjoyed pretty much every class I took within it.
- The professors and the curriculum.
- I don't know what CLASS is.
- Eventually got work related writing experience, and I got to write about what I wanted in creative writing.
- The English Creative Writing Department had excellent faculty.

Health & Human Performance

- 1. Knowledgeable professors 2. Hands on experience.
- When enrolled in classes, the professors are amazing and teaching the class in the most effective manner. Ms. Cameron always making herself available whenever assistance is needed, she is amazing!
- The professors in HHP were very knowledgeable and lent real-life situations and examples during class lectures.

- Great professors and courses.
 - Obtaining my degree and getting to know the instructors and staff.
 - Able to enhance my sports expertise. Strengthened my Spanish language.
 - The professors and course material regarding healthcare.
 - Efficient knowledgeable.
 - Curriculum and projects.
 - Exercise Testing was a positive learning experience. although we had lecture I really understood the information from our lab. we did hands on lab work that gave me insight of the real world health profession lab jobs. Also I enjoyed the lab reports we had to do after lecturing and doing hands on labs.
 - Finding helpful advice from people of my major. Joining or volunteering for events that relate to my major.
 - Instant answers to questions and being able to ask you classmates questions about things you are unsure of.
 - Learning nutrition and learning about functions of the body.
 - Friendly Teachers Online Learning.
 - The classes I took and the advisors.
 - Focus.
 - Good professors, good resources.
 - The networking I was able to do and the people I met.
 - The classes an my internship.
 - Grad students close to parking lot.
 - None.
 - Mostly Very good professors and fair, but challenging learning material.
 - Great professors and flexibility with my schedule for class timings.
 - I feel like I'm better prepared to enter the work field. I have learned to put my knowledge into practical use.
 - Hands on learning experience in exercise labs. having some of the best instructors in the nation at the HHP department.
 - liked Online classes and the Classes pertained to my Field (Nutrition).
 - Learned how to work in groups. Learned how to be a team leader and take charge of a situation.
 - Teachers and caring individuals.
 - Great professors. Assignments that place merit in the professional landscape.
 - Awesome advisors. Awesome classes.
 - My love for my major. The ability to take a wide range of classes.
 - Hands-on approach learning and professors were encouraging and motivating in their approach.
 - The classes reflected what is currently being done in the field.
 - I loved the classes and I like how diverse the classrooms were.
 - 1. The Nutrition professors are VERY knowledgeable and imparted their knowledge/experience on their students. 2. The friendships I have formed throughout the years will last, and may even grow to where they are my future colleagues.
 - The professors were very informative and the helpful.
 - Dr. Bode and Dr. Ledoux
 - Honors accelerated spanish was amazing.
 - Great professor and student body.
 - 1. Since most of the tests were based on rote memorization, my short-term memory has improved. 2. I have more appreciation toward other majors.
 - Working in with a degree plan and classes I truly enjoyed attending, while sharing that with others who were just as passionate as myself.
 - How to put physics with motor control movement.
 - First positive aspect of learning experiences was having to do an internship. It really has gotten me prepared for a taste of what the real world may throw at me. Another positive aspect was the Professors in the college. Very helpful in anything needed.
 - Great professors and great atmosphere.
 - I did not simply fly in and out of classes. School was tough. However, it better prepared me for the hard work that I will have to face in my career. In CLASS, all of the professors were available if I ever needed to discuss my grades or any concerns about the class.
- And most were very concerned to see improvements from me throughout the semester.
- Well we recently switched into the CLASS department so I did not really experience much.

- Learned a lot of things that were related to my subject.
- N/a.
- Girls n money.
- I have learned to be independent I have also learned to work on things ahead of time of the due date.
- Great faculty Convenient online courses.
- The class setting and the availability to work with instructors.
- I really enjoyed taking Exercise Testing this semester (Fall 2011).
- Online classes.
- 1. Great professors 2. [respondent's comment ends abruptly].
- I liked my professors in the Sports Admin program i was made aware of the upcoming events regularly
- Learned valuable information in my department classes and met new people.
- I built great team work skills I learned the best way for me to learn new things.
- Great education and great faculty to teach the subject matter.
- Love the teachers in the HHP department and love the curriculum of exercise science.
- unsure...
- Meeting new people. learning the material.
- 1. can be related to the real world 2. interesting subject.
- All of the faculty members were always helpful -Great courses.
- Most of the professors in my department were wonderful. That made it much more pleasant as a learning environment. I learned a lot in this major. The professors are extremely knowledgable and passionate about what they are teaching and truly want to help you understand and grasp the material so that you can apply that material in future graduate schools.
- Due to my work scedule I wasn't able to particiapte in orgainzations or facilities during my experience.
- Classmates are always willing to work together and help those in need. Professors or TA's are easily accessible for questions via blackboard or office hours.
- My proffessors.
- Internship at The Village School Coursework I enjoyed learning about.
- I learned professors know their material well and willing to help student learn and help them where they want to be.
- The classes and teachers.
- The deep committment to the students by professors in KIN and the opportunities available to KIN majors.
- Great degree coursework for Sports Administration and excellent faculty.
- 1) Great faculty 2) Relevant coursework to my field.
- The most positive aspects of my learning experience were the classes themselves and the professors.
- My advisor was very helpful. For the most part, I learned a lot from nutrition and kinesiology classes and thoroughly enjoyed them.
- Learning about various aspects of exercise science in general and learning about the field of physical therapy in particular.
- The professors are extremely knowledgeable in their fields. The upper level courses provided great knowledge.
- Great teachers, easy access to Professor.
- None.
- The proffessors and the lesson they taught us...
- Learned a lot from my professors. Classes were interactive and always knowledgable.
- Instructors have experience and know what they are talking about. Classes are very informational.
- The things I learned from Dr. Bloom. He is one of the best teachers I have ever had in my entire academic career.
- The two most positive aspects of my learning experiences were learning the importance of effective communication and strengthening my ability to multi-task.
- I did not interact much with CLASS.
- 1. Great Professors 2. Awesome classmates.
- What I learned in my classes helped my pre professional development.

Hispanic Studies (Spanish)

- One of the most positive aspects was getting to meet a diverse group of students and being able to be in a classroom in which professors were also diverse and knew a great deal of knowledge. I also enjoyed having interesting classes to choose from.
- Spanish supplemental resources meeting people with diverse backgrounds and academic interests.
- Professor L Kelley - Professor L Kelley.

- I was able to take a couple of classes I enjoyed and meet some very influential professors.
- Professors and the material learned.
- The professors and classes.

History

- Learning to write well. Greater understanding of the world and how actions in the past influence the world today.
- When a teacher does not rigidly go by a learning plan but interacts with his/her class directly. Most teacher did that. The second was when I was studying by myself when I took the psyc classes online with the tapes on youtube. It was nice to go at my own pace. Keep these the same, or better yet, ENHANCE interactive experience.
- Professors, student orgs.
- The ability to explore interdisciplinary course offerings that still gave me credits for my chosen majors. Being awarded a CLASS scholarship and therefore being given the chance to travel abroad for research on my Honors Thesis.
- Great professors, Great advisors.
- The professors and class selections.
- Academic Advising, Diversity in knowledge CLASS has to offer.
- Raul Ramos was a great professor. Having classes online helped with a busy schedule.
- Helped me write better papers and gain greater knowledge for grad school later.
- The excellent professors and finally locating consistently clean restrooms.
- The most positive aspect of my learning experience was the passion in some of my professors to teach. Learning from them has made a difference in my life and it is an experience I will utilize in my career and life.
- Great teachers.
- Dr. Deyle and Dr. Holt. They literally made every single History class worth being a History major. I loved my major because of these two professors.
- There was a variety of interesting topics across the spectrum for both of my majors, and my political science advisor was extremely helpful.
- I thoroughly enjoyed all of my English teachers.
- Professors that were top in their fields and challenging course content.
- The history classes were all aught by excellent professors. I learn a lot of interesting facts during my time in those classes.
- 1) We get to choose the classes we want to take to fulfill the requirements 2) Provided a few good options for classes and some pretty good professors.
- Developing a chip on my shoulder due to the constantly inconsistent grading of written papers.
- Getting to work with others in group projects and gaining important experience from the professor.
- In getting my history degree I really learned how to write properly.
- Good classes and good teachers.
- Nina Tucci, Orson Cook, and Robert Zaretsky. Outstanding faculty that I am so thankful to ahve.
- Dr. Martin and Dr. Hopkins gave me the most positive and energetic lectures I have ever experienced. However, the grading system in which essays were gauged were confusing and teachers were not really optimistic on assisting me with the way I express my knowledge. It would have been a more enjoyable experience if the clarity was more efficient.
- 1. Good classmates to help me study 2. great teachers to help me understand my field.
- Discussion with professors. Networking with students and teachers.
- 1. Great ideas taught by great minds - I have had the pleasure to be taught by brilliant people who are passionate about their subjects and pass this enthusiasm on to their students. 2. One on one attention due to my enrollment in the Honors College.
- My experience as a research assistant for a joint project with center for public history and the digital library, which changed my perspective of historians and librarians in the field indefinitely. Getting to learn about previously agonizing aspects of world history in capstone course with dr. Stone in which I found a love for historiography and archival research.
- I enjoyed a number of the professors at the school particularly James Schafer and Jerry Jackson.
- Being as I work full time, online courses were a positive experience and I would not have been able to complete college otherwise. When actually taking class I really enjoyed the interaction with professors.
- Good professors Interesting classes.
- Learning from a diverse set of professors.
- The History professors are all top notch. I really enjoyed every class I took.

- *I took a series of classes I believe that most people living in modern day America need to be educated on. I feel my classes taught me what it is really going on in the world, the problems human beings face, and some of the solutions we have found throughout history*
- *Dr. Irene Guenther and Dr. Irene Guenther. I'm sad that I didn't have the opportunity to enroll in more of her classes.*
- *I feel that the University of Houston has an outstanding History Department. I'm extremely proud of my degree in this field because I have tremendous respect for the quality, experience and knowledge of my professors. Wonderful professors!!!*
- *My favorite classes were the ones I took with professors who genuinely loved their job. When the professor is excited about a subject, the student gets excited. I also liked seeing the same people in some of my classes. It was nice to build friendships.*
- *1. Met some very great classmates. 2. Professors who encourage us to develop well-researched academic opinions.*

Liberal Studies

- *I write and think alot.*
- *The knowledge gained and the people I've networked with.*
- *The wide variety of classes I had access to. My advisor, Ms. Cobb.*
- *Meeting a plethora of diverse students and teachers from different fields and experiences. Renewing my vigor to accomplish educational and personal goals.*
- *It was nice to have all the lectures available for me to print on Blackboard. We were able to communicate with other classmates through discussion boards on Blackboard.*
- *The professors were incredible. Every single one of them was helpful and welcoming. Our college was hands-on and you really went through most of your classes with the same people and same faculty so everyone knew each other and wanted to help each other.*
- *Great advisors well rounded.*
- *Network. And hands on experience.*
- *Being able to take different courses/minors that interested me. Being able to have flexible classes through distance education.*
- *Plenty of helpful resources and there was nothing I couldn't do.*
- *Academic Advisor flexibility for minor requirements.*
- *My advisor for Liberal Studies. Anthropology.*
- *Interesting classes. Variety of learning.*
- *Professor Costello and Professor Woodard.*
- *I liked learning about Humanities; I liked applying social theories to society and individuals within it.*

Modern & Classical Languages

- *Easy to understand and fun to go to school with cool people.*
- *Quality of professors (Dr. A. Carrera in particular) and the curricula.*
- *1) Excellent faculty, in terms of both teaching ability and helpfulness in and out of the classroom and 2) interesting coursework.*
- *Internship opportunities and professors knowledgeable about their fields.*

Music

- *I especially appreciated teachers who cared about their students' futures as well as their learning. This includes in the school of music Paul Bertagnolli, Aaminah Durrani, Marcus Maroney, Timothy Koozin, Betty Shaw, Betsy Weber, Joseph Evans, and Timothy Jones.*
- *Great instruction. Many opportunities to succeed.*
- *The high caliber of teaching at the Moores School of Music, and my overall experience training to become a professional musician at the MSM.*
- *Courses were well-gearred towards classroom management and my overall experience with those courses was a positive one.*
- *I am so lucky to have been at the Moores School of Music. The faculty and staff are absolutely wonderful and contributed to my success as an undergraduate. I am eternally grateful for Carrie Young, my academic advisor. She was always organized, communicated effectively, and willing to listen to whatever any students had to say. I am very lucky to have had her as an advisor because she is simply PHENOMENAL. To have teachers such as David Bertman, John Benzer, and Marion West is a great blessing. They are exceptional role models, especially since I plan on becoming a music educator myself. When walking through the doors of the Moores School of Music, I know that I am in an outstanding school, filled with brilliant minds and*

caring people who really care about my success. I am proud to be an alumni and cannot wait to give back to the Spirit of Houston, University of Houston Band, and Moores School of Music.

•1. Working with my advisor. She was so helpful and always available. 2. Being able to choose the order (other than the sequential ones) of my classes.

•Teachers and the classes.

•Participated in very rewarding and significant experiences and becoming a Moores School of Music Ambassador.

•The collaboration between the multiple disciplines. The music and theater programs, as well.

•Easy classes and not a large workload.

•The Moores School of Music and Carrie Young!

•Amazing professors Quality courses.

•Working with the Moores school faculty. Participating in operas.

•Quest program.

•My private lessons with my instructor and the most of the music courses i took.

•The two most positive aspects of my learning experience in CLASS were well-developed programs and knowledgeable professors.

•The opportunities given and the people that I have met.

•Student Teaching Awesome Music Advisor.

Philosophy

• Wide variety of courses to choose from and the quality of the professors at UH.

• Great Professors who challenged me to work Harder Professors who were very knowledgeable in there are of expertise.

• Teachers and adviser.

• 1. Dr. Terrell Hallmark (POLS) 2. Dr. Jim Garson (PHIL).

•Great professors and very thought-provoking courses.

•Philosophy Political Science.

•Great professors.

•Critical thinking perseverance.

•PURS and the Boldface conference in the summer.

Political Science

• Great instructors and the LAC.

• Learning about current events great professors.

• In the Hispanic Studies dept. the teachers are awesome. They have a one on one relationship with the students and are always available to offer their support to the students. I have to say that the two most positive aspects were the teachers I had for both majors and the diversity of the classes I was able to choose. Both majors also offered internship classes that was very interesting and offered the student hands on experience.

• Political science academic advisors were excellent. The center for public policy provided me with valuable work experience that helped me acquire an internship on capitol hill. Most of the classes I took in pols were well taught.

•The counselors are very helpful Variety of Classes.

•Great relationships with professors and great potential in various programs.

•The ease with which I could accommodate my Honors College requirements. The ability to shape my degree in the manner I most saw fit.

•1. Being able to take classes that related to national security and pre law. 2. Professors willingness to work with the students

•My professors such as Dr Hughes and Dr Jackson, they were amazing My advisor Norma Sides was always there for me to help :)

• Faculty and academic challenges.

• The right teachers make all the difference. I had some good ones in almost all of my classes in the liberal arts college. Not so much true outside of the college.

•I was able to study abroad, and my advisors were very helpful!

•One of the best aspects of my undergraduate career has been professors who helped me truly understand a subject on a comprehensive level. The second would have to be the life long friendships I will have developed with my peers in studying for classes together, and knowing that after I leave the Marine Corps (my post-college career), I will have friends in many places.

- My advisor Edward Manouelian in Political Science was instrumental in getting me a lot of opportunities and he helped me with my career plans immensely. The professors in my main major (Political Science) were also incredible. Some include Dr. Kennedy, Dr. Basinger, Dr. Miljanic, etc.
- The classes available for taking were phenomenal, and many of the professors were inspiring.
- Managing Time Responsibility.
- The environment The students.
- 1. TEACHERS DONT ALWAYS TEACH WELL, JUST CAUSE YOU KNOW THE MATERIAL DOESNT MEAN YOU KNOW HOW TO TEACH EFFECTIVLEY. 2. THE WORLD IS ENOUGH
- The teachers were amazing!
- All of my classes were small and I created a close knit group of people in my field.
- I loved the range of law classes I was able to choose from. My favorite classes made me realize that I really wanted to become an attorney.
- There were a lot of good teachers, and I enjoyed a lot of my classes.
- Christine LeVeaux Richard Murray.
- I enjoyed everything I learned (Political Science major, Sociology minor), and my teachers were very helpful whenever I was unsure of something.
- The diversity of students and the interesting professors.
- In general, the professors and advisors were fantastic. Their enthusiasm was catching, and they were all very helpful. I found the courses in my major and minor to be interesting and challenging.
- Taking Constitutional Law and Civil Liberties with Professor Wall really got me to understand and interested in how law in the US works. All of the classes were straightforward, but informative, with the requirements laid out in the syllabus at the beginning of the semester.
- MAS has been life-altering for me. It reignited the fire to help and cultivated a sense of belonging. Other than MAS experience it has to be my fellow coogs of all ages and colors as well as Edward Manouelian in helping choose well rounded courses that would be challenging but enjoyable.
- SCHOOL THOUGHTS.
- Great professors & positive learning environment.
- There were a variety of resources available for use. Most professors were willing to talk if problems arose.
- - Development of critical thinking - feedback from professors.
- I thoroughly enjoyed The College of Liberal Arts at the University of Houston. The professors were extremely engaging and provided a very stimulating and rewarding environment.
- I was exposed to how the world of politics works such as policy formulation, legislative procedure, and a bit of history as to how things are the way they are.
- The reading material and the Instructors.
- In class discussions Supportive peers.
- 1) All the lessons taught to us were more hands-on, than just learning about it through a book. Everything was real-world and I think that really changed my view on many subjects. 2) The professors. These were passionate and knowledgeable individuals who really pushed you to learn more and more.
- Insight from professors General knowledge obtained from classes.
- Teachers were knowledgeable about the topics in which they lectured Seminars were given in various topics.
- Wonderful professors and diverse perspectives in each class.
- Professor Jackson in the political science department. He is an amazing instructor, very knowledgeable, open to questions and really tests you. I also learned a lot in Dr. Mitchell bible and modern science 1 class.
- The teachers and the advising.
- a) A wide offering of night time classes that fit with my work schedule b) Excellent professors.
- My advisor Mrs. Gold-Singleton was an amazingly positive force in my learning. Dr. Vardy is an great teacher, follow his lead and challenge the students with thinking and defending their thoughts.

Psychology

- The Computer Lab was very useful to me. Most professors encouraged that we see them in their office hours, and were very helpful.
- The diversity of the possible electives within CLASS and their liberalizing characteristic.
- I enjoyed what a majored in and might be able to help people in the future based on my acquired knowledge.

- The classes were varied in their subjects which allowed a variety of educational experiences. professors were (overall) very involved, enthusiastic, and knowledgeable in subjects.
- I liked being able to complete a double major. I liked the language minor Spanish that I took and completed.
- The diversity of the classes I chose to take and certain professors that made a significant difference.
- Awesome professors and interesting course material!
- Great professors that really knew what they were teaching about and passionate about it. A lot of information in one class that could be relate-able or helpful in another course.
- I enjoyed my courses and the instructors were very into there teaching area.
- Depending on the level of analysis and the levels of criterion assessment, hard-work is largely a waste of time as most candidates will appear to be identical at the third level of assessment. Most people will never be understood in a way that they would find meaningful, and those without the self-awareness to realize it are truly blessed.
- The research I participated in and the professors.
- Classes on Tues/Thurs and Variety of class choice.
- I love the teachers in the CLASS. The content in the classes are already interesting, but the teachers' knowledge and attitudes about the topics help.
- 1. Professors 2. Availability of online courses.
- I met a lot of great professors in the department who were very helpful and who made the learning experience interesting and enjoyable. The large number of classes available was very convenient.
- The teachers took an investment in me. I transferred to UH and I learned so much more here at UH than I did at my other institution. I am so thankful and proud that I came here to UH. I participated in research and was a research assistant in several labs. I feel genuinely privileged and blessed to be given such an opportunity to be able to grow in such an academic environment. It has helped prepare me for graduate school and enabled me to know exactly what I want to do in the future. Its fueled a passion in my heart and it is all due to the University of Houston. I am very thankful.
- I got to work with lots of different teacher and students of different backgrounds and genders.
- Great Professors. Range of class times.
- Networking and Discovering many opportunities for experience.
- I really liked all the coursework I did and really enjoyed going to class every day.
- Taking away new ideas, knowledge, and experiences.
- Reading.
- Helpful professors and teacher assistants. Online classes as well so that I could work full time.
- I don't have any experiences I was just doing what need to be done.
- Diversity of students, good teachers.
- Teacher availability and course content.
- The availability of online classes because I worked as well as was enrolled fulltime and the willingness to help students and the resources available.
- The most positive aspects in my opinion were the studies that I was able to engage in, to get a taste of what counseling would be like in the future.
- The professors, (some), the library system.
- Mostly I had great instructors who were clear about their expectations, supportive, and made the class interesting. I appreciate online courses because I worked at the same time I was attending school.
- Good people in graduating class and more open discussion allowed for many other issues to be brought up during many class lectures in many different subjects.
- The professors were all quite different from one another in terms of teaching style and personality, but they were all great teachers. I would say that having had the privilege to learn from such a diverse and knowledgeable group of people was the most positive aspect of my learning experience in CLASS. I also loved the campus itself. It is a diverse, friendly, welcoming and attractive place to study.
- Working with individuals interested in similar fields as well as sharing ideas regarding my field and theirs.
- I really enjoyed recieving credit towards my diploma. That piece of paper is why I've done it.
- My psychology professors care about what they teach.
- The diversity of students and the ease of the degree plan.
- N/a.
- 1. My psychology classes. 2. Good advisers that helped the transferring process.
- Teachers that I had and their ability to have evening/night classes.

- *The lectures were very helpful and the professors were very encouraging.*
- *I had excellent professors who truly enjoyed teaching and imparting knowledge in a fun and effective manner.*
- *Knowledgeable instructors, interesting topics.*
- *Two? That's it? I loved everything! I loved my professors, the classes, the material, the lectures, the reading, everything! I also had a very positive experience with my particular advisor and Ms. Tolar.*
- *Very accessible professors in the psychology department. Gained a lot of experience writing papers.*
- *Friendships and responsibility*
- *Anything in Philosophy. Development of analytic thinking skills.*
- *Very good teachers and enjoyed the classes.*
- *The classes were small and the professors were well in tuned with their students. Plus, the classes were interesting and taught me a lot about the specific categories of psychology.*
- *1) Having other students to communicate with and share ideas with 2) Having the professor there to ask questions.*
- *Great profs.*
- *Listening to professors speak improved my vocabulary. I felt a sense of community when I attended class.*
- *Great psychology professors throughout the program. Patti Tolar was prompt, responsive, and very helpful.*
- *The professors are very interested in helping the students. They are also very positive.*
- *Studying theory and understanding them in practical settings.*
- *1. I passed all my classes. 2. I was very interested in my psychology classes.*
- *Access to career opportunities Exposure to new ideas.*
- *The Psychology professors were great teachers as well as researchers. My academic adviser was helpful and prepared for every question I had. Especially regarding which classes to take my last 3 semesters.*
- *Getting to take so many different psychology electives.*
- *The two most positive aspects of my learning experience in CLASS are having the opportunity to learn more about graduate school from the graduate students (whom have great personalities) and looking forward to learning the interesting coursework.*
- *Great professors and interesting classes.*
- *Being on campus and the professors.*
- *1) Making friends that I will have for a lifetime 2) Being a Cougar!*
- *Loved my classes and professors, and the environment was comfortable.*
- *A few professors were very helpful and encouraging. Some of the classes offered were very stimulating and challenging.*
- *I am able to take concepts and apply them to the real world. Working with a team helped me improve my communication skills.*
- *The teachers are very approachable. A good variety of classes to choose from.*
- *The opportunities you have to be an RA for different lab starting early in your undergrad career.*
- *Enriched my understanding of society in general and the people with whom I relate. Re-affirmed confidence in my academic/cognitive abilities.*
- *1. A better understanding of different types of people. 2. A better understanding of myself, what to expect for myself, and why I think some of the things I do.*
- *The selection of classes and the great professors.*
- *Diverse students and professors.*
- *Helpful and efficient.*
- *The classes were enriching, and the professors were very knowledgeable and taught well*
- *Great communication professors. Experienced professors overall.*
- *The two most positive aspects were the advisors and the teachers always prepared to assist.*
- *I understand people better I have bettered myself in many ways I'm motivated to go for more knowledge.*
- *1. Becoming more open minded to people that have different beliefs than myself while maintaining my belief system. 2. Realizing that I have the ability to start something and see it through to completion.*
- *Liked the classes Liked the teachers*
- *The psychology staff is very interested in my education and goals. Dr. Steinburg is especially helpful.*
- *-being able to learn a lot of things -meeting the staffs.*
- *Great instructors and overall great experience.*
- *Being exposed to the many different aspects of my field of study. I was truly impressed with how many psych courses were offered and I felt the core requirements were emphasized on the correct classes.*
- *A variety of courses to choose from.*

- Research opportunities and scholarship opportunities.
- Great professors, easy to learn classes.
- Teachers and their helpfulness.
- The instructors and class selections were the two most positive aspects of my learning experience in CLASS.
- 1. A variety of classes to choose from. 2. Availability of help if needed.
- Learned more about relationships through my psychology classes and learned how to apply the things I learned in my relationships.
- Many extra credits opportunities Small class size.
- Online classes for those of us who work mostly full time as well as many classes offered throughout the day.
- NONE.
- Advising counselors.
- The teachers and the organization that CLASS has through out the whole department.
- I enjoyed the smaller class sizes once you got further into the major. My major and minor were both in this college.
- When I had ACTUAL professors and NOT GRAD STUDENTS, they were fabulous and I loved them. I also liked having a availability to be an RA.
- Most of the classes are pretty easy...
- The subject made it pleasant to finish the courses. The counselors I did get to see were amazing and supportive.
- Interesting, great instructors.
- I did not have many positive experiences in CLASS that I can remember.
- Everything.
- Courses I needed to take we're always available.
- Interesting classes, interesting subjects.
- Advising and resources available.
- Flexibility of different classes. Specific professors I've met in CLASS.
- 1. My classes with Tonya Inman we're very rewarding. 2. The CLASS computer lab was very beneficial.
- Learning about people and life in general.
- I had some really knowledgeable professors. The networking opportunities.
- The professors were experts in their fields and I feel as if I learned on a daily basis!
- The diversity of the students and the teaching style of the instructors.
- 1.) Learning more about my field in psychology. 2.) Becoming a RA (research assistant) in the Visual Cognition Lab.
- I really enjoyed all my Anthropology professors, especially Dr. Price and some of the (more)-science based Psychology classes I took.
- Had a take a variety of classes.
- Mostly awesome, interesting teachers. Increased my critical thinking skills a lot.
- The choices of classes I could take. Many of the specialty topics were taught by professors who were passionate about it I liked that I could take courses from many fields with ease.
- 1. I really enjoyed the life experiences my professors had in putting my major in an actual working setting. They were able to give me real life examples instead of from the book. 2. I really enjoyed the different aids and tools they used to help me prepare and learn from the course. I really enjoyed research assignments which allowed me to pick what I was interested in and really get involved in what I was doing.
- My writing abilities definitely increased quite a bit. I learned how to more efficiently and productively manage my time.
- I had teachers who were passionate about their work. The material I learned was relevant to everyday life and is able to be integrated into my everyday life.
- With all of my professors I always felt comfortable coming to them with questions and for advice. Also, my minor was sociology and I found that entire department to be wonderful. Everyone was extremely helpful and the advisor was always there to answer all questions. With him I never needed an appointment and was free to stop by anytime. I really appreciated his open door policy.
- Wonderful professors (Dr. Knee, Dr. Leasure, Dr. Acitelli, Dr. Foss) and Psi Chi.
- Professors are great! Flexibility in scheduling classes while being employed full time.
- I like how a lot of classes covered some similar material which made it easier to learn and be applied to for each class. Then other than being similar, I also enjoyed how each class gave its own factual information and theories which differentiated all the classes.

- My most positive experience was discovering that I wanted to major in psychology and become an LPC while in class My second most positive experience was participating in the Justice for Children internship relating to the psychology field.
- Multidisciplinary learning and classes which provided outside professionals to speak about their profession.
- I liked the subject matter and I liked the people I met in class.
- Extra credit research opportunities and access to multiple fields.
- Research experience with the Social Influences and Health Behaviors laboratory and Social psychology courses.

Sociology

- The professors helped out a lot when teaching outside the course and talked about the job market. My most positive aspect for me were my colleagues, and working together on school projects.
- Most of the research classes shed light to a lot of things i would not have looked into if i did not take the course.
- There was a wide variety of courses to choose from. My academic adviser Landis Odoms help guide me and if it had not been for him, I may not be graduating.
- Interesting topics. Great professors.
- The first is the quality of the faculty employed by UH. I felt they were extremely well-versed in their fields of study and I know that I have become a well-rounded and knowledgeable individual in my major as a result. The second is the range of courses available. I was pleased with the variety of courses from which I had to choose.
- Good advisor.
- The sociology department was a pleasure, professors and advisors. They actually worked with you and stood by their word
- Landis being a great advisor and easy to sign up for classes.
- Advising and friendly professors.
- Good advising. Some very good classes.
- The professors in sociology were very passionate about their job and area of teaching.
- Writing papers and learning from various perspectives on different topics was extremely helpful.

Theatre & Dance

- The professors had an extensive background in the theatre field which they brought into the classroom. We had many hands on experience in all aspects of theatre.
- Being able to wake up and dance from 10am to 5pm.
- they presented me with plenty of opportunitites for advancement -well connected school
- Great Theatre teachers, and great ensemble.
- Acting classes and Movement class helped me with my craft the most.
- My ensemble. The School of Thetre and Dance builds families.
- Dance and more dance.
- The theatre school. and the people in it. The connections I was able to make through school .

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). 635 students responded. The biggest complaint was advisor availability, and a number of changes have been instituted since this survey was administered. Many students tempered their complaints with thoughtful comments and occasionally more praise, while over 93 students responded with “n/a,” “no’s,” dashes, or other comments that indicated no improvement was needed (15% of those giving a response).

Anthropology

- My experiences were mostly positive, the system worked for me.*
- There needs to be better support for transfer students, especially in the transition period.*
- Degree planning and the variety of majors available. There are many marketable degrees the college would benefit from offering such as public health. Smaller classes with greater availability for them in scheduling would also be nice.*
- N/A.*
- The availability of anthropology classes was inadequate. I realize there are not many professors teaching anthropology which is cause for the limited number of classes available each year but I was forced to chose classes that did not appeal to me just so I could graduate and fulfill my standing as a full-time student for my financial aid. I do not have the money nor do I want to waste someone else's money enrolling and completing classes which do not pertain to my degree of study.*
- Fund the dept Invest more in anth dept Invest Fund Invest.*
- Introductory classes that are CORE requirements should not contain 500 students--that is way too large a class size to be effective.*
- I wish more medical anthropology classes had been available during my time here rather than having them all in the last semester I was here when I only needed two classes.*
- Fire Mrs. Cano get more advisers like Landis Odem, he may yell a bunch but he gets what needs to get done done.*
- My advisor was very good about meeting with students but I was told twice I would graduate and did not due to oversights made by my advisor.*
- Make more physical anthropology classes available. Emphasis is too heavily weighted on culture, and will likely become more so due to the merger into Comparative Cultural Studies -- this is unfortunate as students like myself who are interested in the intersections of biology and biomedicine with anthropology are fairly limited in the coursework we can pursue. I was forced to study the discipline for more of a cultural and cross-cultural slant than I'd have preferred.*
- Need more frequent rotation of anthropology courses - I was here for 2 years and many courses in catalog were never offered but I hear are repeating again next year.*
- As pat of my degree I did 2 semesters of research practicum and I feel it would be helpful to have a research methods class if that's possible.*
- I was wrongly advised (though it was not ultimately my anthropology/sociology adviser's fault but the fault of someone who was advising him) that I lacked 3 credit hours specifically in natural sciences in order to graduate when I really lacked 3 credit hours of electives, not natural science. Thus, I took chemistry with Dr. Bott, which I found rather stressful and unpleasant, for no reason whatsoever. That was a mess-up on the part of the people responsible for advising me.*

Art

- Advisors for fine arts that are actual fine artists and so they know what the hell they are talking about.*
- I wish that some of the art studio classes were available more than once a semester or once a year.*
- This question is worded horribly. Art classes really need to be improved. Chemical photography classes were rarely available, and impossible to fit into my schedule. Semester to semester scheduling was inconsistent- classes weren't available every semester, or offered at the same times. If certain classes are not to be offered every semester, students should be informed so they can fit it into their schedules if so desired. Class variety is pathetic. Class times are also horrid. I'm sure people would like to see more 8-11am classes offered. Don't schedule all of the interesting classes M&W 11-2, because we can only take one per semester. Offer more tactile arts instead of computer based ones. Provide materials for the classes students have paid to take, i.e. Sculptural Processes.*
- I thought everything was great.*
- Bigger computer area and more class openings at night.*
- I would suggest expanding the art department further in means of different classes to be available.*
- Class availability was a little lacking if I wanted to take Photography or book making*

- Not really.
- Classes i guess... I took 2 classes one semester that did not transfer or count in a required field, only to find out that my advisor had changed without notice and she didn't really update my new advisor on what her plans were for my degree plan. if that makes sense. so i had to retake or take a couple of classes that i actually needed, that did not count as an elective.
- Na.
- There needs to be more integration between disciplines. Why is it that once students are in upper level classes there are huge divisions between disciplines? For instance painting and photography never mix, critiques are never integrated. I realize that I- Art is attempting to solve the lack of a interdisciplinary degree but it is still not enough. Why not have more conversations between the disciplines. Why not structure the block programs to intersect one another? Luckily I was able to participate in the Summer Undergraduate Research Fellowship and I was funded a grant. While I appreciated the experience I noticed a overwhelming amount of students who were coming from math/science backgrounds and a smaller number of CLASS students. Why are grants and fellowships not more available to students getting a CLASS degree? I really enjoyed the experience and I wish for more programs to be available based on merit.
- Advising, need offer more classes, degree planning.
- I believe advising seems to be an issue on most campuses based on my experiences and what I hear from friends at other universities. Understandably the advising department has a huge job in keeping up with so many students, but perhaps there should be a physical check list done for the student at the end of each year so that both the student and the advisor can view where a student is in their studies. Printing the unofficial transcript helps, but if you aren't clear what you are reading it can be a source of error. It should not take a semester or better to move a course/ or courses from one area of the degree plan to credit in a different area. This was an issue for me and had I not continued to call and ask the advisor I don't know when it might have been posted. Students should not need to babysit this kind of thing while testing and trying to do their studies. I believe a college student should be well rounded, but the language arts requirement for non language majors is too difficult. Why can't a non language student begin their language requirements at the freshman level? Requiring two semesters at a sophomore level is really requiring a student to take four semesters of the chosen language. Unless the student is attending right out of high school and has been successful in high school so they can test into the sophomore level. I don't see the benefit of making it a sophomore level requirement as most of the students taking these courses are only taking them because they are required, and will not continue learning the language. However, should the language course peak someones interest they can then continue on to the higher levels of the language. With this all said, I feel I got a sound education and am proud to be a graduate of the art department of University of Houston.
- I don't like the fact that we cannot receive a fine arts degree without being accepted into block. Many other universities offer fine arts degrees without block courses and I don't see it fair. I feel that a regular art degree is looked down upon and doesn't make me feel as proud to graduate with an art degree.
- Better equipments and facilities, better access to the facilities because I could not have the access so, I was not able to make anything even art was my major.
- I believe the degree plans and structure for several art majors needs to be re-evaluated. In particularly, Graphic Communications.
- Not so many gaps in course times, evening classes and three hour long classes are too difficult to fit in a schedule.
- I loved everything!
- My advisor did a splendid job in terms of advising me and taking me through my degree plan step by step, I feel that the advising is perfect the way it is. A lot of the classes are not offered every semester so that can be frustrating when scheduling for classes that I'm interested in or classes that I need in order to graduate.
- Advising for the BLOCK program could be revisited. It is quite deceiving for those of us who do not make it into the program.
- It would be great if the university offered a practical course in business management for artists. Things that were not covered as part of the block program were taxes, copywrite laws, marketing, and what were the best ways to get into galleries.
- I would suggest either making more classes available in the Fine Arts school (being different times and days in addition to the ones already being provided) or allowing more students to enroll in the allotted courses given.
- More teachers need to be hired so that everyone can participate in Junior/Senior level art classes.
- Should have more availability in the time and sections offered for the classes, or larger class sizes for art classes, since students have a lot of difficulty signing up for classes before they get full.
- I think that equipment and facilities need major upgrades and improvements, more photography equipment should be available to students as well as software. The block programs should be able to start in either spring or fall so you don't have to wait an entire semester to start your program.

•If art classes could be provided at least some of the materials it would be a lot easier on struggling students, but I do like how I have tons of art materials now. I know the College of Education is a whole other college, but they are very unorganized and make it difficult for the students trying to be teachers. They are unclear. I am so happy with the School of Art, I really felt like I belonged there.

•Increase availability of courses and size of classrooms.

•Both of my French advisors were not helpful at all. Dr. Giacchetti was the most helpful in planning for what French courses to take.

•It turned out that even cooler classes in my art area were available only during certain semesters, and I often missed out on the ones that sounded the most interesting, like Plastics, and now that I'm graduating, there is Materiality by Katrina Moorhead, and the class taught by Lynn McCabe at the Blaffer. I was also disappointed to not get to show my work in the annual Undergraduate Student Show at Blaffer, since it was under construction. I wish Blaffer had still been involved in planning the BFA show like it was with the MFA show, even though it's off-campus. I also am saddened that I missed out on taking classes in jewelry making, as the program was terminated before I got a chance to get into it. The other thing that definitely needs improvement is the building for sculpture, the South Park Annex. It's a very old building filled with asbestos and mold and it's not even technically on the UH map. Parking there was often problematic, but mostly the building itself was less than healthy to spend 18+ hours there per week for a year and a half. The only other thing that I can think of is that I wish the CLASS program was a bit more interdisciplinary -- that is, I wish that I could have taken dance or theater classes and had them count for related arts credit. Unfortunately, that only works in the Interdisciplinary Art minor, and even then, there are only a few classes that can possibly fill that requirement.

•The breadth of art classes should be expanded.

•It's great the way it is.

•More availability for seniors in advising for the 90 hour hold.

•I felt there was way too much importance placed on going to graduate school. Topics such as starting your own photography studio or how to market yourself in the industry were never discussed even though we requested it on numerous occasions. This was a great disservice for those of us wishing to pursue a career in professional or commercial photography. There was not even have a class on how to build an online portfolio or website, which is a crucial aspect of this or any industry.

•Class availability is lacking in the advanced art classes.

•I graduated from the Photo Block program, but going into the program, many people were not clear on what the Fine Art Photography program actually meant. I would suggest on being more clear that the Photography program in the School of Art is not to prepare people for commercial photography, its about Fine Art photography.

•My degree plan involved both the College of Education and the Collage of Fine Arts. I had a bad experience with communicating with advisors in my designated major and minor. I felt there was a lack of communication between both colleges. I received false information and dates that contradicted with both colleges. Even though I loved the experience of being a U of H Cougar, I did not enjoy the set backs I confronted with the advisors.

•The administrative areas need to have advisors who are knowledgeable about graduate school, I did not have many people to discuss those options with. The advisor is also usually booked, I think it would be helpful to have two advisors.

•The art office could be handled better, very often I found it quite difficult dealing with certain people in the office and trying to get simple questions answered.

•Class availability, especially for us older students who need more options that cooperate with our work schedules and families.

Communication

•I. Advisors should be more specific when explaining requirements and count hours more carefully. (I ended up graduating a semester late due to miscounting).

•online classes need more options for those who need more help besides the online curriculum.

•More classes related to my major would have been nice. The minor requirement and foreign language requirement seemed like an unnecessary waste. Why not prepare us more for our field of study and let us choose between a language and a minor?

•First of all, the person who wrote this survey should have proof-read this question before publishing it, especially since it's in regards to academics. My first issue is with advising. The Comm school gets a new office building but still refuses to hire more advisors. It took me 6 weeks to get an appointment because of the inferior sign up structure for appointments. Unless you want to wait till midnight the week before you want an appointment, you will not be getting an appointment. And forget about doing it around the end of the year, there is no hope. I would much rather have had the same advisor all 4 years of school. Possibly hire advisors and separate them by last names. (ex. A-E, F-J, K-O, P-T, U-Z). This could build a relationship

between advisors and students. The Communications Lab was another issue. There is no quiet place to study in there, it's ALWAYS crowded. There are very few large tables for students to work on group projects together. The school is too small to have that many students.

- For the broadcast journalism sequence there are plenty of beneficial classes I did not get the chance to take because of the number of required courses. By the time those are completed there's not much time left to take the classes that were specific to the field of broadcast.
- 1. I think that as a whole the communications website needs LOTS of help. It is not as easy to navigate as it should be and it seems some information really need to be hunted for before you can find it. I think it does not represent how impressive/recognized UH's School of Communication is. 2. I feel that overall the school could work a little harder with developing our writing skills. I got a lot of practice in news writing, but that is so far from what I am interested in doing that I feel my energy could have been used in a more productive way. I think it would be helpful to include more grammar or syntax classes for a communication major since many of us will need strong writing skills in our future professions.
- There is a need for more advisors in the Valenti School of Communication.
- More availability of classes and times.
- Everything is great.
- Class availability needs to change more classes offered and class sizes could increase.
- Advising always seemed like chaos when I needed to speak with someone at the Valenti School of Communication. Other UH colleges like the C.T Bauer College of Business have an adviser for specific fields, and I feel that will make the advising process easier and not confuse advisers. If you assign advisers with 1 or 2 specified fields they can communicate the details of the degree planning to students smoothly. For example, one of my advisers didn't know the degree program too well when they first started and I end up taking a class I really didn't need. Additionally it can improve on its communication with its students too.
- Class availability needs to be improved. There are many courses shown as options that are rarely offered, if offered at all, and that is very disappointing when trying to plan courses.
- I feel some classes should be available in both semesters and at better times. There should also be more options as to what professor to take.
- MORE ADVISORS!!!!
- I think you need to have more advisers available. It is very hard to find appointments with the advisers.
- Advising appointments are terrible to set up. You can only see it on Friday. That has to change.
- I think the career service center should be a requirement before graduation for all students to visit and learn more about preparing to enter the job market. I also think that the system for scheduling advising appointments needs to be completely restructured and there need to be additional undergraduate advisers hired so there are appointments available. Walk in appointments should also be reinstated because trying to schedule an advising appointment was a nightmare. Seniors should also be getting a priority when it comes to scheduling advising appointments. The communication school needs a lot of help in this area, in my opinion. This was the main area I was disappointed with during my entire time at UH.
- There should be better availability of classes within a school year classes listed should be open at least once for enrollment.
- N/A.
- The Valenti School of Communication needs more advisers because in order to see one, students have to make appointments months in advance.
- Advising appointments were very hard to come by and each advisor always gave completely different information on what was required to graduate. This is very common too, lots of students are constantly told conflicting information on what is required of them... you never know who to believe. It seems as though almost half of the courses in the CLASS course catalogue aren't ever offered. The hands on courses are filled up in 24 hours and no other classes are taught to supplement that.
- Make sure you don't take classes you don't need.
- Overall no complaint. everything was good and accessible when I needed it.
- From my personal experience, I can say that attempting to schedule a meeting with the communications advisers was not only frustrating, but almost disheartening. It seemed absurd to only have a few advisers available, which had no openings for two weeks before you could actually have one on one sit downs with them. As a student, one would have to wait until Thursday at midnight to book your appointment well in advance; sometimes students would have to wait a month to see an advisor. I also feel that the Career Services Center was not promoted to students properly. I feel that the resources it provides are essential to the success students have in finding a job in the future; however, the lack of awareness in regards to the resources it provides is evident among the student body.

- I.- Communications need a better class regarding photojournalism. This class needs to be more focused on journalism than in Photoshop. The one highlight of this class was the guest presentation of an award winning photographer.
- Advising availability could definitely improve. The school is gaining popularity, and students are looking to graduate without confusion on where they stand academically or in their graduation plan. The worst thing is to get to what you thought was your last semester, but to be hindered because your advisor failed to tell you about a class you're missing and have to defer graduation for another semester.
- There needs to be more advisors available and also effective feedback in the admissions office.
- Get a better advising system in the School of Communication. Also focus more on the BROADCAST side in the School of Communication. Too many of my production classes were geared toward Film.
- I would like for there to be more classes for Broadcast students, to help them with learning the business. Other schools have school run stations...why doesn't UH??
- The improvements need to be the interactions between students and teachers who teach online.
- Advising is a big pain to deal with. Classes are moderately sized. Some upper level major classes are questionable due to the fact that those are the classes that students are getting a degree in. If I wanted to take online classes, I could have chosen another institution. Wouldn't you say it defeats the purpose of going to college if you don't even have to go to class?
- Orlando has been the only advisor in my entire college career that actually knew what he was doing. He is fabulous. Availability of advisors is ridiculous, there should probably be about 5 more on staff.
- More advisers could be hired. Sometimes waiting for an appointment with one can take weeks or months.
- I have no complaints when it comes to class size. In the Communications school make it easier for Seniors to schedule an advising appointment with their advisor, instead of having to compete for a spot with Freshman and Sophomores. It's important for Seniors to get their advising appointments, as graduation approaches.
- None.
- Advising was difficult to schedule at times.
- Degree Planning: when choosing a career, one must think about the demand in that field. Regarding advising, there should be availability for more than three advisors in the School of Communication. Sometimes I had to make an appointment with 2 weeks anticipation because the lack of slots available.
- More advisors. That would eliminate waiting time for appointments and students can have access to an advisor right away when they really need one.
- Increase the advising department, it was very difficult to schedule an appointment in the Valenti school.
- Spanish department needs to be looked into and worked on.
- More advisers More freedom to choose which classes count.
- Advisors communication and red-tape paperwork between departments.
- Make counselors more available in high volume times. Understandably, most students come in then, but trying to see a counselor (even with an appt) is ridiculous. Also, the format for getting an appointment has changed so many times and the current online version is the worst. It is EXTREMELY irritating that I call or even go in person and the receptionist refuses to help me get an appointment.
- I think that there should be a more thorough degree planning for each student, customized for classes that will help students gain skills for their particular career.
- I have no complaints.
- MORE ADVISORS!! There aren't nearly enough for the Communication department.
- Advisors need to be more accessible Teachers should care more and challenge us more as well.
- As a transfer student I had to send a couple of my transferred credits in for review for them to be able to be accepted by the university. This process took one to two years for me to get a response. This made it difficult to plan my course load seeing as I was not sure if I needed to make up these courses since they took care of specific requirements in my degree plan.
- I think degree planning needs to be improved and made easier. and allowing students in CLASS to take other courses in class would be nice. As a communications student I had interests in art/photography and was unable to take the courses I desired because they were for art majors only. Having courses that would be available to other students would be nice because it may help students find their path and understand what they really want. I would have changed my major at one point but losing credits and starting over did not seem worth it to me or financially worth it either.
- It seems like they need more advisers in CLASS. There is never any available appointment when you need one. A typical wait is a week. Then we are crammed into a 30 minute session, but since we will probably never get a chance to see the adviser ever we typically need more time. Bauer seems to have more advisers in their college, so they can typically see their students in short notices. Perhaps it should be a little more equal. Comm 1301 or maybe 1302 taught by Professor Haun is a terrible

class. Most students that take the class fail or get below a C+ the first semester and have to take the class again. So perhaps some should take a look at the success rate of the class and maybe make some changes to the structure.

- Um, classes aren't structured very well or the syllabus and "structure" of the class is not really followed or forced.
- I feel that some of the CLASS advisors were not helpful and very rude. I ended up having to go out of my way to get advising from the graduate advisors in order to get simple answers about my degree plan and feel confident about graduation.
- Availability of classes-more times, teachers, etc More advisors, I had to wait weeks at a time to see an advisor.
- There needs to be more advisors. This is a large school and you only have a few advisors? Crazy! Dr. Haun needs to be removed from any faculty position. She was the worst professor that I have ever encountered and I had to take her TWICE! What a nightmare! Health Communication needs more courses and more faculty!
- 1. The communication department needs more classrooms. The majority of our classes are in random buildings throughout campus. 2. Although CLASS block is an opportunity to learn other subjects, it should be substituted with more classes pertaining to a student's field of study. For example, as an Advertising major I took child psychology for one of my CLASS blocks. It was an interesting class to take, but I strongly feel it was not necessary and I should have taken a class that would benefit me and my career choice.
- N/a.
- SPANISH department is terrible.
- Availability was sometimes an issue for me. Classes would fill up very fast, which led to e-mailing the professor and causing delays.
- I would suggest that more advisors be on hand when other advisors are busy dealing with seniors who are trying to graduate. I think it would help the students who aren't close to graduating feel as if they are important too and their needs are going to be met.
- More advisors!!!!!!!!!!!!!!!!!!!!!! Academic holds for degree planning immediately following choosing a degree.
- It's almost impossible at some times to get in to see an advisor!
- I would say the most crucial area that needs improvement is the availability of academic advisors. A lot of the time I would try to make an appointment with an advisor the appointment system would be full so I would either have to wait on stand-by or wait for someone to cancel their appointment. The only time I was really able to see an advisor was by the time I became a senior. The advisors would try harder to fit me in after I e-mailed them explaining I was graduating and needed help getting everything in order.
- Availability, better advisement, i feel like the advisors need to act like they care. In spring semester teachers were very racist and derogatory in classroom settings. Darryl Ewing, Ann Clarke, these professors were very rude to me and condescending, i didn't not have a pleasant semester with them.
- Buck's persuasion class could be better organized. There was way too much personal chit chat and not enough real learning.
- Classes - less in basic coursework and more in the major area of study.
- Advising can be ridiculous. Sometimes, it is so hard to make an appointment. They also need to communicate with other colleges better!
- It was hard trying to make appointments to see an advisor.
- ADVISING. You have to log in at midnight on a Friday to try to get in with an advisor. I think this is absolutely ridiculous. We pay entirely too much money to have to jump through those hoops to meet with an advisor. I'm all for technology and booking online, but having such limited availability that you have to log in in the middle of the night is absurd. Hire more advisors, expand hours, ... , something! It should not be that difficult.
- I do think that the advising department needs to grow. I didn't have a problem reaching them but I would have liked it if sometimes I could have just walked in to see someone.
- Difficult to schedule an appointment with advisors.
- Government teachers. Spanish teachers were the worst!!
- I did not think the communications school advising office was effective.
- The Valenti school should have a better system to schedule advising for students. Current system is insufficient.
- The advisers barely work. I had three advising appointments my entire college career. The first was at my freshman orientation. I spent the second appointment explaining my academic plan to an adviser who re-counted my credits four times because he kept chattering about his personal life. The third visit was scheduled after it took 3 months to respond to my petition (even though they assured me it would take 3 weeks). When I asked about the delay (which almost led to me not graduating this summer), I was told that most of the staff had been on vacation. That is not an acceptable excuse for neglecting their duties. I did not rely on the advisers to do their job because I was sure that it wouldn't happen. I created a graduation plan that allowed me to graduate in 2.5 years. Maybe I should be an adviser. Another issue that I had was that out of the 120 hours required to

graduate, only 33 hours were in my major. Furthermore, only 6 of those hours were writing intensive courses. I am a communication major with a concentration in PR, yet I've only written 1 press release, 1 pitch letter, and 2 news articles. That doesn't exactly prepare me for my career. Although the professors at UH are dedicated and qualified, the course plan is absurdly unrealistic to prepare someone for the "real world".

- Advising appointments are hard to come by. I think there needs to be at least one more advisor.

- 1. Finally, there is a fully integrated access.uh.edu that only needs one password 2. Parking....so terrible....aaand I paid for it...wtf. 3. Advising was always a frustrating issue in the COMM department. Actually having offices has helped them but I hate needing their help. Very slow and very difficult to schedule w/ them.

- I like it the way it is.

- Class sizes should be smaller so students could have more one on one student teacher time. The advisors should have all current correct information before giving students academic advice or telling them what classes to take or not take.

- Please, hire more advisors. The college of Communication is one of the largest and has a ton of students enrolled with only 3 advisors. It's unfair for the advisors as well as the students.

- The availability of advisors was sometimes a problem. Appointments were hard to come by, maybe adding more advisors to the staff would be helpful.

- Booking a reservation to see your adviser within a convenient time frame in the Communication department was sometimes very challenging. Sometimes had to wait between a week or two before seeing an adviser. Having to reserve adviser time starting at 11:59pm Thursday is too late, inconvenient (appointments would fill quickly and having to stay awake this late on a Thursday was necessary in order to reserve an appointment). Other departments, such as Political Science had walk-in meetings with no appointment necessary.

- I love my advisor and she made everything clear and easy.

- More advisors.

- I suggest there should be more professors in the communication building, since the few professors in this school do the best they can to help students reach their goals. There are few classes which need to be open or the classes sizes need to be increased. This classes are Non Linear editing, Production and Directing, Also, I think few professor need to get a new office in this school of communication, since the building is new but it seems that this few professor were forgotten and have to work all together; in addition, sometimes when one go to see one of them find a great amount of people in the same office which makes it really uncomfortable for students to communicate as well as intimidate students to talk to their professor because there is more than one person in the office. I never understood why some could have their own office and why some could not. I know is not my problem but for future students, expressing concern in front of extraneous might no be a good option.

- I think its working great as is. But its Linda of hard to make appointments because advisors are so booked up. Walk in should be accepted again.

- There needs to be more advisers for Jack J. Valenti School of Communications. Sometimes it can take up to weeks and weeks to see an adviser. There are never available appointments. They say to email the advisers, but it's not common for you to get a reply back.

- The availability of advising appointments in the Communications school is horrible, and I did not like the way the online scheduling worked. Sometimes there were not enough time option for classes or a class wasn't available at all.

- Advisors aren't very helpful. I had to constantly keep track of the things they would and would not follow through with. It took 3 years for them to input my study abroad credit. They would also say one thing one time and something different another time.

- Classes in particular degree planning.

- I think more advisors who are accessible on weekends would be great for students who have to work 9-5 and take night classes.

- Availability in advising. Advisers are always busy and unreachable.

- My advisors were great. I mainly met with Orlando Zamora. He is a great advisor! He was able to assist me with any questions as well as helping me by making sure everything was on track for graduation. I do believe CLASS is in need of more advisors. It is hectic trying to schedule an appointment because of the abundance of students and not enough advisors available. Our advisors try their best at what they do, but I feel they could use extra help. By adding more advisors, students will have a better opportunity to meet at different times with their advisors, and not have to wait until midnight to schedule and appointment that will be held in two weeks. I also hope that for the future classes will be available at a variety of times including nights. There are some classes I was very interested in taking, but was unable to take them due to work schedule and the lack of availability times for the classes.

- Classes - I feel that most of the core type classes are extremely easy to get into and ovrk into your schedule. However, the more specific requirements such as Graphics Applications or PR Writing are very difficult to ensure your spot in and work

them into a manageable human schedule. Advising - The advisors are extremely knowledgeable and helpful. I like being about to go online, schedule an appointment, and show up at that time to get in to see them. Summer "walk ins" absolutely SUCK. There should be a sign up calendar online during the summer as well. On more than once occasion I drove to UH (about an hour in the car) for walk-in advising and was turned away because the list was full (10 people per day is a ridiculously LOW number) or I have made it there by 8am when the office opens but was not far enough up in the line of people who had been there since 7am to be waiting outside. I think more advisors should be hired to handle that many students. Also, advisors never answer their phone, return calls or return emails. what is the point of even having their contact info available to students if students can't reach them? Degree Planning - It should be laid out more clearly and in a more organized way. Has a "checklist" format been considered? A student could meet with an advisor, determine their major(s) and minor, then devise a check list of classes to complete

- Everything looks good for what is going on.
- I think the school of communication could use more advisers to handle the load of students.
- I think there should be a wider variety of classes offered in the Communications Dept. such as Fundraising, grant writing, online media classes, etc. These type of classes would better prepare students for the work place. I also feel that the Language Dept. (in my case, Spanish) is structured very poorly. Being that in the US, it is not pressed upon students to learn a second language early on, it is my belief that conversational spanish would be more beneficial. What students are doing in these language classes is memorizing information to regurgitate it for an exam and then forgot the information entirely. I don't know any students who retain the language they studied at the college level for 2 years. Speaking for myself, I would have loved to come out of the program with a basic understanding of conversational spanish. Instead, I feel I've learned nothing and will probably look into taking Spanish classes elsewhere.
- I think there should be more advisers for the amount of students. It's a hassle having to make an appointment, when most of the appointment slots are taken.
- Advising availability.
- Make the classes that are usually busier more available or make more of them.
- Advising appointments are gone far too quickly. Almost missed out on getting my senior hold lifted before having to sign up for my final semester.
- I would love to see more production classes in nonlinear editing and more classes that involve camera work.
- It is extremely difficult to get an advising appointment. And the online scheduling system was very confusing. I would rather call to make an appointment.
- It is really difficult to get into an advising appointment when it is close to time to register for classes. I get that this is a norm, but I feel like it is a little too difficult to get an appointment and everyone NEEDS one...so maybe another advisor or more time given for appointments close to those times would be good.
- Just keep changing. khator is doing a great job.
- Make sure advisors know what they are doing. I wasted 2-3 classes because of poor advisement. It not only wasted my money but also my time.
- N/a.
- More advisors, students should be able to double major
- There needs to be more advisors in the school of communication. It was hard to get an appointment with the advisors with the online appointment system because we only have three advisors. The School of Communication needs to add more PR classes in the Corporate Communication concentration and more computer courses.
- Advising has always been the biggest problem I have had since I transferred in 2010. There are too many students to the small amount of advisors. It takes forever to get an appointment.
- More availability would be nice, but overall I had no trouble getting into the classes I needed.
- Advising and degree planning.
- More broadcasting courses, variety of times for classes, increase class sizes allocation, more advisors. My degree is in broadcasting and I had the opportunity to take one broadcasting class; I had to take a lot of PR classes. Have more available counselors and ones that are interested in helping the students, like Orlando Zamora.
- More classes within the communication department that can give the student (like me wanting to work on film) a more well-rounded experience. I am planning to work in film, but UH does NOT have a film class, other than a History of Film. Nothing physically applicable. Instead of prepping you for a variety of fields, the focus is ONLY on what the professor has the most experience with. Due to the number of professors that have/had worked in the news industry, that is how the class is predominantly structured. In my opinion, with media, I have experienced the best way to learn a craft is to experience it. You

cannot experience it by lectures and the numerous basic tasks that are not relevant to the students experimental development of the art. Take UT or UCLA or USC or NYU for example. Hands on.

- ADVISING seems to be a BIG problem in the comm dept. I know a student that was not advised correctly and has to wait til the fall to graduate! It seems that professors and the advisors are not on the same page as far as prerequisites.
- More cohesiveness in departments, especial the Study Abroad Department.
- More detailed advice during advising.
- I had a pretty positive experience all around.
- Advising appointments are difficult to make at times, appointments need to be set out further than a week away. More times are needed, also.
- Advising: they should be more specific.
- More time availability more professors who offer some courses that are limited to a small number of people!
- More advisors.
- No.
- Organization needs to be improved. Course requirements need to be clearly stated and communicated to all advisers. Students need to be able to know which classes may satisfy which requirements, something that is not always made clear.
- Reduce size of classes offer more online classes for those who can not drive all the way to campus since UH is a commuter university.
- Some of the advisers can mislead students.
- Spanish teachers need to be willing to work more with their students and know how to speak English better so the communication between The student and teacher is better.
- the advisors need to be on the same page about everything. Many times I asked the same question to each of the 3 advisors and each time I recieved a different answer.
- The advisors were always very specific about what I needed and made it the process of graduating and choosing classes very simple.
- The classes for the most part were all adequate sizes the only complaint I would say was the Research class for advertising. This is was I eventually wanted to have my concentration in and it really did not teach me much about researching in the advertising world. I am thankful that I learned it in my campaigns class with professor Kelley and my principle of advertising class with professor Ashley.
- The classes I took in my field weren't any good. In fact, putting it plainly, they stunk. For example, I took Audio Production the same semester as the school of communication was starting major renovations, so we had to meet at the UC Underground. The teacher was unprepared, didn't have the tools necessary to teach us, nor equipment. And he even admitted it was not a good semester to take this class. I didn't get to touch one sound board that whole semester. In fact, I didn't even get to touch a camera or a sound board until my second to last semester at UH. That is unacceptable. HCC has students learning hands-on with equipment in their first semester. This is ridiculous. Advising was just plain stupid. Basically, one had to be up til midnight refreshing the browser every five seconds, because that's the time new slots opened to see an advisor for next week. Who does that? And I'm paying hundreds in fees for this? Unacceptable.
- The number of media production classes should be increased. I very much enjoyed the classes I took but there was a limited option of what to take and I couldn't do much in that particular field until junior or senior year. Lower level classes with hands-on opportunities would be great.
- The secretary in the English department Jessica is rude and unprofessional. The variety of classes in the English department is very limited.
- The size of the classes were perfect, but it was hard when the classes fill up so quickly due to day or semester limitation. I don't there is really a solvency for this besides, requiring teachers to teach more classes or hiring new teachers to teach more classes. Also, I think it would be beneficial to have more left-handed arrangement for those students. Some of the classes had zero or perhaps one left-handed desk. It is really uncomfortable to sit in a right-handed desk, take notes and look at the teacher some times.
- The suggestions I have about the academic of administrative areas that need improvement are the response time of advisors signing off and process paperwork. I submitted my minor degree plan twice and it's still is not loaded into PeopleSoft which is unacceptable. Also more flexibility and availability with academic advising appointments; it would take several attempts before I could get an appointment.
- The whole limit on printing our amount of prints in the lab threw off my entire semester. I ran out when I was less than half way through and had to go spend over \$100 on a printer. I think 500 prints was a perfect amount.

- *There is a need for a larger gathering area and a larger computer area or more computers in other areas that are not being used like the main hallway in the communication building, 8 rows with 3 computers each would help.*
- *Writing-PR.*
- *You desperately need more academic advisors. Trying to make an appointment with an academic advisor was harder than any exam I've ever taken.*

Communication Science & Disorders

- *Size of classes should be larger.*
- *Availability of classes during summer availability of art classes to non-art majors.*
- *The size of the classes should be smaller. I think that it helps students learn and provides a better academic experience.*
- *Make a new building for the Communication Science and Disorders program!*
- *N/a.*
- *Class sizes in the COMD major should be smaller with more class participation and discussions.*
- *The department of Communication Sciences and Disorders is in desperate need of a new facility. The program is growing as students are learning about the many opportunities available to speech language pathologists and audiologists. More students want to be involved in the program, but the department can't accept all the students because of the limited space. I would love to see ComD be able to expand and accommodate their students with larger facilities.*
- *More classes be available each semester would be very helpful. Scheduling was very hard, especially my last 2 semesters. There were very few class times available.*
- *Website.*
- *Class sizes were great. From my sophomore year and up, I had classes that were usually less than 70 students. This improved my GPA tremendously because of the relationships I made with peers and the professors. Degree planning was confusing. Myself and my peers were always stressed out about not knowing if we were going to graduate because we weren't told something and this information we were only able to find out about if we were told by our adviser. There was no other way for us to retrieve this information or double check it to make sure that it was correct. I was never fully informed about the graduation rebate or my four year degree graduation plan. I lost my graduation rebate and my grants for graduating in four years because I wasn't fully informed about it. Even though I am graduating in four years, I am not benefiting at all so there is really no point. The financial aid office was always a nightmare to deal with for myself and my peers.*
- *I haven't had any problems in CLASS, but the financial aid department needs some improvements.*

Economics

- *Advising.*
- *Business advisor need to improve. I felt I didn't got any help, I wasn't sure what to do, or the requirements.*
- *Economics department should be in Bauer.*
- *The undergraduate economic advising needs to be much stronger and proactive in the lives of the students throughout the four (or more) years. The McElhinney building is outdated, and needs improvement in the bathrooms across all floors. Economics should have also been a part of the Business school as it is with many other colleges.*
- *Prepare students for future job placement.*
- *I suppose the administrative side was ok. Marion Foley was my advisor and she made a mistake that prolonged my graduation date from December 2011 to Fall 2012. But I was left with the impression that she cared and was doing her best. Academically, I feel like I learned more about the history of economics than the practical aspects of the utilization of economic principle in business. After you take Intermediate Macro and Micro economics there are no other classes that will refresh and further your understanding of the lessons you learned. Dr. Ross vanWassenhove was the only class I took after Micro-economics that pushed me to go back and relearn what I had forgotten.*
- *There needs to be more options for advanced econ courses.*
- *N/A.*
- *I really wish that there were more courses available in Economics. There were times that I didn't have too many options based on my schedule and was forced to choose a class that was not my first choice.*
- *I strongly feel you should increase the number of required hours for Economics majors. 30 hours goes by really fast when 15 of the 30 are required basic courses. Although I had the option to take more, looking back I regret not taking more Economics course to better understand all the aspects of my major.*
- *I think that the Economics department might be getting to big for only one Counselor. The current counselor is great, but I think she might be doing a lot of work for one person.*

- More classes available during the summer Class sizes are a bit large (50+ students).
- Advising is somewhat frustrating. I had to rush a few things, like declaring my minor in another office because I was not informed I would need to do so until my last semester. It was quite difficult at first to see my adviser, but she became much more helpful my last semester.
- Increase use of technology to keep a student active and engaged during the lecture. Clickers are a good start.
- Yes, I believe the planning of classes should be more careful. I believe that students shouldn't have to weeks in order to see an advisor. More classes should be offered in order to avoid frustration and chaos because students can't enroll in desired courses.
- I wish there was a larger selection of classes. Also, at times, getting forms approved took way too long. I had a transfer request form held up for three months in the VP's office.
- It's fine to require students in upper-level Economics courses to have a solid background in math and the principles of the field. I got frustrated with the amount of time spent getting people up to speed before moving onto the real course material.
- More math classes on economics.
- Class availability and scheduling. There were often classes I wanted to take but they always seemed to conflict with classes I had to take.
- Seemed to be more students than seats in a couple of my classes. Is that on purpose? Advisor seemed overworked. Professors spent class time trying to get projectors to work. Maybe should tell professors some common IT trouble shooting tips. I tried to use LSS about 5 times, but the tutors were never there.
- No.
- Have advisers that are familiar or have actually worked in the field and can actually guide student with classes based on what they would like to do with their career paths. My adviser however helpful does not know much about my field or career paths. I do not feel that the academic advising in CLASS is as invested in the future of students as a BAUER or Engineering adviser would have been.
- None.
- Offer more class during different times of the day.
- Parking Lots seem to be jam everyday, I only suggest the academy need to take a look on parking permit for each space that are available. In addition, parking permit price increasing every year.
- More econ advisors.
- I wish there was more advising for the classes that should be taken if you want to work in a specific field in the private sector. The class sizes were perfect but the buildings and materials, if comparing to bauer or science college, were less appealing.
- Class availability degree planning.
- More advisors. It seems unfair for Ms. Foley to take care of the economic advising department.
- The economics department is teaching a flawed and irrational version of economic theory. It is all quantitative and empirical. But we know that correlation does not equal causation. Sound economics is based on logical deduction and a priori theorizing not statistics and calculus. For example, indifference curves treat utility as if it were cardinal and atomistic. But utility is ordinal and as such cannot be added, subtracted or multiplied. It is a ranking, nothing more. For more information on how to improve the curriculum, ask Dr Hardee or take a gander at the program at George Mason.
- Relocate the Economics department to a new building, staff more undergrad advisors for Economics (there is only one). Integrate economics more with the business department.
- I think that students need at least two advisor's for the Econ department. The waiting time to see an advisor takes very long. For example, it took me about two hours one time I had to talk to the advisor.
- I don't think my adviser put my best interests first. Instead of exercising good judgement and authority for approving earned credit hours, was more concerned about admin requirements and having multiple administrators give me a run around and extending my graduation another semester. I feel the wasted money (on electives) and extended time I needed to graduate have placed an unneeded burden on me and has set back my ability to move forward with my career.
- The advising department and degree planning need to completely be overhauled. They are only concerned about degree requirements. Not what actually benefits that student. Most the advisers even worked/taught in the field and know nothing about it. Personally It is dumb to have the economics department in CLASS to begin with.
- Evening or online class availability.

English

- Perhaps more advising appointments could become available.
- N/A.

- I wish there were more linguistic courses to take from the Department of English. Also, too many of the recommended required courses are offered during the same time slot on TTH, forcing students to take their second or third preference courses over their first preference.
- The advisors give conflicting information if you see one and then another. Records are messy and outdated. Accept more types of transfer credit.
- The Creative Writing workshops should NOT be taught by grad students. I chose U of H because of the creative writing program, but I ended up only taking one course actually taught by the faculty. I appreciate that the graduate students should take on some courses, but it should be kept to Comp I and Comp II. It was clear that the grad students who led workshops did not want to be there and, understandably cared more about their own work than effectively leading a workshop. The foreign language requirement is ridiculous. I can understand wanting someone to become familiar with a foreign language, but if that is truly the goal, the foreign language program needs to completely be restructured. I completed my requirement, but I learned NOTHING in the process. All it did was lower my GPA and cost me more money I didn't have. Course availability is also an issue. I had a poetry course that was part of my required degree plan, but it was not offered in the last three semesters I was at U of H. I ended up taking another workshop course instead. Professors should take on classes at a variety of times. There were two instances where I ended up taking a course from the same professor twice because that was all I could find offered during the afternoon. Especially in the Creative Writing program, I wanted to be able to take workshops and courses from different people to get a varied perspective on writing. I feel that the result of my training is that I can now write a poem that one specific professor will love. I will hate it and others might also, but that one professor will love it because it will contain every element he told me needs to be included in a successful poem. Advising is ridiculous. Having to make an appointment a week in advance to see an advisor who looks at my record and then says everything is on track is just stupid. It is a waste of my time and his. When I actually needed to contact an advisor, he was strangely unavailable via email, via phone, and in person. Workshop courses should NOT consist of over 20 people. There is no way to effectively workshop a piece when that many people are giving you feedback. Quantity is not quality. I also want my professor to be somewhat familiar with my work instead of racing through it to get to the next piece. The best workshop I participated in was a course with 7 people. The worst was a course with nearly 30. I know some people who are in the graduate Creative Writing program and it is great. The undergraduate program needs a lot of work.
- I wish I was able to register for classes that were closer in time.
- It was a bit of a hassle to have to meet with a adviser each semester. I understand the need for it but I didn't need my advisor to make sure I was progressing. There should be a balance that addresses the adviser need for those students that are not sure which classes to take or are trying not to graduate versus those that need no guidance.
- Advising in the Sociology department is great, but the English department falls short. It is impossible to ever hear back from Mr. Wayne Ashely: he never replies emails. It's really hard to make an appointment with him.
- The English advisers, both Kim and Wayne, are HORRIBLE. My friends and I both had negative experiences with them. They did not help me in the entire time (3.5 years) that I was enrolled at UH. They do not respond to emails or phone calls. The first time I was advised was as a freshman transfer student. Wayne did not help me to plan for my future at the University of Houston and he did not take action in making sure my English transfer credits counted toward my degree plan. I took a Western Lit class at St. Thomas and we both agreed that it should count as an upper-level English elective, but after three years of being told that they would "get right on it" and that the credit had been "submitted for approval," it STILL was never counted toward my degree plan. When I visited Kim at the end of the first semester of my senior year, she told me that I only needed 12 more hours to graduate and that my English requirements had been fulfilled. When I checked my transcript when I went to register for classes, I saw that this was not true and that I actually needed 18 more hours to graduate, 6 of which were English courses. If I had listened to her, I would not be graduating this semester. She also assured me that my St. Thomas credit would be counted toward my major just as Wayne had and it never was. I emailed her twice throughout the semester to ask about it and she never replied. If I had actually listened to our counselors, I would be in school for another year. They were unprofessional with me by not answering phone calls or emails, and the information they gave me was false. They do not seem to know anything about the English department at ALL. As a student that attended this university for several years, it is clear that I did not just have a bad time or they were going through something personal-- they started out as bad advisers and ended that way. I would suggest either hiring new counselors, ones that actually know how to do their job, or hiring more because with only two people, it is understandable that they must be overworked.
- It would be nice if there were more online options for English classes. The Intro to Literary Criticism class (a required course) should only be taught by tenured professors--I noted that a fellow classmate was taking the course this semester and felt that her professor was "new" and that she was not taking much knowledge away from the course. As this is such an integral piece of a Literature degree, it should only be taught by experienced instructors.

- It's difficult to get advising appointments.
- Nope. universities should allow students to instantly get into their major's classes. i wasted time getting credit hours on classes i don't remember the semester after. I could've taken more classes geared towards my major and could've been more knowledgeable on both subjects.
- There should be some attempt made in class catalogs to show which degree requirements a course fulfills. Though this might be difficult with the huge range of degree plans in CLASS, it would be immensely useful if courses would at least note if they fulfilled a specific core requirement.
- Having took English 3301 during my last semester, I realized that the material covered in the course is essential to writing effective research. I think the English Department should consider making it a pre-requisite for any 33 level courses. Also, the Department should bulk up the amount of online classes they offer.
- I cannot be the first student to confess disgust regarding the advising process within the English department. One time in particular, I walked in on a Wednesday, after calling and emailing Monday and Tuesday, seeking academic advising and was told that none of the advisors had any available times for the rest of the week. I was then told that the best way to secure a time, would be to call the office on Monday morning. That Monday, I came to work in the M.D. Anderson Library at 9 o' clock am. I began calling at 10, but only received a busy signal. Thirty minutes later, I figured, Ha! I'll do them one better and show up in person. I walked in to find the same inept individual at the front desk sitting by a non-ringing telephone within a seemingly empty office. She greeted me with a smile and asked how she could help me. I told her that I wanted to meet with an advisor that week and she regretfully informed me that the week had already been filled for the advisors. As a student of this fine university, I was extremely frustrated to hear those words within the walls of my college. I shouldn't have had to work as hard as I did up to that point to speak with an advisor, and I definitely shouldn't have had to work as hard as I did after that point to succeed. In total, I have received a great deal of information from all of my advisors. Maybe what I really wanted was a more supportive and friendly advising environment, where the conducting of business was not the primary goal.
- Better advisers and not requiring languages.
- In my major, I always had trouble getting an appointment with my advisor. She only had something available to schedule many weeks or even months in advance. I ended up doing a lot of my corresponding with her by email, and even then waited a long time (often almost a week) to get a response. I feel like I was only able to get the basics from her such as if I had completely the necessary courses and what was outstanding for my degree, and even these things were difficult to get. Also, as a non-traditional student, classes were very difficult to get. The number of evening, weekend, or online classes is amazingly small. Unfortunately, anyone working 8-5 M-F has a difficult time completing a degree at UH, especially with a minor in a smaller field.
- I would like it to be easier to get in to see Kim. Maybe have her schedule available earlier than just a week in advance.
- It was impossible to get an appointment with an adviser, ever. Also, I feel like a lot of the time I was advised on a semester-to-semester basis without thought to actual graduation.
- The scheduling processes for advising is a NIGHTMARE! Something needs to be done about when a student can call and make an appt.
- Could use another academic adviser, even if part time at the beginning and end of the semester when it is busiest. It often took time to get an appointment, although I usually did manage to get one when I needed one. I found the same thing in both the English and Communications colleges.
- I think there should be more a push toward a minor that could help you get a job upon graduation.
- More options of spanish courses for different semesters.
- In my opinion, the creative writing program admits too many students who are not ready for upper level workshop courses. This resulted in some senior level classes where the professor would have to spend time talking about somewhat rudimentary topics.
- class availability.
- Advising needs to be more accessible and the wait time when an appointment has been set is entirely too long. There were days I had to wait in the waiting area for an hour or more before got to see my advisor. A few times I missed some of my class because of wait time.
- The English advisers are not very helpful.
- Can't think of anything sorry.
- Maybe make easier to access degree requirements.
- It seems that honors students are taken by the hand and led through thier academic careers and everyone else is left on their own.
- The cost of tuition nees improving as well as the availability of minority centered classes.

- Mainly that UH gets all its crap together. I was often given the runaround and conflicting information between departments.
 - I feel that the advising in the english department needs some work. i do realize that there are many students that need advising, but it does not seem very organized at all. many students, including myself have complaints about advising, in particular one advising. i do not want to say names, but he is very slow is getting very important paperwork done, very bad at giving advice about classes to take. i have taken many classes that did not count towards my major or minor because he overlooked some of the classes ive taken on my transcript. i would not complin but in comparing him to the adviser i had my freshman and sophomore year, he is no one near the level she was at. other than that, everything else was fine.
 - Advisors were terrible. I ended up staying for another year because of poor advising. They want money. Or they are lazy idiots. Or both. (Namely Kim Williams).
 - I worked full time while attending classes. I had some difficulty with my schedule when required classes were not available online. While I always had access to my advisor, it was also difficult to get any time scheduled for a meeting with them because their appointment calendar would fill up within 30 minutes of posting.
 - Advising, it is very difficult to meet with advisers and due to the fact that they are so overbooked they are unable to meet the individual needs of the students. Admin. My paperwork has been lost multiple times (Finacial aid info, transcripts, etc) Transfer Credit Department. It took them 1.5 years to fix my transcripts. They lost my transcripts, falsely entered the information from my transcripts (entering multiple courses twice and forgetting to enter others), did not follow the guidelines provided on the University of Houston website as to which courses would transfer, do not have an office (you can only contact them via email as they do not have phone as I was informed by my adviser), etc. Parking. I bought a \$100 parking pass and still had to walk 15-20 minutes to get to class not to mention if you would like to find a spot you must show up around 8am whether you have a class that early or not, otherwise you will be waiting an additional 30 minutes (if you are lucky) for a spot. Financial Aid Department. They have, on multiple occasions, forgotten to disperse my financial aid until a few weeks before the end of the semester. This semester they decided that I was not receiving a Pell Grant after I had been promised one and then in late November decided that perhaps they should give the Pell Grant and back dated it in the system to August. Political Science Department. Some of the professors seem to be more interested in the fact that UH is a research institutions than in teaching students. Professor Richard Murray was extremely unhelpful to students and although he did provide office hours, he was often on the phone or provided only monosyllabic answers that made it clear you were not worth his time. When asked if he could give any pointers, tutoring (provided by him, a TA, or even another student), or any advise for furthering understanding his course his answer was simply: "No". Without the curve the majority of his students would fail. When asked, he stated that the average grade on the final exam was a 54%. You would think that this would be a red flag if the majority of the class is failing. Is this what a tier one school is? To simply say that an F is passing? Perhaps, if the students are unable to learn the material, the requirements or the teaching abilities of the professors should be reviewed. If needed I have kept documentation of all of this and would be more than happy to provide those records.
- I HATE SENIOR CHECKLISTS! DO AWAY WITH THEM!** If I wanted hand-holding, I would work at an elementary school. I do NOT need to have my account locked, drive up to the offices and waste time AND gas (and parking fees) to hear "your GPA is in order, classes are accounted for, youre a senior congratulations, you need x amount of credits left, your transcripts are..., do a little dance..., sign here." each and every semester. It is the responsibility of the *student* to know where they stand. If people request to have their hand held, fine, the school should honor that obligation. Otherwise, for the rest of the adults enrolled at UofH, this service should be optional if not abolished. This is the biggest and I think only complaint I have to list on this survey.
- More advisors. Their availabilty was very limited.
 - The English advisers did not have any walk-in hours, it took a few weeks to get an appointment, and more often than not, I knew more about the degree plan than they did. They rarely answered questions that I had, so I just stopped going.
 - Advisers needs to be more readily accessible to the students, especially those whom are graduating. Advisers also need to pay closer attention to each individual's needs and keep them informed of changes in degree plans and requirements.
 - Online advising, which would have been very useful, has already recently been incorporated into the program. More classes pertaining to linguistics would be absolutely superb!
 - Get more advisors so it's not as difficult to see one.
 - ADVISING FOR GRADUATE SCHOOL. In my junior year of college, I asked about what I needed to do to prepare for graduate school and what resources were available to me in the department and elsewhere to look into school and post graduate career choices. I was told that I would discuss this with them in the fall of my senior year. I had to call repeatedly to get an appointment this past fall and then when I had the appointment, I was told I should have been preparing applications for graduate school over the summer and that I could apply to UH's program for Creative writing, but I would have to make the December Deadline. Then when I asked about how to research graduate schools, where I go for my GRE, and what career

options I would have with a Masters versus a Doctorate, the undergraduate counselor repeatedly told me she didn't know and gave me the information for the graduate counselor and the graduate director. This is the equivalent of a high school teacher saying they don't know any resources for applying to an undergraduate program and was more than frustrating when this was the same adviser who told me to wait until my senior year to ask these questions. Then when I contacted the graduate adviser, they would not meet with me in person, gave me little information about the GRE, save that I didn't need to worry about my Math scores and when I asked about career options, they repeatedly told me with either a Masters or a Doctorate, my options were teaching and they could give no other suggestions of possible careers, nor did they even think to suggest a visit to the Career center to learn about my options. My conversation with the Graduate Director was similar, with the difference being when I mentioned the only career option I was given was teaching, I was told not to count on teaching because the market is over-saturated. I was also told not to hope to get into UH's Creative Writing graduate program since it is the Harvard of writing and takes a 4.0 to get into. Frankly, I find it pathetic and discouraging that the advising system was so careless to brush off my questions as a 3rd year student and then tell me I was too late as a fourth year student and then provide me with nonanswers and a dearth of resources when I asked about my possibilities for a career and furthering my education. Then in the semester, I went to an English Major seminar and was given a packet of information that answered all of my questions. Why was I not given this packet as a third year student? Why was I not given this packet as a senior? Why did the advisers never mention any of these resources and then act as if they have no idea how the graduate school search process goes? I feel the approach taken with students heading towards the work force needs to be greatly overhauled and more resources and outreach needs to be provided to us. I have spent my undergraduate career being mocked by the hard sciences and business majors for having a major that will not grant me a job. I think it's shameful that my academic department is perpetuating this idea by being completely unable to provide answers or resources to its students when they ask them what their career options are.

- Advising must be improved. Every time I went to receive advising, I would either be rescheduled or forced to wait for 30 minutes or more. You should probably hire more advisers, especially for the English department.

•N/A.

- Advising is inconsistent, not accessible. Parking, if there's not going to be enough parking for everyone, then it should be free, or much cheaper. Stop bleeding students dry. I don't use the fitness center, I shouldn't have to pay for the fitness center. Keep paper towels installed in restrooms, fix dispensers.

- My files and petitions got lost multiple times. No one seemed to know what clep test I needed to take and there was confusions about it. Also when I transferred some of the courses weren't entered or were entered improperly. It was very frustrating.

- Classmate level of contributions to classes could be improved. Tightening the requirements to filter out underperforming and less critically thinking students.

- The availability of the advisors is terrible. I have spoken to several people outside of our department and they never report the same problems. I wish there were no email addresses provided as the advisors don't answer anyway. Also, timeliness. Every scheduled appointment I had always began at least twenty minutes after the scheduled time.

- The advising is terrible in the English department. I had numerous problems throughout my time at UH (filing paperwork, paperwork misfiled or lost caused delays in declaring a major, getting a scheduled advising session was often difficult because of their scheduling program). I would recommend having an additional adviser or two for periods of high advising requests (i.e. right before registration, etc) and also to have better handling of paperwork for students.

- ADVISING!!!!!!!!!!!! I have NO IDEA what these people get paid for. First its impossible to get an appointment, and then they either give you wrong or incomplete information.

- The advising process was difficult. Sometimes even scheduling an appointment was strenuous, and until the semester of my graduation the advising was not precise enough; I enrolled in courses not essential to my graduation several times.

- Degree planning.

- Overall faculty (in various departments) seemed to be more concerned with personal projects (books, research) than the classes they taught and how effectively they taught them. "Respected" instructors, when students would complain, were safe according to what the university felt the instructors provided the academic atmosphere. Ineffective and unsympathetic professors does NOTHING for ANYONE.

Health & Human Performance

- 1. Require prerequisites for some of the upper level nutrition classes so that they are taken with the appropriate prior knowledge. 2. HHP does not fit well in class, I received FAR too many emails that did not at all pertain to me. A way to filter these emails would also be beneficial.

- Advising. Provide more advisors for Sports Administration students.

- Kinesiology courses should involve more research or labs to gain hands on experience. Exercise science majors should also include an internship requirement just as the sports administration degree requires one. Classes could be a bit more challenging and use something else other than a textbook or powerpoint slides as a form of teaching.
- The three hour classes that meet on campus once a week should be online. It would be more convenient for the professor and students.
- Push to have melcher gym and garrison remodeled. Have classes scheduled for same days as other classes. Instead of making classes scheduled for 5 days a week when I am a commuter.
- None.
- Advising, smaller class sizes and degree planning.
- I really do not have any negative comments.
- Advising. The advisors were the worst part of my college experience. I always had to schedule an appointment months in advance and if something came up it was nearly impossible to meet with them because they were always over booked. I felt misguided a few times and upon after graduating I find out that they seem to have lost the paper work I filed for my minor and the staff has taken 2 weeks off for vacation so the problem cannot be addressed because there is only one person who can help me. I expect the school to be run like a business and in my opinion the University of Houston has the worst customer service. I've attended 3 different colleges and this is by far the most unorganized school.
- The department is growing faster than the advisers can compensate for, My advisers' appointment filled up the same day it opened, to fix hire new advisers
- I am not really happy with how you can sign up for advising. It made it a little difficult to work through the dates and times that were available once the date and time that I wanted were taken. In addition, the day that the sign up was open conflicted with my work schedule.
- degree planning and class availability might need some improvement.
- Advising was really a bad experience when it came to meeting with them. Having to make an appointment on the last friday of the month to see them the next month isnt working.
- More advising appointments available or walk-ins.
- ADVISING SUCKED! ANNA DURON TOLD ME I would graduate semesters earlier and then classes weren't available that were degree requirements so I got pushed back to this spring, when she first told me summer of 11' then fall of 11' now spring of 12'
- degree plan for kinesiology wellness and fitness could be improved so that a career can be made out of it as soon as you graduate. for example a certification for athletic training, so we are more prepared for the working environment.
- More advising availabilities, more class availability/times.
- Advising was very difficult to get an appointment. 2 months???? more flexibility in classes to choose.
- None.
- Advising: be more attentive.
- More hands on assignments.
- Advising after Ms Rutter left got BAD, the only adviser left (just quited) was OVERBOOKED. (Ms Major) Class size acceptable, no complain. Degree Planning VERY DEFICIENT as Advising was BAD. The need of an Internship was not informed to us on t,ime too LATE in Class was that info passed to students and were helped very little. BAD EXPERIENCE ON THAT . Need a walk in basis adviser as Ms. Rutter was.
- Smaller class size.
- More availability during mini-terms as well as over the summer.
- Advising is the worst for Kinesiology. Miss Alma Gonzalez is NEVER available, and has messed up a lot of my fellow Kinesiology students' degree plans and requirements. There are too many students and one advisor: you do the math. I can never get a timely appointment with my advisor to discuss my degree plan. Also, my advisor didn't guide me at all in making important decisions about my major and classes etc. Class sizes and availability are great, but a lot of students feel lost regarding their degrees. Maybe having counselors aside from "department advisors" there to help these "lost" students will help the university and the students.
- I would like the Advisor for Exercise Science to be more available to students. Scheduling an appointment with her was very difficult because it had to be scheduled 2 to 3 months in advance. This was very impractical for me when I needed my senior CLASS hold removed off my account in order to register for classes.
- Need to have more advisers where there is a 1-2 months wait time to schedule an advising appointment.
- Advising and Tutoring center.

- Number one problem with UH is the advising. Why can we only schedule an appointment on the last friday of every month? Think about that for a second.
- More chairs in classes and study abroad opportunities for HHP.
- More available appointments for advising.
- It is almost impossible to get an advising appointment in Kinesiology. It is very difficult to get any degree planning, internship advice, or anything. You are pretty much left on your own to figure everything out. In Dance, we went through three of four different advisors before finally getting Erika in the department. She is amazing, but almost everyone in the department has seriously been affected.
- I understand that an advisor's time is always in demand from his or her students. However, that is what comes with their job and my major advisor in particular was always very rude and never available. Other general advisors were pretty helpful, but it would be nice to be able to work with people that seem to care about your education plans and make you feel that finding the right degree and classes is worth their time. Class availability in the HHP Department was an issue sometimes. The very few classes required last in my major were only offered in one semester. It would be impossible to wait another year to finish one's major. Having more of the same classes available in each semester would be much more helpful for students.
- I really don't think they should change anything
- They need more advisers. You shouldn't have to schedule an appointment two months in advance.
- 1. Advising was difficult to attain when needed--the process to request an advising appointment is very confusing/did not work well!
- Advising needs to be improved. It takes too long to see an advisor when you need them. Also the class rooms in Garrison are out dated. The HHP department needs more space.
- It would have helped me if some of the classes were available for both spring and fall semesters.
- advisors never are online for their chat times.
- It would be most helpful if prerequisite classes would be offered every semester. I am pleased that the advising center now has someone that does walk-in appointments. However, I still feel that some of the advisors are not very good at answering questions fully or getting back to students in a timely manner (i.e. less than 12 weeks).
- Advising--sometimes it was difficult, and confusing at times, to schedule a timely advising appointment. Also, the availability of some courses are only offered certain semesters but only allow around 20 seats to be available (when about 60 students need to take it, which pushes some students back with graduation).
- My advisor doesn't care about students and its very apparent in the way she acts during every advising appointment I ever had with her over the past 4 years. Alma is rude and impossible to get an appointment with. And when you do get an appointment she is always late and only spends five minutes with you and pushes you out the door. Everytime I ever asked her a question she would just hand me a brochure and send me on my way. She took no interest in me as a student or as a person. Also she tried to discouraged me from pushing myself and tried to talk me out of one of the best classes I ever took bc she felt I wasn't smart enough.
- It would have been much more helpful if advisors explained a bit more how to go about certain situations, i.e., graduate school information or internship opportunities, rather than handing out papers expecting us to know what to do with that information. There should be a program specifically for this major that allows students to volunteer at hospitals or clinics, etc., as a group - maybe even carpool together.
- Advising More advisors Advisors that respect students.
- I have no opinion on this. I liked them all.
- 1. More advising hours
- Everything was great. It was hard to get an advising appt though when you really needed one.
- 1. Walk in advising
- Smaller classes would be beneficial. Advising needs to be more available to students.
- It seemed took forever to schedule an appointment with adviser.
- International transfer credits.
- Advising. Scheduling an appointment was difficult. I often felt uninformed about major develops in my degree plan.
- Kinesiology advisors need serious improvement. I went in numerous times for a transfer credit issue that they didn't know how to resolve. After 2 years, and 5 different visits, a different advisor finally helped me out and took care of the issue in ONE DAY!
- N/A.
- Advising - Alma Gonzalez is horrible! Many people agree with me. Get rid of her! Degree planning.

- I feel that some classes are not hard enough to mimic what graduate students will face after their undergrad, degree. I feel that some classes should be taken more seriously and strict rules adhered to. Such classes as Simpson's Exercise Testing and McFarlin's Exercise Physiology courses really challenged students and prepare them for grad. school.
- I think advising can be improved because at times it was hard to get an appointment unless it was made like 3 months previously.
- Advising - I think the advisers should meet with us and make more suggestions and ask question in regards to our plans after graduation and provide information on steps we need to take.
- The on line classes are useless.
- Advising! I don't understand that in order to see an advisor you have to make an appointment, yet they only have around 3 days out of the entire semester to see all the students that need their help. When asking questions to my advisor, she never seemed certain of her own answers and changing my degree plan when I already signed a different one.
- I think every teacher is great.
- Advising is way limited. The fact that there was only 6 slots open a month for my advisor was very disappointing. I don't think that there is enough advisors for my major.
- No suggestions.
- Advising... they need more advisors or more times to meet.
- The administrations office needs to not be so distant and should be alot more personable.
- Some courses should not be a requirement such as the Internship Seminar class.
- Have more school spirit. More advisors, my advisors were always booked months in advance, the online chat helped but sometimes face to face is better.
- Yes advisors need to be motivated to help students, encouragement, be able to want to see your advisor not be afraid to see your advisor.
- The hardest thing I ever dealt with when it came to advising was setting up an appointment. It was not to bad until it was switched to the last Friday before the next month or whatever the system was. I liked how you could sign up whenever you wanted to because things come up that need to be answered right away and are hard to just sit on
- Advising is a mess. More than one petition of mine was lost or sent to the wrong people or forgotten. Four to six to process the petitions turned into almost 6 months. I had to call multiple people every few days to keep it on track. I wasn't even told that the last one was accepted. I had to find out on my own. As a transfer student, there were many things that my adviser should have told me but I had to find out on my own. The scheduling system is ridiculous. Hire more people or extend the hours.
- Offer more classes online.
- I think that the academic advising can be alot better. I think that we should be able to speak with our advisor anytime. It was inconvient making appointments to see advisor a month later when we have simple questions.
- Degree plan requires several classes that are similar. Not really an advantage just means I have to spend more money year.
- More availability from advisers. I could never get an advising appointment without having to wait at least a month. Walk in hours were usually good, but at certain times of the semester I would have to wait all day, or even have to come back another day to talk to the walk in adviser.
- Advising could be a little more accessible during class registration period.
- It takes an entire month to actually schedule to see an adviser which is entirely to long. The advisers were not helpful and very rude and did not care about the students. Especially when you are about to graduate they say you are completely set to graduate then they say oh wait you need another class. It was the worse experience at UH.
- Without a doubt advising. I could not schedule online, I had to wait 2+ hours during walk in hours, and never really felt I was any better off after I left.
- I feel like advising department could have bee more been friendlier and recognize students better. Also, be more encouraging to students in the field. I feel like I didn't get the the right guidance that I was striving for. I had to find it on my own and ask other students. Most adviser just gave papers and documents to read it on our own and find out about the field. In the end, I felt like the advisers didn't try to get to know me personally and show me different routes to take after my degree in Kinesiology.
- There is only one thing I can think of and it was the availability of one class. The Sports Facility Management class only offered at one time every semester which made it difficult to work with my work schedule.
- No.
- HHP (Garrison) needs more advisers available or more appointment days/times available, a bigger computer lab with more computers and more advanced printers like the ones in Anderson Library, and restroom facilities in the Melcher gymnasium/building next door (connected) to Garrison are desperately needed. If possible it would be wonderful to have a cafeteria, food court, and more quiet study areas in Garrison as well.

Hispanic Studies (Spanish)

- *Availability. There were times that I really needed to take a class as a prereq and they weren't offered.*
- *I would have liked to taken more anthropology classes that dealt with different cultures, and more current events.*
- *Definitely availability. Most of the students attending were adults with families that worked full time. I think there is definitely a need to have more evening and weekend courses. Also, some teachers that have tenure, were very rude and intimidating, this needs to be stopped. I understand they cannot be fired, but they need to change that behavior.*

History

- *I minored in education and the education advising was absolutely terrible! The worst I have ever seen. They were rude, lazy, and completely unhelpful. Please let them know. Every student I have talked to in the education department was fed up with the advising. It isn't just one bad advisor, it was all of them. I would never in good conscious recommend the education department to anyone. I would actually advise people against it.*
- *Richard Frazier was largely unhelpful. I visited him three times before he finally put in the forms to have my political science credit count. Advising with him was unhelpful.*
- *None.*
- *More diverse class selections.*
- *I found my history advisor very unfriendly, and he was often unclear on requirements. The language portion of the requirements often hurts students who I noticed put forth only the effort needed to pass*
- *Most of my issues with my degree plan and graduate stemmed from the curriculum change back in 2007 or something. Getting a minor messed with graduating with honors, had to take multiple classes to complete some arbitrary credit with awful teachers in other departments.*
- *Everything usually was handled in a timely manner.*
- *Advising needs help. I did most of it myself, only going to see an advisor for my last semester. Also, I didn't even know I had a degree plan until the last week of school before I graduated.*
- *A larger variety in classes in history offered online; there were the same ones offered every semester.*
- *I think there should definitely be a requirement for most CLASS majors to gain leadership and professional experience whether they plan to enter the workforce or for professional school. Also, more preparation and guidance for those students who wish to go on to graduate school such as resume writing and personal statement development.*
- *Advising needs to get better. Desks in Agnes Arnold Hall need to be replaced.*
- *More sections availability for often desire course i.e. Rome or Greek with Dr. Holt.*
- *Richard Frazier needs an assistant advisor who can handle the lesser details. He is a great advisor, but it is so hard to get in to see him. It would also be nice to see more courses available that offer cultural aspects along with factual learning, particularly in History. This has improved, but I feel that most of my cultural history education has only been through the Honors College and courses offered specifically for Honors students. These should be available for general population students more often.*
- *Degree planning.*
- *Peoplesoft seriously needs a make-over.*
- *I believe the history department should have more than one advisor available. Appointments filled up quickly.*
- *The availability of evening classes for working people. I wanted to take day classes but I work full time. So, maybe to offer some of the day classes during the evening, perhaps every other semester...*
- *Orientation to the uh system or the Blackboard system.*
- *Advising Class availability*
- *Those professors that require their own book to be purchased for the class, if they could make that book available at the school library. Professors that do not have a main office at UH, creating an additional resource for students to speak with them. This semester I had a professor that did not have a main office on campus. I was not able to personally come speak to the professor unless they happened to be coming to campus.*
- *The Spanish department and the Spanish requirements need significant improvement. The classes that are requirements to graduate are not offered at flexible times, the placement test is designed to ensure that students are placed in the lowest possible class level (independent journals have verified this about the SCAPE test) and the faculty are inflexible in allowing students alternative ways of meeting the requirements.*
- *I believe the History department needs an additional advisor to assist with the day to day needs of the students.*

- Since History coursework is all about expressing in grave detail through writing, I wish there was something available to help students connect their natural voice with the historical points. Upon taking this survey I realized that there was a workshop available, but the advertisement for such assistance was pathetically nonexistent. I would suggest that ALL teachers in the History department market this help available to the students. My willingness was unquestionable during my years at this University, and had I known of such help, I would have definitely taken advantage.
- Mr. Frazier has been a constant source of frustration for myself and many of my classmates. A new energy in the advising office, which potentially could be emanated from him if enough effort was made, would make the dreadful course selection process and future planning discussions more enjoyable.
- 1. My adviser in major was not helpful. He never really seemed to know who I was, which was frustrating. Also, I had 3 advisers - one for my major, one for my minor, and one for the Honor's College. None of them ever knew what the other advisers were up to. It would make so much more sense to have one adviser for each student who could maneuver us through the tangled web of bureaucracy that so impedes many of us. 2. Remove classes from lists when they are not available. It is incredibly frustrating to go down the list of core credits and find classes that sound interesting only to find that they are not being offered for a particular semester. The same is true of departmental lists of classes needed for majors or minors. How difficult would it be for each department to update these lists every semester? Why make the students do all of the leg work?
- I think the History department could use another advisor.
- The only thing I would change is the ability to see my advisor more frequently.
- Advisor availability and more class variety.
- Yes. I strongly feel that advising needs improving. During my Senior year I made several attempts to stop by Mr. Frazier's walk-in hours only to find that he wasn't in that day. What are the point of walk-in hours if the advisor isn't present? Also, I kept track of my own paper work that I would fill out my Senior year because Mr. Frazier would "misplace" my paper work that I filled out for him (senior checklist, minor degree plan, you name it!) I would have to remind him that we had previously filled out that paper work the semester before starting my Senior year because it would not be inputted into my advising records after I met with him. I really feel like the History Department needs more than one advisor, because obviously Mr. Frazier is too overloaded if he can't keep up with student's records. Finally, let's be honest- no CLASS student graduating is going to be fluent in Spanish after completing the necessary spanish requirements to graduate. The classes/tests are unnecessarily difficult, and the second we walk out of a test we forget most everything we just learned. I think the Spanish department needs to ease up on the difficulty of the exams.
- Advising. I would hire more competent advisers.
- Parking is too limited and too far away from our classes.
- You really need to improve the Spanish courses by offering better teachers and textbooks.
- The adviser for History is horrible. He barely ever told me what I needed and usually I felt like I was telling him what I needed. In my last semester here at UH, I found out that I was missing one hour of credit when last semester he quoted me at being over. Finally after a lot of investigation, I found out with another adviser that one of my classes that transferred didn't exchange properly. He could have easily found this out and fixed it but he is oblivious.
- Larger course variety. More wars, less hispanic and african american studies. More online classes, those are much better.
- Please add another adviser to the history department. The Adviser is awful, and he caused me to graduate a semester late.
- My adviser stinks. Mr. Frazier is rarely available, and when he is, will often give misleading or incorrect information. My minor adviser, Kim Cooks, gave me more assistance and was more accessible than my major adviser. She helped me get a grade situation ironed out, when Mr. Frazier wasn't available. Jackie Vela, when Mr. Frazier was out for an unknown reason for an unspecified time, was more helpful communicating my graduation requirements than Mr. Frazier. I have had to delay graduation TWICE because of incorrect information provided by Mr. Frazier. Further, class availability and diversity also stinks. It took me 2 years and countless professors to finally take a class in modern history (post-WW2), which is ridiculous. The upper echelons of of CLASS need to be cleaned out. Soon. My university is better than what CLASS has to offer.
- If there is only one advisor per department (history, for example) and he/she is unavailable due to illness or something else, a notice online or over the phone would be helpful explaining who else we should contact for our advising needs.
- 1. More classes available for working students (i.e. - online, weekend, evenings, etc.)
- Scheduling academic advising appointments was very difficult. Though it may be easiest to use the Internet and schedule an appointment, as a student there were times I needed to speak to an advisor and mine was not available.
- On a few occasions I found it extremely difficult to register for some classes that I was really interested in. I wanted to take other classes with professor Holt and I was never able to because he was not teaching certain classes on certain semesters.

Liberal Studies

- No comment.
- Let more people in classes, or maybe have more classes certain offices (like the one that appeals classes) need to work MUCH faster.
- N.a.
- More Space.
- There needs to be an introduction to language course, so students can get an idea as to what they are getting themselves into. Stop letting the History professors charge full tuition for a course that they do not teach, where lessons are made available on shoddy youtube videos and the TA handles the grading and interaction with students. Parking. Parking. Parking. Parking. Parking, or its lack thereof, directly contributed to my having difficulty in class. Force professors to mix up the days they teach. Political Science seems to prefer Tuesday and Thursday classes, which is troublesome when all of the professors are teaching those days. Oh, and parking. It is awful.
- I didn't attend University of Houston for a full four years, I transferred. So deciding on a degree and making plans on how to get there I did on my own before. Mistakes were made and I would have taken advantage of services if I came to UH as a freshman.
- More availability for different classes. Better, helpful advisors.
- N/A.
- More structured online classes, more offered.
- Advising is not great. I know y'all are busy, but maybe more advisers need to be brought on. Our advisers are so amazing, but we need more. Financial Aid at the University is horrendous. They are unorganized, uneducated in their field, and just an all around mess. I almost dropped out of UH solely because of them almost twice. They come across as though they want to see you fail.
- For transfer students the management needs to be more proactive. I took a few courses after coming to UofH and found out I didn't need those. Wasted a lot of time and money.
- I did not encounter any administrative problems during my time as a student.
- Advising sometimes was difficult to reach during the busy weeks of registering, but nothing to complain about.
- N/A.

Modern & Classical Languages

- Phone calling to campus too slow and transfer too much.
- Availability.
- More classes and availability.
- This semester I was enrolled in a hybrid French class and I feel that language classes are more beneficial when taught face to face. As a class we felt rushed through the material and there was an extraordinarily higher amount of work in that class than other classes I have taken.

Music

- I was a Music Business major, but that degree plan is really a hybrid of Music Performance and Marketing. This degree needs significant development. I would suggest less emphasis on music theory and music history and more emphasis on business concepts like non-profit business function, sound engineering and recording, and business administration.
- Once in a while there slight discrepancies regarding paperwork, so my surmise is that that was due to the large number of students in CLASS. Also, many times items or issues were not relevant to music education majors and therefore made certain processes tedious or simply highly inconvenient. A more surgical-like approach is necessary, not only for music education majors but for the rest of the areas as well.
- I think that the College of Education can take a few pieces of advice from the Moores School of Music. Being a music education major, I also had to take some classes at the College of Education, as well as submit appropriate paperwork. The staff members and advisors there did not seem as organized or caring as Carrie Young, Erin Doty, or Stacia Morgan. I have friends who are education majors and the advising stories they tell me are saddening. I believe that the Moores School of Music advising, class and degree set-up, and most importantly, staff and faculty members are world-class. I have never had a problem with completing my degree, on time, with membership in the Honors College as well. My experience at the Moores School of Music has been truly amazing.
- N/A.
- I think most areas of improvement that I came across were actually fixed while I was there!

- However well Dr Weber's intentions are, she should be a lot more considerate to students classes and workload outside of her choral ensembles. Dr Smith, in the music composition area, could be a lot sensitive and understanding to students needs.
- Not really.
- I believe the administrative areas listed above were very effective.
- None.
- availability of music classes ALL semesters. For example, have a Music History 3 class both fall and spring semesters instead of just having 1 huge class.
- The school of communications, while improving in facilities and technology, needs to get fresh faculty. Drs. Hawes, Haun, Heath, and Douglass, need to consider stepping back. We need more younger professors like Drs. Olson and Ashley, and Prof. Graham who have more real-world experience and received their doctorates AFTER 1970.
- The reading in a content class should not be required for music education majors. The class does not apply to our content.
- The school of education is disorganized.

Philosophy

- Get rid of those old wooden chairs and use long tables with chairs not achored to table. Those wooden chairs are uncomfortable, ancient, and are too small for anyone over 6'2" and the desktop on those chairs is too small. Other classrooms in other buildings have the long tables and chairs. The University should cut some of the budget set aside for these construction projects (too many people standing around, not many working) and put some back into bringing the class rooms up to date. The 1950's have come and gone, take those chairs with you!
- More availability in philosophy classes.
- more teachers, so there could be a wider selection of classes we can choose from.
- I was only able to take multiple classes with one of the professors in my major field of study. Would have been nice to take multiple classes with a few professors.
- The English department needs at least one more adviser.
- More diverse classes in the classics.
- Without naming names, it seems to me that certain professors teach intro courses on a higher standard than others. If it remains this way, I think the advisor should encourage any students interested in actually majoring in philosophy to choose these more difficult intro courses, as I believe they better prepare us for future coursework.

Political Science

- More advisors or longer hours.
- Na.
- When a student first transfers or starts attending UH, they need more guidance. The first semester I started attending UH I was completely lost and didn't know what the advisors where referring to. The degree plan should be more specific on what classes fall under what category.
- There should be more classes offered that are international relations oriented. Also, there should be more of an emphasis on non regular foreign language (for instance, I would like to see stronger Arabic, Russian, Farsi, and Classical Languages).
- Nothing, everything was fine and I don't have any suggestions for improvement.
- Edward McMillan for political science was a horrible advisor and needs to be replaced with someone who actually wants to help students.
- I completed a spanish minor, and had a terrible experience with anel garza, whose ability to teach the material was subpar. Guadalupe quintanilla is a compulsive liar with unclear grading practices and seems to play favorites in class. She tries to get the students to teach the class and only interjects when she feels is necessary. Debra frazier is extremely rude, and I once witnessed her along with another employee of the school, who I believe to be a professor, poking fun at a student who had just left the office. After my experience with the spanish department, I feel that it needs some major restructuring.
- More availability of classes.
- The advising was great. I wish there were more hybrid classes especially since I work while going to school.
- I thought they were all pretty good.
- N/A.
- It always seemed, and especially this year, that athletics was a higher priority for the university than academics. Students were kicked out of parking they had already paid for to make way for parking for the football games. In the worst incident, I was parking for class on the final test of a class the same day as a football game and couldn't parking in 3 of the normal places and the attendants could not tell me what was available for students. You need tighter integration of administrative functions.

Student enrollment and Parking admin were done through separate and independent web sites. Some classes in the liberal arts college used Blackboard Vista to pass information to students and other colleges used completely different systems.

- 2. To include professors. For some professors to keep their political views to themselves, and stop trying to force them on students. I am not liberal or conservative, please let the students choose. Hiring students brings attitudes, worst experience is the library. Other than specific teachers, the classes are great.*
- I was not fond of the advising, it was always a struggle to get into see someone, and there was a major issue where an advisor made a mistake when reading my transcript which caused me to have to take another semester entirely.*
- More variety in classes.*
- Advising, especially in English, can be streamlined much better.*
- More advisors available More organization.*
- 1. please provide enough seats in class, OR MOVE THE CLASS TO A BIGGER BUILDING 2. BETTER DEGREE PLANNING, and more class learning less HW IN MAJORITY OF STUDENTS WORK TO PAY FOR SCHOOL, please stop increasing fees for dumb things!!!!!!!!!!!!!!!!!!!!!!*
- There is absolutely no acceptable reason why Houston and therefore the University of Houston does not offer a major in Mexican American Studies. This glaring oversight, for lack of an inflammatory word or two, must immediately be rectified.*
- none that I can think of.*
- I was very disappointed with CLASS when they removed the Russian minor from the catalog. Although I was still able to keep mine, many of my friends who either had or were interested in the Russian minor were no longer able to get it. I took a second year Spanish class that, though it was taught excellently, was too large for a language class. Also, there were too many students that were not ready for that level of Spanish.*
- I think Academic Advising under CLASS should be more organized. I remember one time I walked into a Political Science advisor's office and was told one answer about a question I had, walked next door to the other Political Science advisor's office and was told something completely different! Academic advisors should be on the "same page" more. I think they could also offer more hours for advising. Walk-in office hours can be really inconvenient at times with the course load you may have. The people in the Writing Center can be helpful sometimes. It can be very "hit-or-miss." I think they should all be trained equally (at a certain level) so no one person is more helpful than the other.*
- More classes available.*
- Most of the courses are not challenging enough I wish there had been clear polisci "tracks," e.g. international relations, political theory, public admin.*
- More classes on different political subjects. Smaller classes and also more classes in the evening.*
- DISTANCE EDUCATION STATE SEPARATION.*
- Because I worked while attending school, I am not sure what was really made available to students.*
- Some classes, particularly upper-level Political Science and History classes could be offered more frequently.*
- Too much to even begin. More personal!*
- Although I've loved my advisors, specially Ms. Norma Sides and Ms. Sandra Gold-Singleton, I think it is important for the advisors to be knowledgeable on all areas of a college's programs and I find that there were some advisors who did not know enough.*
- Classes: more need to be offered on Monday's and Wednesdays. There are always classes I want to take, but they are at the same time, on the same.*
- I had problems with transferring my international credits to this school; they lost it, and they transferred only a few classes - these little wooden chairs in classrooms in AH are extremely uncomfortable in comparison with what students in the business college have; the restrooms in CLASS have broken doors, lack paper, soap, and are not clean.*
- The advising at U of H has definitely gotten better. Please keep the class sizes where they are at.*
- Offer more afternoon classes and advising hours so that its easier for full time workers to attend courses and still maintain income needed to support families.*
- N/a.*

Psychology

- I feel advising should help students more, beyond the degree planning that they do. Perhaps, helping us find jobs, or schools upon graduation. There have been numerous times when i walked in because i had a question, and i was turned down because i didn't have an appointment. I was told to call friday, when i did i, my call wasn't answered. I feel they need to be more available to us.*
- I think that there should be more classes available online. This will help those students that work full-time like myself.*

- Stop teaching classes with grad students. Right now there are plenty of "Intro" courses, but there's really nothing after them. There are very few other courses to choose from in Psychology other than the "Intros".*
- Advising is HORRIBLE for the Communications school. In reference to this survey, I used my experience with my primary major (psychology). The advising staff and availability for the psych department was wonderful but anytime I needed to confirm informatino or speak to a communications advisor they were rarely pleasant to work with nor easy to get a hold of.*
- It was just incredibly difficult to get an advising appointment, almost irritating and frustrating. When I transferred I was so confused and had so many questions. I desperately just needed someone who could just give me fifteen minutes and answer my questions. The only way I could reach my adviser was through emails at times because so many of us were wanting an appointment. But it really depended on the adviser. That is when I found Ms. Woodward who was my guardian angel in the psych department. She helped me so much. So blessed to have her there.*
- Everythings great!*
- The UC Center across from the Hilton needs better piping and water systems...occassionally when i ate in the bottom lounge in the mornings for last four years...there was rust or muddy water coming out of the pipe system. More student should be allowed to come here , but must fufill requirements to get in tier one... that is all.*
- Students should have easier access to advisors. Holds should not be placed on accounts during the semester without warning to allow time to visit with advisor. Seniors and Juniors should have priority or additional access to advisors. The hardest challenge for me was removing holds. I work full time and could never see an advisor when it was convenient for me. By the time I got holds lifted all the classes I needed were full. There are not enough dist ed, evening, or weekend courses.*
- Have more professionals teaching the classes, as many of my classmates found it difficult to get letters of recommendation, as their instructors were graduate students.*
- Not a big variety of HDFS or PSYCH courses in the Spring. Advising office would often turn off phones all day (back when we had to call to schedule appointments).*
- The advisors need to be more responsive to students.*
- Yes you need to find new advisors that know what they are doing and not ones that only guess. There is a LOT of new changes that need to be done immediately at the Psychology department.*
- need smaller class size for some classes, administration in psych dept sucks -- the front desk person was rude and gave me wrong info. and the rules and policies regarding degree plan keeps changing. needs to have a place where students can get updated changes all the time.*
- I think it would be great if there was more guidance and advice (beginning freshman year) for people intending to go on to graduate school in Psychology. I understand that there will be a new group of classes especially designed for these students next semester - I would have loved being a part of that, had it been available while I was studying. I did not know much about what I needed to prepare for graduate school and now unfortunately it is too late to get research experience, etc. However, advising was overall quite helpful.*
- N/a.*
- Keep Barbara, she is the best psychology counselor there.*
- Smaller class sizes, more available and informed advisors, better prepared teaching assistants.*
- I think more interaction with the advisors regarding a student's academic goals. In some cases, they could provide more direction, but do not.*
- Have a list of the required courses for the intended major on PS, and have it be updated after each semester so students can figure out the next classes to take without having to make an appointment during the time it gets busy.*
- I dont have any.*
- Availability of advisors.*
- Class size in some area of study was to big.*
- NA.*
- Horrible set up for making an appointment! They should use the system the Bauer school uses for students. Certain days should have welcomed walk-In's, 2 people able to assist students at the advising check in counter on busy days, and computers available to make appointments outside the office.*
- More degree planning and also additional assistance/guidance in graduate programs. I was not provided ANY graduate options nor any information related to next steps related to advancing my degree/career or options to advance my career using my pending degree. Also, availability of classes seems extremely limited.*
- Advising needs to be more available to contact and get questions answer.*
- More improvement in degree planning.*
- Having to see a counselor each semester was inconvenient and served little purpose to a competent student.*

- NA.
- *Only scheduling appointments for advising on Fridays is ridiculous. All I heard from the advising department all semester was "Call back on Friday."*
- *I wish the advisors were more available. I was given the wrong information twice and never felt sure of the advice of guidance they gave me after those incidents.*
- *Advisors need to be more motivated and friendly. Most seemed annoyed to have to see students. They also were not very open to questions, like when asked advice about courses or careers. Expect Ms. Linda Canales, she was very nice!*
- *Availability.*
- *Psychology needs to redesign their courses. I learned significantly less in psychology classes than most classes in other fields of study. Moreover, the advising in the psychology department is inconvenient and they drag their feet on pushing paperwork through. They wait until the deadline to get anything processed.*
- *Advising could use some improvement in getting back paperwork. I had to wait a month for a petition that they were supposed to call me and let me know it was in and they never called me.*
- *The Psychology Department needs more advisors. A few problems with degree planning: (1) Little is mentioned about the GRE or other examinations necessary for graduate school - students should be informed about these upcoming exams well in advance (by the end of the sophomore year). Although there are posters around campus about the GRE, the advisors do not emphasize it (some don't even bring it up to students). (2) If I had not been a member of The Honors College, I would not have known about the Senior Honors Thesis, which is very helpful for students who might be considering graduate school. (3) No one informed me that Abnormal Psychology is required for many graduate programs in psychology, but, having taken it, it is apparent how important that class is if one wants to continue on to graduate school.*
- *I thought the bureaucracy was a little hard to navigate as far as knowing when to sign up for classes and apply for graduation and stuff like that.*
- N/A.
- *Did not like having to make an advising appointment for the week of when I wanted to come in.*
- *I believe that everything worked well for obtaining my degree and don't see why it wouldn't for any one else.*
- *Everything seems to be fine to my knowledge.*
- *I would have liked more analytical psychology classes.*
- *I work the night shift, i.e., 1800 to 0600 all night, and have through my tenure at U of H. I would always find classes that were in the afternoon. Classes that started at 1430 were great for me because I could sleep from 0700 to 1330 and then go to class. I would suggest streamlining or make easier navigating around U of H's website. For instance, going from Blackboard to People-soft, by a click of a button, would be convenient and fast and awesome!*
- *More psychology class availability.*
- *Yes. I think advisors should check to see whether the students have taken the right classes before graduation. I was told a week before graduation that I had been disapproved because I had mistakenly taken the wrong course for Math Reasoning. Even if it was my fault that I took the wrong course, I wish I had been told about my disapproval when I could actually do something to find my mistake.*
- *none.*
- *I understand that CLASS has many colleges inside of it, and has a need to be organized. I was on academic probation while trying to declare a major (USD student before). As a result I had to deal with CLASS advisers for a semester, and then a Psychology adviser once I declared. I believe that had I worked with a psychology adviser through the entire process, I would have graduated earlier.*
- *Everything was fine. I do think the move to have students schedule advising appointments online will make things a little more complicated for students unless a better explanation of how the process works can be given or maybe if the bugs get worked out it will work better.*
- *I often had difficulty obtaining classes I needed. I think it would help if more classes were available online to accommodate working students and those with families.*
- *Advising was cut short sometimes. Advisors always seemed in a rush.*
- *There need to be more Psychology courses available, especially dealing with or related to Industrial Organizational Psychology (i.e., Tests & Assessments, Organizational Psychology, Personnel Psychology) There should also be more social and research opportunities for Industrial Organizational Psychology majors.*
- *counselors did not advise me properly along the way about the 36 advance hour requirements and core math reasoning requirements.*

•Advising- I needed to switch my advisor because the former was not listening to what I personally needed (i.e. - recommending a class that she worked well in, but was exactly opposite of what I was good at), was misinformed about the "add forms" and left me in a bind the first week of school, and did not seem to understand what I said I needed help with, or maybe did not listen or remember- I don't know. The advisor I switched to is an angel...! Thank the Lord, because she helped me tremendously and was very kind and patient with me and I am so grateful! Classes- I only had two professors who were faculty members with a PhD; the rest were graduate students, which is fine and I really liked all my graduate student professors, but maybe advise/inform students to be aware of who the professors are when registering for courses because I did not think about that at the time.

•I would say make the grading process quicker and more easily accessible. Also I would say class sizes, personally I enjoy bigger classes because it teaches you more responsibility. Smaller classes means you are more one on one and I believe that will not prepare you for the real world.

•More advisors.

•Academic advisors should be better prepared to provide guidance not only with present academic plans but also with future ones (such as graduate school). It is really discouraging when they are not able to provide any kind of information on a academic plan that would help students get into graduate school or would better prepare them. Classes were also very hard to get into, especially required ones for our major. If they know every student needs to take these classes, they should have more available.

•The current scheduling process for psychology advising should be changed. There should be walk-in hours that offered.

• Advising appointments online, easier access to advisors.

• Special advising for veterans.

• Nothing really. Maybe more internships and research assistant opportunities... If either of those count towards what is being asked.

• The one thing I do not like is about scheduling an appointment. If I want to schedule an appointment, I have to wait till Friday comes for me to schedule one.

•The advising process needs work (not the advisors themselves). It is difficult to make an appointment and the front desk people are less than friendly.

•No improvement.

•It was often quite difficult to schedule an appointment to see an advisor; Positions filled up fast. Having more advisors would help.

•Psychology advising... mediocre, understand that many many students have the major. Mostly good experience for all requirements done in a quick manner etc. Didn't have close relationship.

•N/a.

•Advising could really use improvement...the whole system leading up to graduation is painful and slow.. Semester by semester you have to apply to get one thing approved, then wait a whole other semester to get the next step approved, and so on... a lot of it seems needlessly inefficient. Bauer is very organized and efficient.

• The size of classes needs to go down in class. Especially in science classes.

• No, I think everything is as good as it is.

• Suggest to the students the other academic areas they might need to pursue. For example, since I'm a psychology major I would have liked to have been informed that it would've been good for me to do research assisting. I had no idea that research assisting was almost always a requirement to get into graduate school.

• It is impossible for such few advisers to handle so many students. The school needs to invest in more advisers.

• No improvement needed.

• I like the degree plan. I was a long-distance student and I am grateful for the ability to complete my degree online. The advisors are great. I have enjoyed all my classes.

•In regards to scheduling for an appointments I believe there should be walk-ins available for each school because some people may have emergency situations where they need to talk to an advisor immediately but can't because they have to schedule an appointment first online when they are only available on Fridays and they fill up very fast.

•Help the students more on finding the right classes in their degree.

•The ability to set an advising time online was non-existent until my last semester. When I did call for an advising appointment there always seemed to be a waiting time of at least a week.

•Need better advising, need to offer more classes at better times, **HELPING STUDENTS GET JOBS!**

•Everything.

•Regulation of the way TAs are involved in grading and classroom affairs.

- 1) Psychology department should make setting advising appointments easier, such as online, instead of calling in on Friday. I worked all day Fridays and was not able to call for an appointment. And if I was able to take a break and call, I was always on hold.
- The advisers have become so much nicer, and attentive! They even respond through email. That's something that I really used this year because getting an appointment was sometimes hard, and not worth it if you only had one question.
- Advising was my greatest issue, as they were unfamiliar with the post bac requirements especially when the initial degree was awarded out of state.
- No.
- I don't have too many suggestions as I was mostly satisfied. My only recommendation would be to tighten up the mistakes the counselors sometimes make and provide the students with a more accessible and easier to understand class list the university offers so they don't miss out on something they might have otherwise taken.
- As a student who works full time, it was always a hassle to schedule an appointment with an advisor. Appointments are during working hours which meant I had to use vacation time to travel, park, and walk to advisors office for a 5 minute meeting. This process always took me about 2 hours. I think the process should be simplified for those who do not work near the university campus.
- A degree in psychology really means nothing in the real world unless you are to go on to graduate school. I wish that someone would have been open and honest with me about that from the day I transferred. I enjoyed the classes I took but to be honest I don't really see how they are useful to me now, other than helping me get my degree. I will now be completing a 15 month course to at HCC for Diagnostic Medical Sonography so that I can get a better job than one as a receptionist making 9 dollars an hour. I really feel like someone needs to be straight forward with the students at UH in the psychology department and tell them that the degree plan they have chosen will only mean they might have a leg up on someone who only went to high school.
- Give TA's to much power in grading.
- We need better advisors. They are not personable enough and do not know their information. Several times they told me things that were not true and/or led me down the wrong path.
- Advisors should not take a week off at the end of the semester, that is when most students want to be advised.
- 1. Would have preferred more tenored professors as instructors instead of doctorate students who were not interested in teaching. 2. More online information for class students such as graduation application information.
- Offer more opportunities for students to get hands on experience working in the field.
- FINANCIAL AID!! The financial aid department at UH is extremely understaffed and overall very unhelpful. I feel none of the employees working as financial advisers have the knowledge they need to successfully advise students. Also, the admissions department is not timely when letting a person know whether they have been admitted to the university or not.
- 1) Advising: I think advising should be mandatory once a semester for all students so that they may stay on track and be kept abreast to any changes the college may have made to their degree plan.
- The advisors in general need to be improved. They are horrible. They are rude and do not do their jobs. One turned in paperwork late so my major wasn't declared when I wanted it. Another signed my degree plan and it was wrong, almost preventing me from graduating. In order to improve the advisors, maybe someone needs to make sure they are actually qualified and are proficient at doing their jobs. They almost ruined my entire college career multiple times.
- There needs to be more advisors, it is impossible to get an appointment, when you do it is rushed and impersonal, they do not explain or help you with class choice, but most importantly Psychology is the type of major that when you choose to be a part of, someone (AN ADVISOR) should explain to you what kind of jobs are out there, the fact that the type of jobs most students want require grad school and the things needed to get into grad school. Most students don't know this until it is too late to get an RA position or get their grades up etc. -Please get more actual professors. Grad students tend to read off the powerpoint and don't know anything the book could have told me. When I have an actual professor who wants to be a professor I receive soooooo much more out of my class.
- Scheduling for an advisor has been a major hassle, and the receptionists were not fully receptive and welcoming in explaining how to meet with an advisor.
- Advising system is extremely inconvenient and having to schedule appointments to ask simple questions seems unnecessary. It causes frustration when advisors are not available and you are not allowed to speak to them because you do not have an appointment. Not being able to speak directly with an advisor when there are concerns that can be handled quickly makes it difficult for students who simply want clarification. Only being able to speak to the front office leaves the students feeling uneasy as it is the advisor's responsibility to assist students with their academic concerns. This could be prevented if the student is always given assurance that an advisor can take the time to simply answer questions that may arise.

•It is impossible to get an appointment with advisors in English and Psych departments. The new online system is not ready for prime time. The amount of paperwork for getting major/minor declared, filed, graduation petitions, etc. is ridiculous. Adviser gave incorrect order of steps for applying for graduation so I missed the deadline for getting my name in program and it cost me more. Advisers don't respond to emails and don't offer much in the way of helpful advice. The university seems like it is run by a bunch of buffoons, the Keystone Cops of education, bumbling idiots and glue-sniffers. No one knows what they are talking about and send you on wild goose chases that lead back to square one. Offer more upper-level classes in Sugar Land, have a commuter shuttle or bus from the Sugar Land campus, have more upper level classes on Saturdays and in the evening, don't nickel and dime me (like making me print my own stuff from the internet) when I already paid some of the highest public school tuition in the country, don't make me look for parking or pay an extra fee on Saturdays just because there is an event. My garage pass was almost \$300 and I still had to pay \$10 to park on game days. Get some decent healthy food on campus like a vegan/vegetarian food truck. I hate the nasty food at the chains. Make the signs on the buildings big enough to read from a distance so one does not have to walk right up to the building to find out it is the wrong one. Tear down Agnes--the stupidest building design ever. What fool built this and Heyne with basements? Hello? It is Houston, it floods. A lot. Heyne reeks of mold and mildew, the air condition doesn't work in either building, the rooms are manky and the desks look like they are built for 5-years olds. I hate this school and can't wait to be done. Wish I did not have to go here but could not move anywhere.

•I liked my experience.

• I think that the advising center for the psychology department should really fix how they make appointments. They only took appointments if you called on fridays and that was very difficult for me to remember sometimes so i would have to wait another week to make an appointment. Even if I called to see if anyone had cancelled so i would be able to take their spot they would not let me. I think they should take appointments all week not just one day.

•The core classes were way too large and I felt like I could not get any one on one attention from the professor. That was 10 years ago and I'm sure that over the years, that has probably improved greatly. I wished that the advising departments from different areas could get together and not make the student walk all day around campus just to get something signed. I did that my whole 10 years and found it very inconvenient. It doesn't make sense that one department doesn't know the status of my applications for appeals or for reinstatements or what minor or major I am filing for etc. It was frustrating to have to explain that process over and over and over.

•None.

•Do not have grad students teach classes. They are the worst.

•In the psychology dept., arranging a way to meet with the same adviser throughout college career. Maybe students last names A-F meet with adviser 1, G-L meet with adviser 2, etc.

•degree planning should be more in detail and counselors should help students more with making decision with their degree.

•There seems to be a high level of turn over with regard to the advising staff which causes a lack of rapport building and consistent knowledge of the students' file.

• No suggestions. Class courses are great, they are offered on the weekends and nights, the schedule is flexible for students who commute and work.

• There needs to be a better system when making an appointment to see an academic advisor!

•Make the some of the specialized psychology upper level courses available during the day instead of just the evening.

•N/A.

•In the Advising front desk, the secretary (Caucasian woman with blonde hair) is always rude to students who ask questions. The academic advising area should be a friendly environment, not a non-empathetic environment.

•Well, one adviser advised me incorrectly causing me to have to take a required credit in a condensed summer session when I could have (and should have) taken it in a regular session ' '

•Advisors really need to know what is required from their students in order for them to graduate. I had so many advisors that will tell me one thing and then another would tell me another. The one I had in Spring '12 was really nice but unfortunately she retired. She set the record straight and told me what I needed to do by printing out a sheet of my requirements. I had to take more classes than what I was previously told.

• The ladies who work in the Psychology Advising Department are not very friendly. Especially the lady who works reception.

•No, I don't have any suggestions.

•Increase class size for some of the psychology classes because they really fill up quickly. More advisors or more time slots for psychology because again the slots fill up really quickly

•My advisor was not very responsive. I have heard of people who have had one or two classes unfinished and their advisors didn't tell them about it until they tried to apply for graduation. Patti Tolar is very helpful though.

•The psychology administrative dept sucks. The secretary at the front desk gave me too much incorrect info that delayed a lot of important progress. Should I have a suggestion/comments box at office at all times, and have it checked every month or so, not just at the end of my college career like this. The financial aid department was a disaster. No one seem to actually care or was competent except for maybe two people. The high turnover rate is atrocious. Please hire good people with good work ethics!

•I have no suggestions.

•I got frustrated with how advising didn't answer to phone calls or leave a message on what to do when nobody was around to answer. Class sizes were never a problem to me, but I wish more interesting classes like Persuasion and behavior were offered.

•I did not like the change in the psychology advisers rules this semester. Being able to set up appointments online was helpful, but not being able to make one in person was a bit ridiculous.

•Advising has worked out for me, but of course I have heard its going to get more complicated for no reason. just help the kids do what they need to and everyone should be satisfied. Oh, and only teaching certain classes during certain seasons? Lame.

•The best suggestion that I can give is to have the advising department clearly define the students options. The advisers within the psychology department were not very thorough. There were a lot of degree requirements that I had to do further research on after some of my advising appointments.

•More availability in regard to appointments and taking phone calls. Different information provided by various advisors that contradicted eachother.

•Friendliness in psych office.

Sociology

• I think there might be a lacking in the advising services, not everyone is clear about the classes to take. I knew a lot what I needed to take through the use of the University of Houston website that my colleagues did not know. The advising helped out but I knew much more going to the website, so I think that going to advising was not enough to know all the information about the rules and restrictions about one's department.

•Only well qualified teachers should teach in their field.

•a wider variety of classes in sociology.

•NA.

•degree plan needs improvement, some classes are not stated properly which in a way is not helpful as to where one is and what is available to take.

•The Psych advising department needs to be gutted and re-done. I was lead down the wrong path for many years by different advisors. No one ever seemed to stay much longer than a year. BUT the head lady in the office totally steered me the wrong way and she should not be speaking to students. SHe is rude and inconsiderate.

•More sociology classes about Labor, gender, social movements, race, education, human migration.

•None.

•Advising-made me feel stupid because I didn't understand what classes I needed and didn't need. Also had me take a class I didn't need. And....the classes I had "left" changed almost every semester. He didn't seem to know what I needed and what I didn't. I am pretty sure I took more classes than necessary. I also didn't like the way he would talk to me.....very condescending a lot of the time.

•No specific complaints for CLASS. I do wish research opportunities were offered to undergraduates in CLASS. I gained my research experience through College of Education.

•Better options on career paths. There is plenty of help for business majors and such but not much for sociology majors.

•The Spanish classes I took were very inconsistent and unorganized. Teaching expectations from one class to the next was greatly inconsistent, and the entire department seemed to not have it together.

•Class availability and degree planning.

Theatre & Dance

• The entire Theatre Department needs a legal eye kept on them, and administration in general is poor and reluctant to help.

• Giving the teachers more time with the students every day.

•Everything was fine.

•Dance degree should be looked at and possible revamped.

• There is a teaching degree in theatre but not technical theatre.

•N/a.

- *The School of Theatre and Dance is a good school, but it focuses more on Theatre. If Dance is under that umbrella then it should have the privilage of using all both studios in Wortham. I was the lucky few students who used the big studio in Wortham my second year at UH, but then they decided to focus that studio as a lab and Graduate studies. We were only allowed to use the ballet studio in Wortham and the Studio in Melchar Gym. With as many students as the dance school has it is nearly impossible to all fit in the Ballet studio in Wortham. I believe that we should all share the same spaces, as we are under the same school.*
- *Availability of rehearsal space for dancers and theater students.*

Assistance Achieving Goals

Question 22 asks students what specific programs, services, or people assisted them in achieving their academic goals. 588 students responded. Students most frequently mentioned faculty members and advisors, over 200 were mentioned in general. 299 professors and 32 advisors were mentioned specifically by name.

Anthropology

- *My advisor, Landis Odoms especially helped me.*
- *Learning Support Services was a big help.*
- *Academic advisor - Landis Odoms.*
- *Landis Odoms is a great adviser !!!! Dr. Brown, Dr. Lang & anth dept.*
- *CLASS, Landis Odoms, Prof. Susan Rasmussen, Writing Center, LASS, CASA, FAFSA, GI Bill, my father*
- *Landis Odoms is a fantastic advisor and Katherine Hutchinson helped me greatly when I saw her in the Career Counseling offices.*
- *A few of my professors in my major classes helped me out. I did not use many services at UH because I did not know that they were available or where to find them even though I went there for 3 years.*
- *My advisor, Landis Odoms, was wonderful.*
- *Landis Odoms is an excellent adviser who really cares and Dr. Rebecca Storey is an amazing, wonderful professor.*
- *Anthropology advisor and professors.*
- *Scholarship from Continental...United airlines.*
- *Every professor I had was available anytime for inquiries to help me determine my best path.*
- *Landis Odoms.*
- *Dr. Villanueva really helped make psyc methods (a requirement for psychology minors and majors - I was a minor) simple to understand - she was very good about not obscuring the material and presenting it in a clear, straightforward manner. The math lab in the Garrison Gym was very helpful when I took precalculus. It was a necessity. Although many of the individual tutors are not sufficiently proficient in English and are otherwise not very good at explaining material, many were very helpful and they really made the difference. Again, Dr. Storey is a very fair and understanding professor. All of her tests in the classes I took with her were essay based and subjectively graded, but I felt she was very fair in her grading and that she really tried to adequately prepare us for her tests.*

Art

- *Adviser, Cindy Bowden. Professor, Noora Alsaman. And my family and friends were a big part of reaching my goals. During my time at UH my Mom passed away due to a stroke. I went to the counseling service on campus for a little while and it was a big help. My teachers have been the best though and very supportive.*
- *Stephan Hillerbrand is an amazing professor, one of the best I have had at UH! The art office is very helpful and friendly. I loved working in the Sculpture Program Annex building on the other side of campus, it was a great resource. The fact that I was able to participate in the SURF program over the summer was an amazing experience!*
- *My advisors were helpful to me during my last 3 years of school when fixing my degree plan. Also my professors, Stephan Hillerbrand, Delilah Montoya, David Politzer and Suzanne Bloom, were extremely helpful on getting me equipped and prepared me for life after graduation. The communication and their availability between them and students was outstanding.*
- *Lotus Bermudez, Jennifer Sorkin, Jillian Conrad, Paul Kittelson, Katrina Moorhead, Amanda Clay.*
- *Stephan Hillerbrand.*
- *Career Services, Interlibrary Loan, Cindy Bowden, Cathy Hunt, Rex Koontz.*
- *The advisors and Abinadi Meza.*
- *Advisors in the school of art and career services department.*
- *Individual professors: Dr. Jeni Sorkin & Dr. Jessica Locheed were outstanding instructors and provided real-world assistance.*
- *Cathy Hunt was a major influence in all that I did in CLASS.*
- *There are some amazing professors: Jack Hanna of Drawing, Geoff Hippelstein (adjunct), Dr. Judith Steinhoff, Abinadi Meza, Dr. Jennifer Sorkin and Dana Padgett were all really helpful in areas beyond the college world. Aaron Parazette, Gael Stack and Al Souza were truly informative about galleries and current exhibitions and very encouraging about stepping outside of my boundaries. Each professor was willing to work with me, understood that I had a job and family outside of my course work and knew that I was working as hard as possibly could.*
- *My Art Counselor... I will miss her very much, but I promise, I will come see you and say hello.*

- Cindy Bowden was the advisor I saw all throughout my five years in college. She was very helpful, flexible, and helped me make my own academic path. As a member of the Honors College, I also could have seen Honors advisors at any time, but I honestly found Cindy to be more friendly, helpful, open-minded, and organized.
- All of my classes.
- Na.
- Academic Advisers helped the most.
- Cindy Bowden.
- Francis Giampetro, David Graeve, Katrina Moorehead, Paul Kittleson, Jillian Conrad were always around when i had questions regarding my sculptures. Also Stephen Hillerbrand was a ver great Video arts instructor. Pat Masterson made a lasting impact on me about silkscreening. Rex Koontz was very good at instructing art history, he really knew his shit.
- I am an older student and because of this I basically read and followed printed materials and didn't really have a specific program or person that assisted me.
- My advisor, Cindy Bowen, she was always very helpful and encouraging through out my visits.
- The entire academic advising office for the School of Art.
- Advising and counseling were a huge help.
- Lotus Bermudez helped me understand clay better & challenged me to try different things in my Clay classes with her. The ability to use the studios after hours, either using the number scroll or key pad, was essential to my ability to complete work outside of class time.
- My advisor Amanda Clay, Lupe Munoz, the Fine Arts program, Dr. Jack Hanna.
- MY COUNSELOR! Not the first one I had. Ms. Bell But Amanda Clay is amazing. I am so glad the first lady is gone. Amanda has been so good in helping finish out my degree plan.
- The advisors of the Fine Arts Building were the most helpful.
- My advisor really made everything clear for me in terms of what classes I need or what steps to go through to change a major or things to do to graduate; she just made it really clear for me and made my academic career goes smoothly.
- Amanda Clay was an amazing advisor (in Fine Arts). Working at the Writing Center and with Michelle Miley helped me learn more about writing than any course could have.
- None (besides Amanda and the other advisors) form UH, unfortunately. You have no scholarships or grants for part-timers. I have spent about 12 years working on my undergrad degree, making great grades, staying focused, while working and raising my daughter. It's a damn shame you have nothing for people like me.
- Professors outside of fine arts.
- The advisor at the College of Fine Arts, Amanda Clay, did a wonderful job with helping me fulfill my degree plan. Even though I encountered set backs with past advisors, she managed to get everything in order and help me complete my plan.
- The advisor, the head of the visual resource library, professor sorkin and professor locheed.
- Too many to list here. However, Amanda Clay stands out, she is very helpful.
- Painting block assisted me in achieving academic goals.
- Cindy Bowden was always very hepful.

Communication

- Suzanne Buck, my professor for 2 semesters (excellent teacher and she cares about her students succeeding) - my wife Lacye Haugh, without her help and support I may have taken longer to finish school.
- AAFUH.
- Once I got a chance to sit with an advisor, I do have to admit, they are good at their job.
- Kelly, Crixell, Smith, NSAC, Crowe.
- Work study.
- My professors and Mr.Zamora and Les Oliver in the advising office.
- Salima Haji was very helpful in advising me through the years.
- Advisors were helpful. Mr. Zamora helped me out through my entire process.
- wasn't really involved in programs, etc.
- crixell la ni ricardo beltran.
- All of my communication professors, especially Professor McHam and Professor Beltran.
- Everyone contributet in one way or another.
- CASA tutoring.
- Advisors, teachers with in my major and peers.

- All of my professors were eager to help and give me advice. My internships also proved to be invaluable!
- Challenger Program.
- Adviser Orlando Zamora was a great resource for helping me reach my educational goals while at UH. I also would like to pay tribute to Professor Buck for pushing me in my undergraduate classes. She is a great asset to the University of Houston.
- Spanish Lab.
- My Counselor was such a great help in guiding me through my career. I thanks her alot.
- The teachers.
- Mostly just my adviser.
- Comm lab.
- Larry Kelley.
- Craig Crowe Charles crixell randy polk carolyn canville Joe kirkham Joseph leydon.
- N/A.
- Dr. James Pipkin and Dr. Irving Rothman.
- Orlando Zamora was outstanding-he was my advisor in the School of Communication.
- All my classes.
- Mr. McHam is a great teacher, and he has helped me out a lot. The Daily Cougar and its staff are wonderful and helpful if you want to become a reporter.
- When I could get in to see them, the advisors. That was the main resource I used.
- Many great people contributed to the achievement of my goals. I had the wonderful pleasure of meeting Craig Crowe, Paul Schneider, Randy Polk, Michael Phan, Maya Islas, Carlos Martinez, Keith Houk, Sheila Singh, Garth Jowett, Joe Kirkham, Shayne Lee, Joe Leydon, Northup Temple, William Hawes, Samantha Kwan, Dung Huynh, Jose Vasquez, Jon Lorence, Flavia Belpoliti, and others. They are truly extraordinary people. They all have very admirable qualities and they too guided me to succeed in my academic career. A humongus THANK YOU to one of my best professors Craig Crowe!!! I learned so much and I am so very grateful for being able to take his classes. He always goes above and beyond for his students. The Production and Directing class offered by Crowe in the Fall was by far my all time favorite class. I have obtained an abundance of knowledge that will guide me in my future path. I would like to thank each and every professor through my years at the University of Houston they have been an inspiration. I am extremely blessed to have been given the opportunity to attend the University of Houston. GO COOGS!!!!!!!!!!!!!!!!!!!!!! CLASS OF 2012!!!!!!!!!!!!!! :)
- Dr. Ni was a great professor and also Mr. McHam provided us with many opportunities.
- I recieved loans and financial aid during my time at the University of Houston.
- The advisors were very helpful, and so was the Student Services Center.
- My professors.
- Orlando Zamora. He was great and very helpful but too hard to reach because he is always very busy. Please put more advisors.
- Jodie Koszegi, professors, Polk, Houk, and Crowe.
- Larry Kelley, AAF.
- I transferred into the communication program thanks to the help from the career services staff. They did a wonderful job of speaking with me and suggestion different programs that UH offered. Once I transferred into the program received help from my advisor and my professors. I will say that it was only once I started taking upper level classes, where the class size was much smaller, that I received lots of assistance. My lower level classes were almost exclusively offered online where I did not feel as much help was offered by my professors.
- Professor Buck, Yolanda Moss, Michael Vidrine and Dr. Hernandez.
- Orlando Zamora is encouraging and he suggested the major that I have chosen and I am very happy with.
- Advising, but mainly I just studied hard and got the classes I needed to get done, done.
- Professors, advisors, fellow students.
- Comm.
- I was involved with IGEA-UH.
- Orlando Zamora is awesome!
- Jack J. Valenti School of Communication as a whole.
- Keith houk was a great instructor and helped me get into the necessary mindset to prepare for working in the field. My internship program was also incredible and helped me get the job I have now.
- Creig Crow and Emily Bernate were the best teachers I had in my years at UofH.
- Larry Kelley.

- Nothing.
- I did benefit enormously from the following instructors: Keith Houk.- A very professional instructor who REALLY CARES about his students. even when he was sick h would do the class through Skype with the assistance of the T.A.s Houk went the extra mile to help set contacts between students and people in the industry (by bringing guest and recommending places for internships). overall the best professor in Comm. Fred Schiff.
- Orlando Zamora Landis Odoms Shannon Buggs Beth Olson.
- The LAC center at Agnes Hall provided resources such as computers, tape recorders, and video cameras to finish projects. The Career services center guided me through mock interviews, resume workshops and career advice in my senior year. Particularly the counselor Ms. Priyanka. Professor Michael Emery served as a great mentor not only in academics but in life aswell. The undergrad communications advisor Orlando Zamorra along with Ms. Debra Frazier from the foreign language dept. also played a great role in my success.
- Blackboard.
- Learn from other prestigious/prominent colleges to provide current/potential UH students a roadway to success. Seems like certain programs at UH are not given attention to as much as, for example, Bauer business school. They always have updates to their school and provide their students with great facilities and restrooms while others are stuck with 20 year-old-asbestos filled classrooms. Not exactly the type of college environment I was expecting however the relationships I have built with my professors make up for this.
- Mcham, crixell.
- Mr. Les was amazing through out my years. I've smuggled a lit and he helped me see it realistically.
- Orlando Z (advisor) was very good.
- My teachers and my T.A.'s really went above and beyond to help me achieve my goals.
- Orlando Zamora, Dr. Yamasaki, and Professor Xiao.
- None that I can think of right now.
- Communication Lab and Staff, Professor Larry Kelly, Professor Rosario Laudicina.
- Professors.
- Mr. Les Oliver who is now retired but he was the best counsler. Also Randy Polk, Craig Crowe, and Keith Houk did an outstanding job as my teachers. They really care and want you to learn.
- My academic advisor(Orlando Zamora) and my professors in Communications.
- Professor Julie Fix is beyond the best!!!!
- My professors in the African American Studies Department and the people in Houston Lutheran Campus Ministry.
- My advisers were helpful in my time at UH, but I found that my professors were what truly helped me achieve my goals. Although my adviser pointed me in the right direction it was the instructors that gave me one on one support in theirs and other courses. I would especially like to point out professor Larry Kelly. His insight and experience is what has allowed me to feel ready to work in my field.
- Peers and professors.
- Craig Crowe, Keith Houk,Randy Polk, Mike Phan and Jose, Paul Schneider, Charlie Crixell.
- The writing center My professors.
- My advisor.
- people who helped me were those within the organizations I joined and my friends who had taken the courses prior to myself.
- Charlie Crixell and Laura Ashley.
- My parents and friends outside of school.
- David McHam is a jewel in the journalism program. He has offered nothing but encouraging words to me even when it has taken me 12 years to complete my undergrad degree.
- Keith Houk Craig Crowe Randy Polk they were the best part of the school and really helped me get where I want to be.
- I had three teachers in the CLASS program who pushed me towards my goals. Those three teachers were Charlie Crixell, Craig Crowe and Betsy Kaufman. I enjoyed each of their classes and still talk to them today.
- My undergrad Advisors at the school of communication were very helpful, if it wasnt for them, I would have been lost all the time. My professor, counselor and friend in my minor was of great help and guidance through becoming who I am and who I want to become. I will always remember Prof. Waite
- Myself.
- N/A.
- Professor Kelley and AAFUH.

- National Leadership Association (formerly American Humanics) teachers availability a mostly friendly staff lots of patience
- Comm lab.
- On campus organization called Men After God's Own Heart.
- Professors.
- Orlando Zamora-the best advisor in CLASS, so sweet and helpful, I couldn't have graduated on time without him!
- None.
- Prof. Crixell, Prof. Kelley, Prof. Glass, Prof. Hernandez.
- Professor Crowe, Professor Polk, and Professor Houk are the three most influential professors I had at UH. I will be forever grateful for the many lessons I learned from them.
- Professor Larry Kelley.
- Orlando Zamora, he was the only person helpful in resolving any issues.
- joe kirkham, charlie crixell...both really great
- N/a.
- The advisors were helpful.
- Orlando Zamora helped by guiding me and being available to answer emails and questions. Dr. Yamasaki made the largest impact on my learning and growth as a student and as a writer. I am prepared professional for a career in Health Communication due to her dedication to our classes. Having her as a professor was a great experience.
- None?
- Professor Michael Tate Barkely, Jennifer Vardamen-Winters and Julie Fix were by far the best professors that I had ever had. They were always very helpful in achieving my academic goals and beyond. It is wonderful to have professors, who believe in you more than you do in yourself.
- Professor Vardeman, Crixell, Fix, Emery and McCombs. Excellent professors.
- Orlando Zamora.
- PRSSA really helped me further my knowledge of public relations, plus I got to connect with people taking the same classes as me...that meant for study buddies and networking.
- Professors and my advisor Orlando Zamora.
- Professors Kimberly Paisley and Laura Ashley were amazing and really impacted me my career path in the nonprofit sector.
- Salima haji, larry Kelly.
- Student video network, Counselor, Orlando Zamora; professors Jemimah Noonoo, Carolyn Canville, female math professor from India (can not find her name).
- The Challenger Program was wonderful. The staff is very helpful! The 2 advisors I dealt with in the Communications Department were incredible (Dale Higginbothom-spell; and Salima-not sure of her last name)!
- Orlando Zamora, my advisor, was a great help to me as well as Lorenzo Cano with the Mexican American Studies Program. Professor Larry Kelley and Professor Ashley. All these people really made a difference in my academic career whether they know it or not.
- The most influential people in my academic goals and I enjoyed various professors like Charles Crixell, Julie Fix, Garth Jowett, and Jennifer Vardeman. Also communication organization like IABC and PRSSA help me out too. The Writing Center is a great service, but I feel it is in a bad location.
- The professors at the comm school really care.
- The remedial courses were good in the beginning of my major. However I think the grade achieve in the remedial courses should be taken in consideration toward GPA.
- The professors helped me the most throughout my college career. The late hours of the CTC lab was also great.
- Vivian Santana-Islam inspired me to learn Spanish. I took four classes prior to hers and never had the slightest interest. Because of her, I actually wanted to be bilingual and learn the language, not just make the grade. Unfortunately, my overall experience has not been positive at the University due to a number of factors that are not specific to CLASS. I could list programs, services, and people that directly interfered with me achieving my goals but that is not the question.
- I like the Comm Lab very helpful.
- Larry Kelley, Brian Smith.
- Professor Due-Hackney was the absolute best professor I had during my entire time at UH. She was dedicated and truly invested in the success of her students. Dr. Laura Ashley was also an amazing professor. She is well spoken, fair, supportive, and most importantly, she listens.
- I. professors and me.

- DARs paid my way through school and paid for all my books which helped tremendously, Scott Crain in the Center for Student with Disabilities center helped me throughout my five years at UH.
- Office hours.
- Orlando Zamora was the BEST advisor. He really did help me achieve success and offered so much guidance. Every time I sought advising from Orlando he thoroughly explained the course sequence, and what options I had. He was always extremely helpful and professional.
- Ms. Sandra Gold-Singleton was very helpful and reached out to me when I needed her. She was my Political Science Minor adviser. Mr. Michael Vidrine was my Major adviser. He was also quite helpful.
- The communication lab was beneficial to my learning success. But, as far as using tutoring for other subjects I felt like they lacked knowledge and the drive to actually help students with homework or questions they may have. I used the writing center once and the same for math and chemistry. Other than that I never found these services beneficial, unfortunately I wish I had did.
- Salima Haji was very helpful.
- NONE.
- My advisor was great and was always there to answer questions if I had them.
- International Association of Business Communicators.
- Orlando Zamora my advisor.

Communication Science & Disorders

- ComD Community Learning Program. Tutoring younger people in my major.
- My academic advisor and professors.
- The advising department in ComD is incredible. My adviser, Marla Moreno Jordan made the process run smooth and easy and I always knew what to expect and which classes to take each semester. The faculty of ComD are also very helpful, and they really care about their students. This is another reason the department deserves new facilities. I was happy to have been a part of such a program.
- The ComD department and the library has helped me thought the time.
- Advisors.
- None.
- Adviser, professors outside of my major (mostly in my minor Medicine In Society)-Dr. Schafer, Dr. Blake, Dr. Queen, Dr. Valier, Professor Barr-Fitzpatrick, Professor Cizek, Professor McAlister-Shields, Dr. Kanik, The Writing Center, The Student Service Center, Library and research resources provided, NSHLA (National Student Speech Hearing Language Association), NLSA (Non-Profit Leadership Student Alliance), cougarone card office, UH health clinic.
- Advisor.
- Marla Moreno Tamara Cobb.
- My advisor: Marla Moreno Professors: Dr. Dunkleburger, Dr. Aghara, Dr. Bunta, Ms. Cizek The Writing Center.
- My advisor was very helpful; she was available when I needed her and answered all my questions.

Economics

- Caps was very helpful to me.
- Advisory staff and the professors.
- My greatest experience at UH was writing for the Daily Cougar. I will never forget it. Chinhui Juhn, Amelie Carlton and Thomas DeGregori are the best professors I've ever had and I cannot thank them enough for their kind encouragement.
- Ms. Foley, the economics advisor helped me tremendously. I really did not utilize any other services or programs.
- Profesor Polk gave the knowledge that I need it. Great Profesor overall. Profesor Booth, I never took a class with him but every time I got an opportunity to speak with him, he always gave me the answer that I need it.
- Other students.
- Computer lab gave me access to additional training materials and exercises.
- Foley, economics advisor.
- I achieved my academic goals outside of the University. Mises.org is the best resource.
- Ms. Foley.
- Dr. Thornton, Dr. Jhun, Dr. Craig, and Dr. Ruffin
- I appreciated having the Economics lab available.
- I really don't use any programs or services.

- Marion Foley and Wayne Ashley. Also, many of my ECON professors offered assistance and recommendations when necessary.
- Mrs. Foley provided very much needed guidance since the first they stepped in her office. The Econ department has the nicest and most helpful professors on campus. Dr. Ruffin, Dr. Elisabetta Gentile, Dr. Hirs, Dr. Ross have been nothing but superb. They helped me in so many ways, I won't ever be able to truly show them how appreciative I really am.
- Work reimbursement and schedule flexibility. Flexibility of professors regarding class hours. Advisor's guidance on courses.
- blackboard.
- My advisor helped me graduate in the time period I wanted to. CASA was very helpful when I took Bus.Cal. All of my professors were great and the classes were very informative. Some will be more useful than others but every class I took I enjoyed. The professors were all very helpful when I had questions regarding the course material so they definately helped me achieve my academic goals.
- No one, besides myself, really assisted me in achieving my academic goals; however, I didn't really reach out for assistance.
- Academic advisors.
- CASA helped with my math course. If I had questions, I usually e-mailed the professor and they responded quickly.
- After I got my degree plan for economics, I kept my head down and concentrated on completing my classes. As I think back, I wish I used more of the services offered at UH.
- Dr. Ruffin & Dr. Thornton.
- Miss Marion Foley.
- UH career services are very helpful, specifically the individual advisors. Also the availability of graduate tutors for upper level classes.
- ms. foley.
- My adviser.
- Ms. Foley, Dr. Ross, and Dr. Hardey.
- None.
- Veterans' Services Office, Library, LSS, and Career Services.
- Ms. Foley Ross Van Wassenhove CLASS Dean.
- Writing center tutorials.
- None. The advisors rarely mentioned any programs, services, or other available resources, or if they did, locating such resources proved difficult and unaccessible.

English

- "The Psychology department was excellent. Also my Spanish teacher, Ms. Mabel Cuesta, was GREAT! She really cared about the students."
- advising. Prof. Alex Parsons was the greatest teacher i had. Arron Reynolds was also good. But i felt like i improved the most in Prof. Parsons's classes
- Career services & advising.
- Jackie Vela, the Philosophy advisor, was instrumental in helping me in my final semesters. She was readily available and very helpful. It was much appreciated!
- N/A.
- The professors were very helpful, especially in my online classes. Being predominantly a distance/commuter student, I didn't utilized the Writing Center and many of the services on campus for help. If they haven't already, you might want to consider ways for these services to be able to reach out and interact with online students.
- The library and every service it has to offer was very integral to my success.
- I assisted myself through the University of Houston website because the advice given by my advisers was useless and false.
- Professor Pipkin, Professor Houston, Professor Zivley, and Professor Maria Gonzalez from the English Department Professor Jessica Brown, Professor Jarron St. Onge, and Professor Tim Brown from the Sociology Department. Landis Odom, sociology advisor, was also very helpful.
- Kim Williams was a fantastic academic adviser, without her, I would not have been able to complete my degree with a sense of focus and confidence. She made me aware that my academic goals would be challenging but doable. She also always went above and beyond to help resolve any and all of my unexpected academic issues. The work study program also enabled me to help support myself with flexibility while at the University. I learned valuable skills and developed a sense of belonging to the University in more than just an academic setting. I worked for the History Academic Adviser, and while in this position I was equipped with knowledge that helped me navigate the sometimes confusing and changing degree fulfillment process. I became

versed in the specific requirements expected of me in order to graduate, and I learned from peers that many of these requirements were not always adequately voiced to prospective graduates.

- Eh, writing professors were pretty good.
- The creative writing courses and professors are among the best that I have taken and provide students with a well rounded learning experience in many of the different genres. Although the undergraduate Creative Writing program is not up to par with the graduate, the department has been steadily trying to improve it and doing an amazing job. David MacLean and Anne Journey were two outstanding graduate students that taught at UH in the creative writing department. They both did much more than required, not only assisting their students in achieving their potential as creative writers but also in gaining confidence, skill, and knowledge in the field. Casey Due Hackney is another outstanding professor who not only knows and loves the material but is able to convey that to her students. She will take the time to make sure her students not only learn but understand the material. Amy Ramirez, although not my major adviser nor my professor, she was extremely helpful with not only answering any questions and assisting with any difficulties I had, but was also there to just lend an ear and a laugh when needed. These exceptional graduate students, professors, and advisers at the University of Houston were extremely instrumental to the completion of my undergraduate degree and the furthering of my education. They understood that learning isn't only about rote memorization, but about the creativity and passion that drives it.
- Shannon Richardson with CSD, Alan Russel (no longer at UH), and all of my professors.
- My lecturers were usually very accommodating and approachable. I had a family emergency in the Spring of 2011, and they were able to help me remain in classes and catch up with all the work. I am very grateful for that.
- Keven Prufer, my thesis director; many of the graduate students I befriended; the advisory system and Wayne Ashley; the language acquisition center computer lab.
- I felt very encouraged by three teachers. Natalia Milanesio in the History department, Alex Parsons and Aaron Reynolds in the Creative Writing Program. I felt that I learned the most from them and they have given me great advice about my academics and future.
- Dr. Irving Rothman, gave me advice. Helped my self-esteem by encouraging me to believe in myself. Owe him a lot.
- Wayne Ashley was so wonderful throughout the advising process. I am very thankful he was so patient and helpful. Where my writing is concerned, Dr. Gonzalez, Dr. Rothman, and Dr. Groeneveld inspired me to challenge myself. I know I will carry their lessons with me throughout my career.
- Me. I do not feel that I was helped out by any of the UH services. Maybe I can say that my friends who had been through the program helped me, but I don't think that is the sort of feedback you are looking for.
- Kimberly Williams helped me with my degree plan.
- The creative writing department was very supportive.
- The Honors College
- THE UH WRITING CENTER!!!!
- Creative writing professors, Dr. Mitchell in the Religions Minor.
- Kevin Prufer, Ange Mlikno, Dr. Dorothy Baker, Dr. Robert Shimko, Jim Johnson.
- I will say that friends and family assisted me but it was a small party of private people that got me here.
- I found the Intro to Literary Criticism course taught by James Pipkin to be of exceptional value in my studies and the course greatly improved both my writing and analytical skills.
- Hogue, Guajardo, Kimberly Williams, Glenn Blake, Stern.
- GLBT studies.
- Caps, J. Kastely from the creative writing department.
- Advising office Mr. Ashley and Mrs. Williams.
- Some of my professors were very supportive and assisted me in achieving my academic goals.
- Dorothy Baker and her internship program assisted me greatly in this final semester by securing me an internship with a local magazine, allowing me a chance to develop work experience in the field of writing and journalism and feel better prepared to enter the workforce. Aaron Reynolds and Chitra Divakaruni both were very helpful and integral in honing my skills as a writer as well as availing me to resources for publication, graduate schools, and a larger career track. Maria Gonzalez was extremely helpful just in the opportunity to talk with her about my concerns beginning my thesis as well as acting as my introduction to analyzing texts in terms of gender and sexuality.
- My advisor, Wayne Ashley The English department and their faculty, staff Thank you!
- Language services helped me transfer my unique foreign language credits so I would have the appropriate credits to graduate.
- Academic Counseling and Library services.
- Professors and advisors.

- None. I achieved them on my own.
- Dr. Zivley and Dr. Gingiss. Again the two most amazing professors at the school (but Dr. Gingiss retired). And Kimberly Williams was extremely helpful.
- Wayne Ashley was my advisor. Kevin Prufer was a mentor, and my thesis advisor.
- Aaron Reynolds, Jennifer Wingard, Kyle Solak, Evangelina Vigil Pinon, Guadalupe Quintanilla.
- Professors.
- Kimberly Williams my academic advisor.
- The African American Studies Department.
- Aaron Reynolds was extremely good in his upper level courses at spending time making students aware of how to publish and/or apply to graduate programs. Natalie Houston is one of the most engaged, and exciting professors in the undergraduate literature program. Give her a raise and keep her Science Fiction course on permanently.

Health & Human Performance

- Caryn Honig is an excellent teacher and mentor who guided and gave advice when I needed it about my future career goals. Laura Moore was also extremely helpful during my process of applying to dietetic internships and graduate school.
- My professors.
- 1. Ms. Major (Adviser) 2. Mr. Paul Calhoun (adviser).
- Computer Lab at Garrison was very helpful.
- n/a.
- Classmates helped me.
- I did not use any services.
- The Learning Center helped a lot.
- Student Nutrition Association and Pre-Pharmacy Association.
- Parents, friends, and teachers.
- Professors and Ms. Cameron.
- My friends.
- none.
- The challenger program for first generation college students assisted me in achieving my academic goals.
- My Adviser, Alma Gonzalez, she gave me her email and was always helpful, always responded to my questions and never made me feel like she was too busy.
- Mostly professors and adviser.
- Campus Recreation - Intramural Sports.
- the tutoring center that used to be in the social work building helped a lot.
- Dr. Trevino played a huge part on keeping me on track and was very knowledgeable and helpful.
- Advisors, professors.
- The admissions department in the Welcome Center, where I worked part time greatly helped me in choosing a major and feeling less lost.
- Tutoring programs around campus, instructors, and CASA.
- N/A.
- I will have a bachelor's degree in Kinesiology and a minor in Health.
- Faculty Student body.
- The Counseling and Psychological Services were a life-saver. Many, many students can benefit from what they offer and I was very happy with the way that they advertised and made students aware that they could always be an option. There are many programs that students are not even aware of, so it is very important to advertise.
- None at all.
- My advisor played an important part in guiding me through my undergraduate years.
- Speaking to other students was the main assistance and guidance because it was a nightmare to meet with an advisor.
- Adviser, Anna Duron.
- Professors and advisors.
- The Provost's Undergraduate Research Scholarship.
- None.
- My adviser, Erin Major, was really helpful. Erin Major was really easy to stay in contact with. The professors were helpful as well.

- Rey Trevino! wonderful mentor and professor.
- CASA tutoring.
- N/A.
- The career services.
- Teachers
- The only person that assisted me was Dr. Trevino.
- Campus Recreation and Intramural Sports, provided me hands on experience, a chance at a graduate education, and something to leave as a legacy at the University of Houston. They brought out my passion for sports and the ability to work in a related field.
- My family and God.
- No one really helped me.
- All the professors assisted in achieving my goals.
- Ease of access to Erin Major and nutrition faculty.
- Specific programs- the Department of Human Nutrition and Foods Specific services- the Justin Dart Center for Students with Disabilities and more specifically, Cheryl Amoruso, the program director. Specific people- Caryn Honig, Claudia Scott, Sharon Bode, Laura Moore, Kim Matalon ...these professors all encouraged and advised me in my plans to become a dietitian. They believed in me and in my career choice.
- Self xxx VERY LITTLE UH help, sorry. That needs be improved also.
- My mother, and friends
- The professors in my classes helped me achieve my academic goals because I would personally talk with them after class and ask question during lecture, etc. My fellow peers also helped because we formed study groups together.
- My proffessors.
- N/a.
- One of program professor.
- The teachers.
- HHP Honor Socitey, Dr. Lowder, Dr. Simpson, Dr. Bloom and teaching assistant Amber Forrest.
- Dr. Trevino and Anna Duron helped me the most during my time at the University of Houston.
- N/A.
- Advising, tutoring center for math.
- Erin major was the best academic advisor.
- No one, I did it myself.
- Laura Moore, Claudia Scott, Sharon Bode... Great professors!
- N/A.
- Dr. Bloom and Alma Gonzalez.
- 24 Hour access to the library, internet and printer served as a great benefit. The Campus Recreation Center gave me opportunities to clear and prepare my mind for exams, deadlines and difficult projects. Career Services. Some people who assisted me in achieving my academic goals were Alma Gonzalez, Maria Peden, Amanda Butcher, Dr. Joel A. Bloom, Anna Duron, Carlos Ortega, Erin Major, Todd Boutte and Jessica Wheeler.
- My athletic advisor made sure I was on top of all my studies at the University.
- In achieving my academic goals was really myself, friends in the college, professors and the advisors.
- The internship program required by my major, advisors, and professors
- Dr. Trevino helped me throughout academic year.
- The advisers helped a little bit.

Hispanic Studies (Spanish)

- Language acquisition center academic associates program.
- Professor L Kelley - Professor L Kelley PRSSA AFF UH.
- Definitely some of the professors and my husband.
- My advisor Debra Frazier always answered my emails promptly and answered any questions I had concerning my degree. My professors Elena Solino and Lorenzo Cano were also very inspirational and helped motivate students.

History

- Debra Frazier was very helpful in making sure I had my French major requirements done.

- My political science advisor Sandra Goldwyn-Meyer was extremely kind and helpful to me during my undergraduate career and made sure everything was in order for me to direct my course of study to suit my interests and graduate on time!
- Undergraduate research. Dr. John Harvey, Professor Robert Cremins, Dr. Irene Guenther, Dr. Hildegard Glass, Dr. Robert Zaretsky.
- Amy Ramirez Richard Frazier.
- Awesome professors and a great library.
- Dr. Hopkins helped me with scholarship letters and the good people of the education building were always available. Dr. Frazier had improved his rapport with students throughout the years. Dr. Mueth/Thompson in the Education building specifically provided me with professional morale. The Welcome center is well organized, precise, and consistent. The librarians were sufficient as well.
- None. I could only rely on myself.
- Dr. Fishman, Mr. Frazier, every professor that passed me...
- My advisors and professor, Richard Frazier and Professor Lorenzo Cano.
- adviser was super helpful and teachers were understanding.
- My academic advisor, the History Department, the CSD, the Language Department, the Welcome Center, myself, and all of the other employees who work at or on the University of Houston Campus
- Phi Alpha Delta; many profs and faculty.
- Richard Frasier (advisor) was always so helpful. I really appreciated all his help.
- The tutoring center was helpful.
- My councilor.
- None.
- University career services advisor, Casey Radle. She is incredible and really finds all the good things in a person and can help explain how to downplay the less amazing qualities of a person, which imbues a sense of confidence in everyone she meets. Dr. Brosnan and Michelle Reilly (librarian) have provided me with an opportunity to do archival research at various institutions holding special collections in a project joining the center for public history and the uh digital library. This project has far reaching implications for me both academically and personally, as I believe I have discovered a passion worth turning into a career.
- Mr. Fraizer was outstanding.
- 1. Amy Ramirez was my hero. She was my adviser in minor and has continued to advise me since moving to the Dean's office. Without her help, I would have been lost in the system. She should win ALL the awards. 2. Dr. Lynn Mitchell was my confidant and friend. He helped me through one of the most challenging times in my life - the sudden illness and death of my father - during my Junior year. He is also brilliant and his department should be made a major instead of just a minor. 3. Dr. Robert Zaretsky was also incredibly supportive of me during my father's illness and death. He helped me to grow more academically than any other individual professor during my undergraduate career. 4. The Writing Center - I work at the WC and, through this job, I have learned an immense amount about writing and teaching.
- Absolutely nobody. And Jesus.
- My mother helped me learn to read.
- NA.
- Jackie Vela and Kim Cooks assisted me within CLASS. Dr. Heidi Kennedy was a wealth of knowledge and support when I felt abandoned by Mr. Frazier.
- Richard Frazier was my advisor but he didn't do anything. Honestly, no one really helped me; I did most of it by myself.
- Mostly my classmates/friends and my family helped me succeed.
- Richard Frazier and the language tutoring that was provided.
- None.
- My professors. Dr. Conyers, Dr. Tillery, Dr. Zaretsky, Dr. Kleiman. And my advisor, Mr. Frasier, for coordinating with the departments in my two minors to make sure I'd satisfied all course requirements.
- Sandra gold-singleton (minor advisor) was great, and much more helpful than my major advisor.
- Mr. Frazier in the history advising office was very helpful.
- I can't really speak to that other than my professors. I had some terrific professors in various fields of history.
- Nothing really.
- Renu Khator, CITE Lab, Library, Alex Simons, Cameron White, Mignonette Mountain, Thomas Wilson, Sally Vaughn, Charles Cook, Ghassan Abdallah, Robert Carp, Parul Fernandes, Maria Saldana, Kelly Hopkins, Karl Ittmann, Sarah Fishman-Boyd, Raul Ramos, Robert Buzzanco, Nelda Luce Blair, Mica Mosbacher, Phi Beta Delta, Anita Gaines, Dustine Thomas, Amy

Mulholland, Oberholtzer Hall Buffet, Campus Recreation and Wellness Center (CRWC), Office of International Studies and Programs, Philip Howard

•1) Dr. Deyle 2) Dr. Holt 3) Carlos Martinez (seriously, best Spanish professor ever) 4) Sara Mason They are all FANTASTIC teachers.

•None.

•The academic advisors and athletic advisors.

•The faculty. I have my favorite professors of course, however, the faculty in general was always wonderful. Professor Carlos Monsanto was one of my favorites!!!

Liberal Studies

•All my professors.

•Tamara Cobb, she was an amazing help.

•Tamara Cobb helped get me back on track with my educational career. Technology services allowed me to use my laptop anywhere on campus instead of only the crowded library. I used to have the hardest time to connect to the wifi in the satellite, but this last semester has been problem free, allowing me to escape the library and primarily use the satellite and surrounding areas to study.

•The Writing Center & the Library.

•Tamara Cobb (advisor) Dr. Behr.

•Dr. Joel Bloom.

•I loved the three minor combination and the courses within.

•Teachers.

•Dr. Thomas Behr, Tamara Cobb, Lisa Duran, and Lt. Col. Aaron.

•Professor Casey Due Hackney. Ms. Tamara Cobb.

•My advisor was very helpful with my university of houston experience.

•My professors, advisers, family, friends. UH has been amazing to me.

•Advisors, professors and people in my class

•N/A.

•Advisor - Tamara Cobbs.

•Landis Odoms is a great advisor.

Modern & Classical Languages

•Professors Zhang, McArthur, and Wen were invaluable, and the MD Anderson library was also a crucial component of my academic success.

•Dr. Carrera.

•Language.

Music

•Carrie Young (music adviser), and music teachers Paul Bertagnolli, Aaminah Durrani, Marcus Maroney, Timothy Koozin, Betty Shaw, Betsy Weber, Joseph Evans, and Timothy Jones. In the business school, I am particularly thankful for experiences offered by Steve Brown's Services Marketing course which was very hands-on from a research and presentation standpoint, and Darla Chisholm who recently modified her teaching approach in FINA 3332, making it easier for me to grasp and apply and making my grade a more accurate reflection of my level of comprehension.

•The programs that assisted me in achieving my academic goals were CLASS, the Music Education Department, and Quest (Teacher Education).

•The Music Advisor was extremely helpful throughout my entire academic career.

•Fantastic cooperating teachers during student teaching.

•Carrie Young, Moores School of Music Ambassador Program, Dr. Betsy Cook Weber, Concert Chorale, Dr. Durrani, Dr. John Snyder, Spanish Program.

•Firstly, the Spirit of Houston Band gave me my first grant in attending the University of Houston. I made special connections through the Spirit of Houston that helped me achieve ALL of my academic goals. Secondly, Carrie Young, Erin Doty, David Bertman, John Benzer, and Robert Mayes are all significant individuals that have had a direct impact on my accomplishments and success as a student at the University of Houston. I also thank Dr. Renu Khator for revitalizing my University, right before my eyes, and making me even more proud to be a University of Houston Cougar. Additionally, Dr. Stacey Peebles, Dr.

Christine LeVeaux, and Dr. John Moretta of the Honors College have all inspired and encouraged my relentless drive to achieve my absolute full potential. I am so proud to have graduated from a school as distinguished and wonderful as the Moores School of Music.

- Carrie Young!!!!*

- My advisor, PeopleSoft, Blackboard, various COE staff/faculty*

- Dr. Justin Smith was a fantastic person. Encouraging, Optimistic, and a well rounded guy. Adviser Carrie Young was beyond magnificent. She was there every step of the way in helping me through my graduation process. She is one of the friendliest people I have met at Moores. Dr. Charles Haussman was a terrific conducting instructor. Hector Vasquez is a brilliant man!*

- Carrie Young is the most well-organized, prepared, and thoughtful advisor. Nancy Weems is a phenomenal instructor.*

- My advisor Carrie Yong (SHE IS AMAZING!!!!), The faculty and staff at the Moores School of Music, my peers, family, and friends! And GOD of course! :)*

- My voice teacher, Melanie Sonnenberg and the Director of Opera, Buck Ross.*

- Carrie Young was an amazing academic advisor. Despite her hundreds of students, she made personal time with each of us. Also, the faculty members who were of the best guidance; Dr. Durrani, Prof. R. Mayes, from music, and Dr. Olson and Prof Barkley from communications.*

- John Benzer, Marion West, Carrie Young.*

- My voice teacher, academic advisor and opera helped me through my academic goals.*

- Carrie Young is an awesome advisor. My supervisors are very supportive individuals.*

Philosophy

- Financial aid.*

- The language lab and language tutors were of great help. The computer lab in the Philosophy department and the undergrad computer lab for the Political Science department were also of great help. The Philosophy departments computer lab could use some help and the undergrad Political Science lab computers need upgraded software.*

- Philosophy Department, including Jackie, the advisor, was very helpful. Josh Brown was always helpful and available to talk with, and Jeremy Bailey's American Political Thought class was fantastic.*

- Everyone in the philosophy department who I encountered helped me tremendously.*

- My professors (Dr. Sharon Marquart, Dr. Cynthia Freeland, Dr. Joshua Brown, Dr. Dorothy Baker, Dr. Cedric Tolliver, Dr. Julie Toliver) and philosophy adviser (Jackie Vela) were incredibly helpful.*

- Dr. Phillips, Dr. Garson, Dr. Weisberg, Dr. Nelson, and Jackie (the philosophy department advisor). All have been very helpful in different ways.*

- Financial Aid paid half of my tuition and my parents helped paid the other half.*

Political Science

- All 3 advisors and Phi Alpha Delta.*

- Sandra Gold-Singleton was such a great help! She answered all of my questions and was always very nice!*

- Of course my family were the main ones to assist me in achieving my goals. As far as professors there was Prof. Parle, Prof. Aleman, Prof. Monsanto.*

- The Honors College. I had little contact with anyone else.*

- I had a lot of help from Norma Sides. She is an amazing advisor.*

- I. Landis Odems was extremely helpful on keeping me in the right direction. The same goes for Sandy Goldstein.*

- See question 1[Dr. Hughes, Dr. Jackson and Norma Sides].*

- Study Abroad, all of the political science advisors, and Christina Hughes.*

- Houston center for public policy, pols academic advisors, math tutoring center.*

- Edward Manouelian, Norma Sides, Renee Cross (CHIP), Ernesto Calvo (the best Political Science professor!), Joshua Brown (Philosophy), Gregory Brown (Philosophy), Cynthia Freeland (the best professor in the world!), Beverly McPhail, Joshua Weisberg, Mehmet Kanik, Sandra Gold-Singleton, Susan Collins, William Nelson (Philosophy), Gholam Razi, Ghassan Abdullah, Kyle Curry (Theater), Ken Jones (Business).*

- Professors.*

- Advisor Edward Manouelian was extremely helpful. As was Professor Jeffrey Church of the honors college.*

- Hands down, Dr. Griffin and Dr. Vardy have forced me to go above and beyond the level I have been used to as a student, which I really believe helped make me a better student. In so far as advising, Sandra Goldstein--Singleton has been very helpful in getting me squared away on my classes for both my minor and major.
- I found most of my professors to be the most helpful, and the rest was made very easy to understand on the CLASS website.
- My counselor.
- PoliSci and Philosophy advisers were great help.
- Sandra Gold-Singleton is the best adviser. GI Bill.
- PAD.
- CASA!!!!
- American Humanics Certificate Melanie Barr Fitzpatrick Norma Sides.
- The Learning Acquisition Center was very helpful! The access to Netflix and the DVDs they had were so helpful for one of my classes. Even though I have been misinformed about something a few times, my Political Science advisers were very helpful (Edward Manouelian and Norma Sides).
- CLASS ADVISORS CLASS PEERS.
- My academic advisor Edward Manouelian was extremely helpful.
- CMAS, Creative Writing, Hobby Center PP, etc.
- Edward Manouelian - political science advisor Dr. Ryan Kennedy - political science professor Dr. Olivia Miljanic - Bauer professor, visiting scholar in political science Dr. Basinger - political science professor
- Lorenzo Cano and Edward Manouelian in particular. But all of my professors are great educators as well as academics -- every last one of them. Jeronimo Cortina runs a great classroom too. I would have really enjoyed not working and finishing with a double major and a 4.0. But, I am absolutely thrilled to have my degree from the University of Houston. And, I look forward specifically to helping grow the MAS program as I can in the years to come.
- Professor Wall Professor Carp Professor Zaretsky Edward Maneoulin (sic).
- Sandra Gold-Singleton, Jerald (Jerry) Jackson.
- My adviser was extremely helpful throughout.
- Edward Manouelian helped me many times throughout my four years. He was the only adviser that was in his office every time I needed a question answered. I don't think I've even seen the other two political science advisers. Jean- Michel Lanskin was the best french teacher I've had. He is very french and should probably be given a raise. Eduardo Aleman was probably the best political science teacher I had. I had him for some intro classes I took, he is smart and a good presenter of info.
- Prof. Ken Wall, Dr. Manouelian, Dr. Lutz, Dr. McFaden.
- None.
- Library staff is wonderful, political science advising staff is also great, Dr. Carp and Dr. Vardy in the Political Science Department were absolutely instrumental in my success.
- Edward Manouelian, my advisor for political science, did a brilliant job of helping me, especially with the logistics of studying abroad.
- I am very thankful to professors:- Dr. Griffin; Dr. Tiede; Dr. Hughes to advisers: - Dr. Manuelian; Dr. Norma Sides.
- Hardly any, it seemed as if they were all trying to keep me from my goal of graduating.
- The Hobby Center for Public Policy's Internship Program was a stepping stone into what I wanted to achieve in my career. I was encouraged to partake in a political internship, which not only enabled me to learn superior skills, but also made me realize what I wanted to do as a career. The program is efficient and they really want their students to do well for themselves. Some of the professors I had the opportunity of getting to know and learn from were probably some of the professors who have motivated me the most. These professors include: Dr. William Clay McFaden, Dr. Jerald Jackson, Craig Crowe, Randy Polk and Charles Crixell.
- Professor Jackson, Amy Ramirez, Sandra Gold-Singleton, Dr. Mitchell.
- Norma Sides - advisor Jennifer Clark Christina Hughes.
- Mrs. Sandra Gold-Singleton helped tremendously in helping organizing my schedule, prioritizing my goals as I entered my final year. I would not have had success planning things were it not for her help. She's an awesome adviser.
- My political science advisor, Edward Manouelian, was particularly helpful in keeping me on track to graduate, and was always very helpful with recommendations and advice.
- Dr. Vardy Sandra, Gold-Singleton and Dr. Hughes.

Psychology

- The only program i have used on campus is the advisors.

- Being a research assistant really helped me prepare for graduate school and Ms. Woodward by far went out of her way to make sure I was ready to graduate. The Undergraduate Research with Ms. Weber was also a great department that helped me achieve my academic goals. Truly grateful to them as well.
- Academic Advising.
- The professors are the best part of UH, hands down. The parking is horrible (a commutter from 3 freeways and an hour and a half away), the staff is especially horrible when you're trying to move paperwork through or at the beg/end of the semester when registration is open. It makes it difficult to want to continue doing business and attend UH when everything has to be done in person at that moment or it will probably not be done on time or at all.
- My family and friends.
- The advisors helped me to achieve my academic goals.
- LSS and the academic advising center associated with my major.
- Psi chi language center studying the library the bookstore psych undergrad lab etc.
- Academic Advisor Lesley Dabney.
- None.
- My history advisor, Richard Frazier, helped me in majoring in history. he explained how with just a few more hours, i could major and not minor in history. He, also, explained the teacher certifiacayion history aspect of it.
- Lesley Dabney was the person I saw for my advisor each semester; she was a very big help and would email me back within a day even in the summer. Dr. Inman - This is one of my favorite professors; she made everything so interesting to learn and she made time to answer questions about grad school and future careers. Catherine Horn - the best professor I have ever had; she made student inspired without even wanting to be. She is so intelligent and really made the material look easy; she had a genuine care for our class and she truly wants us all to succeed and would help us in any way she could. She was the first professor I have had in college who really cared about her students. From her teachings I have found I am a better critical thinker in day to day aspects like watching the news. I have become a better researcher which results in a more efficient arguer with support of evidence. She has taught us how to become informed and involved in the world and what happens in it.
- Advising from research coordinators and professors.
- LASS was extremely helpful while I was taking math 1312.
- CAPS and teachers themselves.
- Barbara Woodward, Lesley Dabney, Audri Villalon, Amy Petesch.
- Human development student association organization kept me involved with current employment opportunities within my field of interest.
- Advisers.
- None.
- Barbara Woodward!! She is my favorite adviser. She is very detailed and thorough. She made sure that I knew exactly what classes I needed to take and she showed interest in my future plans. I like her a lot. Tonya Inman. I took her for Psychology of Personality. When my dad passed away, she actually showed that she cared. She referred me to counseling and shared her own personal experiences with me. She may not even remember me, but her empathy helped me.
- Advisers and enrollment/student financial services.
- Dr. Qian Lu worked closely with helping me to prepare for graduate school. While working as a research assistant in her lab, I learned a lolt of valuable information about the research process.
- Advisors.
- Advising, Psi Chi, and interning under the guidance of Dr. Hanako Yoshida at the Cognitive Development Laboratory.
- Advisors, the writing center were very helpful in guiding me through various things. As well as the advising counselors that are available.
- Friends and my advisor.
- My psychology advisor and my anthropology advisor.
- FASFA, and the j.dart center for students with disAbilities.
- The professors truly were the difference in my obtaining my degree. They are not only knowledgeable, but they were almost always available to guide and provide additional tutorials or study material to ensure my success.
- NA.
- Psychology Advisers.
- My professors attitudes and involvement with the students made a huge difference.
- Academic advisors.
- The research catalogs are helpful.

- Psi Chi/Psychology Club was very helpful and informative. Society of Human Resource Management was very resourceful.
- V.A.
- Ms. Tolar, Ms. Woodward, and several people from the College of Education (my previous major, which is now my minor) Ms. Tolar and Ms. Woodward were out of this world helpful to me. Without their help, I would not be graduating this semester. They are amazing and I will forever remember them and how they went out of their way to help me.
- The specific person that helped me was my advisor Barbbra Woodward.
- It was really ridiculous that we couldn't get an appointment to speak to an advisors unless we called on Friday for an appointment the following week. Half the time we couldn't reach anyone. The other half of the time the person that made the appointment is rude.
- The philosophy adviser helped a lot, as did the philosophy professors. They were encouraging and helpful in encouraging me to plan for the future.
- The Honors College (Andy Little and Karen Weber) Dr. Edward P. Sheridan Barbara Woodward Patti Tolar Dr. Ron Laser
- Barbara Woodward was the counselor I saw most and was great.
- Lesley Dabney.
- The center of students with disabilities.
- Counselor Barbera Woodard.
- My friends that I coincidentally made during my freshman year at HCC actually guided me into what I should do/ where I should go, so I was very fortunate during my progress in education.
- None.
- All of the professors I had for every class and the advisors were a great help. Thanks all. :)
- After being in undergraduate school for a long time, most of my goals were set and met due to my own personal drive.
- God, study buddies, various clinical psychology graduate students, Linda D. Canales, other research assistants in the labs, the Center for Students with DisABILITIES, and the amazing faculty in Bauer!
- LSS.
- Just my advisor and casa tutoring.
- My fiance is the one who pushed me hard to be able to finish and be the best i could be.
- Friends, library.
- None, it was very difficult to get help. I had to do all of the research by myself and with outside help.
- My own research and other students.
- Advising.
- My church, friends, family, CLASS advisors and the instructors.
- Great professors- Crixell, McHam, Meirs.....
- My parents.
- None... do appreciate the LAC for computer lab purposes. Great.
- psychology advising.
- Very good professors.
- My friend.
- My advisers where a major help in helping me navigate the degree plan.
- Barbara, the advisor who retired, was the most helpful. She answered any questions or concerns that I had and offered tips for me handling school while being a parent.
- Advisors.
- Dr. Pamela Miller (a psych teacher) believed in us all and helped us to believe in ourselves. She is so invested in her students and wishes them the best down the road to the point of even pushing us to use her as a reference. I feel she genuinely loves her students.
- Just myself.
- My advisor Ms. Woodward.
- Barbara Woodward is the best! She really cares about your success, and she really helped me out this semester!
- NONE.
- Everything.
- The people in military science are the only people that helped me achieve my academic goals. Any time there were ANY issues, like my advisors messing things up, I talked to people in the military science offices and they worked things out.
- Advisors in my major department.
- Me, myself, google and Maily Nguyen, my research supervisor.

- Dr. Richard Kasschau, Department of Psychology Psi Chi Honor Society.*
- Ms. Barbara from the advising department Career services Dr. Adriana Alcantara mentored me*
- The academic advisers at both the art and psych departments were very helpful to me throughout my college days. Although they could not help me with more complicated questions about the field itself they did know the programs and helped me understand how they worked.*
- Professors.*
- Career advising helped me figure out many things along my undergraduate journey.*
- My last two psychology advisors were absolutely wonderful and helpful in being patient enough to explain all my requirements to graduate. They were supportive and an absolute delight to talk to. It was a huge improvement from when I started as a freshman and all the advisors seemed to not care. I think that the employees at the Student and Financial Aid center has helped me out more than they used to as well. I think some of my professors are fantastic and I had a great learning experience.*
- None.*
- Academic advisors.*
- Dr. Russell Curtis was incredibly influential, Derek Szafranski was VERY helpful in discussing what the graduate school process would be like, Barbara Woodward was the best adviser I came across.*
- One of the psychology departments, Industrial/Organizational Psychology, was extremely helpful during my college career. Specifically, Dr. Christiane Spitzmuller was a great help to her undergraduate students and gave us many opportunities to learn, work, and research in her graduate research lab. My experiences in her research lab have given me the opportunity to know exactly what I need to do to achieve my academic goals outside of a bachelors degree. Dr. Spitzmuller is a tremendous asset to the Psychology department at the University of Houston.*
- Career Services and CASA tutoring.*
- My advisor was the one that helped me the most.*
- N/A.*
- Student services and advisors.*
- Academic Advising.*
- I am a non traditional student and full time staff member at the University, so I did not utilize a lot of the services on campus.*
- The Linguistic Acquisition Center assisted me in a course taken this summer by Dr. Price. A huge influence in fostering my empowerment while at University of Houston was Chi Alpha. Chi Alpha is a christian campus organization that promotes a sound mind and soul while strengthening our college-community through diverse friendships. I could not have achieved my goal without Pastors Matt and Katie Hoogendoorn's positive influence in my life.*
- My academic adviser helped me the most. I emailed her incessantly, and she always prompt to reply and always helpful.*
- My advisors The degree plan that was on the course website.*
- pre-nursing advising was the best advising I had ever received at UH. CAPS was a tremendous help in getting me through college and my rocky personal life. Cheryl Amoruso from Disabilities office was a great help as well. And the health professionals at the health center made sure I was physically healthy and got through school in one, healthy piece.*
- Linda Canales from the Psych adviser department caught the mistake my previous adviser made. Which was great. She also responded to an email I sent her within an hour. Also great [cuts off suddenly]*
- N/A.*
- The advising program helped to steer me in the right direction for achieving I'm academic goals.*
- All of my advisors were very helpful in my success. Also one class required I attend learning center classes and I found those helpful.*
- None. It has been a circus the whole time.*
- My academic advisor helped me tremendously!*
- N/A.*
- Leslie Dabney was extremely helpful with my last minute switch to a psychology major.*
- Psi Chi, all of the great professors, especially Dr. Sharp.*
- The professors wanted you to succeed. They supplied all the tools and flexibility that was needed for those who wanted to succeed.*
- I had help with some fellow classmates and a few professors.*
- Dr. Hiscock and Dr. Leasure have been extremely helpful. Also lesley in advising is really good at what she does.*
- I don't remember using any of the services on campus. I basically took responsibility for my own mistakes and improved them on my own. My family and close cohorts I met on campus helped me during my undergraduate career more than faculty. Research and internships I participated in came from the recommendation of close cohorts.*

- My psych advisor was extremely helpful in the graduation application process.
- Research experience with the SIHB lab and the entire team associated with it.

Sociology

- Landis Odoms was probably the best guide I had throughout my career at UH. He is an excellent advisor!
- Casa tutoring center.
- Sociology advisor.
- University Career Center Mrs. Emily Bernate was the best Spanish teacher.
- Landis Odoms is a phenomenal advisor. He is always up to date on institutional policies and does everything he can to ensure you're on the right track for graduation as long as you're doing your part, i.e., coming in for advising and completing courses.
- Going to tutoring helped out a lot in subjects that I struggled with, such as science. This definitely helped me achieve my academic goals.
- Landis Odoms Learning Assessment Center.
- My professors, the TA's and advisor all contributed immensely.
- Very good adviser in the Sociology department.
- MANY. so very many, the only one that was ever helpful in my many years at UH was Landis. Again, the psych department really screwed me and I have since advised any incoming college student to record their conversations with everyone at an advisors office so they do not have the bad experiences I did.
- Advisor.
- Landis Odum.
- Meeting with my advisor was crucial in achieving my academic goals.

Theatre & Dance

- Erika Jimenez, my last advisor, was the only person who helped me.
- Carolyn Boone helped me every step of the way as a teacher, mentor, and friend.
- My academic advisor Ericka Jiminez was/ is wonderful. we went through many advisors in my four years i the school of theatre and we finally got it right in Ericka!
- CLASS Scholarships -Theatre & Dance Advisor (amazing!!)
- Jonathan Middents, Paige Willson and Tina Newhauser were a huge help. They were great mentors and helped me tremendously in class and outside the classroom.
- The dance program.

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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