



College of Liberal Arts and Social Sciences
Office of the Dean

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2009

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

Report

Graduate Student Exit Survey

January 25, 2010



CLASS

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

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College of Liberal Arts and Social Sciences

Graduate Exit Survey, 2009

Introduction

One hundred twenty-nine College of Liberal Arts and Social Science students participated in the 2009 Graduate Student Exit Survey. While the college has been conducting annual exit surveys for its undergraduate students for a number of years, this was the first time that graduate students were polled. The survey was given to graduate students expecting to earn degrees in the Spring and Summer of 2009 at the time of commencement and was also available on-line. There were a total of thirty-two questions in which students rated their satisfaction with various aspects of their educational experience, indicated their financial awards and contributions, described their future plans, and provided observations and recommendations. This report presents these findings.

Highlights of Findings

Thesis/ Project Advising: The statement which received the largest percent of the top rating was “the thesis/project advising I received was satisfactory.” 57% of respondents strongly agreed (page 20).

Confidence in academic and professional preparation: Students were also positive about this aspect of their education. 54% of students strongly agreed that their skills were competitive with those of their peers (page 38). Additionally, 52% strongly agreed that they had a thorough understanding of the research methodology in their program (page 19), and 49% strongly agreed that they had acquired sufficient skills to prepare them for a program-related career (page 39).

Graduate faculty: While students gave top ratings for thesis/project advising, they also responded positively to the entire graduate faculty in their program; 50% of respondents rated the graduate faculty in their program as excellent. The highest percents of satisfaction were students from History, Music and Theater (page 46).

Future plans: 34% of respondents had secured employment in a position directly related to a degree in their discipline. Four departments had 50% or more of their students already employed in their fields: Public Administration Program, Psychology, History, and Economics. 13% of respondents were planning to continue graduate school. In particular, 40% of students in Sociology, Psychology, Philosophy, and Anthropology each had future plans to continue graduate school (page 9-10).

Funding: 41% of students had graduate teaching assistantship awards for 4 or more semesters; 13% had graduate research assistantship awards for 4 or more semesters (page 25). Economics had the most funded students: 73% had teaching assistantships and 70% had research assistantships for 4 or more semesters. In addition, 40% had fellowship, scholarship, or grant awards for 4 or more semesters (page 29). Political Science and Psychology also had a high percentage of their students who were funded from teaching and research assistantships (pages 31 and 32 respectively).

Lower satisfaction: Respondents had the lowest satisfaction with a number of professional preparation questions. Students were less positive about how to publish their research in professional publications (only 31% strongly agreed that they were prepared; page 22); how to present their research at professional conferences or meetings (30% strongly agreed; page 23); and for working in a non-teaching position in their field (33% strongly agreed; page 24).

Notes on Methods

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

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

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

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

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

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

Students were also asked to rate a number of aspects on a scale of excellent, good, fair and poor.

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

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

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

Questions 3 and 4 asked graduate students about their future plans. The questions had 7 and 10 possible answers respectively, including the choice of other which asked the respondent to specify and left a space for comment. Very few respondents chose other, but their written responses have been given verbatim as part of the analysis of these two questions.

The survey also asked students to provide information about the financial awards and contributions they received during their graduate career. For each type of funding, students indicated the approximate number of semesters (1; 2; 3; 4 or more semesters; none) for which they received each of the following types of support:

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

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

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

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

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

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 129 students who expected to graduate in the Spring and Summer of 2009. The following table summarizes what department and which degree these students expected to earn, disaggregated by semester and department.

Summary Table 1: For those surveyed, expected degrees for Spring and Summer 2009 in CLASS

Spring Graduates

Dept Total Numbers	MA	MFA	MM	MPA	PHD	DMA	Total Degrees
Anthropology	5						5
Art		10					10
Comm Sci & Disorders	4						4
Communications	5						5
Economics					12		12
English	6	8			8		22
History	2				3		5
Music			15			5	20
Philosophy	5						5
Political Science	1				2		3
Psychology	4				6		10
Public Admin				4			4
Sociology	5						5
Hispanic Studies	4				5		9
Theater		2					2
No major indicated					1		1
All	41	20	15	4	37	5	122

Summer Graduates

Department	MA
Comm Sci & Disorders	4
Communications	2
Theater	1
All	7

These numbers can be compared to the actual number of degrees granted for Spring and Summer 2009 in CLASS which appear in Summary Table 2.

Summary Table 2: Actual degrees granted for Spring and Summer 2009 in CLASS

Spring Graduates

Department	MA	MFA	MM	MPA	PHD	DMA	Total Degrees
Anthropology	3						3
Art		12					12
Communications	6						6
Comm Sci & Disorders	1						1
Economics	12				8		20
English	7	8			7		22
History	3				4		7
Music			33			3	36
Philosophy	12						12
Political Science	2				2		4
Psychology	14				5		19
Public Admin				6			6
Sociology	7						7
Hispanic Studies/ Span	7				3		10
Theater	2	20					22
All	77	41	33	6	29	3	187

Summer Graduates

Department	MA	MM	MPA	PHD	DMA	Total Degrees
Anthropology	1					1
Communications	4					4
Comm Sci & Disorders	20					20
Economics	27					27
English	2					2
History	2			1		3
Music		3			1	4
Philosophy	1					1
Political Science	1					1
Psychology	6			7		13
Public Admin			1			1
Hispanic Studies/ Span	4			1		5
Theater	1					1
All	69	3	1	9	1	83

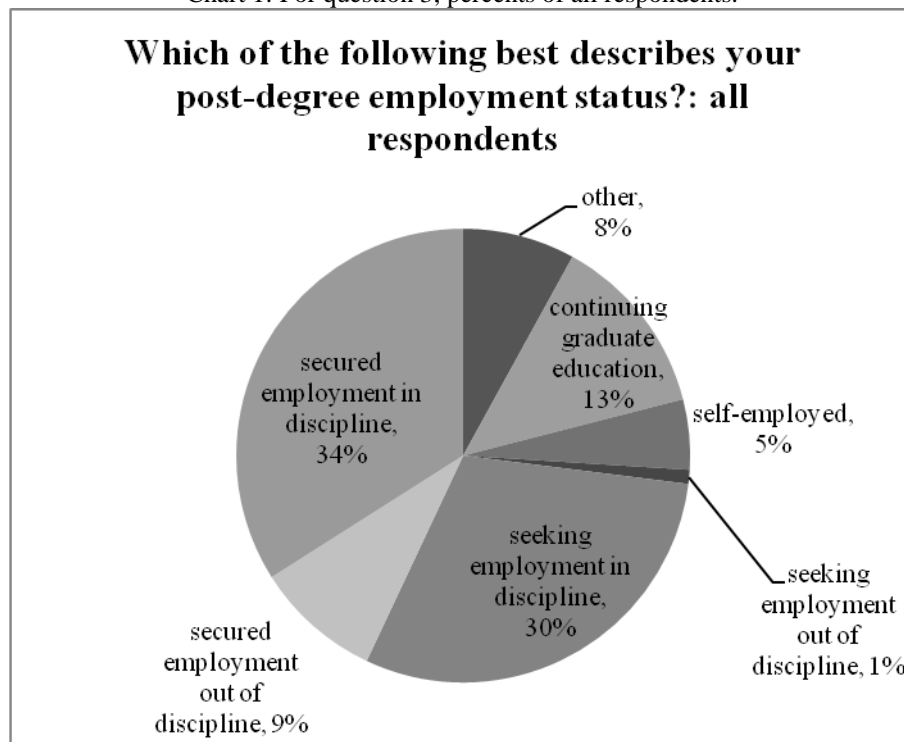
With 129 respondents to the survey compared to 270 who actually earned degrees, 48% of those who graduated responded to the survey. This value is approximate since it assumes that the respondents did indeed earn their expected degree.

Post –Degree Employment Status

Question 3 asks students which of the following best describes their post-degree employment status:

I have secured employment in a position directly related to a degree in my discipline;
I have secured employment but not in a position related to my discipline;
I am currently seeking employment in my discipline;
I am currently seeking employment outside my discipline;
I am self-employed; and
I am continuing my graduate education.
Respondents could also answer other and were asked to specify in a space provided.

Chart 1: For question 3, percents of all respondents.



- The most frequent responses were those either having secured (34%) or seeking (30%) employment within their chosen discipline. 44 respondents had already secured a job in their chosen discipline at the time they took the survey.
- 17 students (20%) planned to continue their graduate education out of the 87 respondents who were expecting to earn various master's degrees
- The results varied from department to department; Table 1 below has disaggregated these responses by department.

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

Department	Other	Continuing graduate education	Self-employed	Seeking job out of discipline	Seeking job in discipline	Secured job out of discipline	Secured job in discipline	Number responding
Theater		34%			33%		33%	3
Hispanic Studies	22%				45%		33%	9
Sociology	20%	40%		20%			20%	5
Public Admin	25%						75%	4
Psychology		40%			10%		50%	10
Political Science	34%	33%					33%	3
Philosophy	20%	40%			20%	20%		5
Music	5%	21%	11%		26%		37%	19
History					20%	20%	60%	5
English	9%		9%	5%	36%	14%	27%	22
Economics					33%		67%	12
Comm Sci & Disorders					75%		25%	8
Communication	14%				29%	57%		7
Art		10%	20%	30%	30%	20%	20%	10
Anthropology		40%			40%		20%	5
All	8%	13%	5%	1%	30%	9%	34%	128

- A number of departments had high percentages of students already employed in their fields, such as the Public Administration Program (75%, 3 students), Economics (67%, 8 students), History (60%, 3 students), and Psychology (50%, 5 students).
- A number of departments had 40% of their students who planned to continue their graduate education: Anthropology, Philosophy, Psychology, and Sociology.

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

- *I already work.* (Communication)
- *I have been employed for almost 14 years in a field not at all related to my degree.* (English)
- *Poetry Fellowship.* (English)
- *I have maintained my position while going to school, in unrelated discipline. Seeking related position.* (Hispanic Studies/ Spanish)
- *No change in status. I am employed already and will not change.*
- *I am employed.* (Music)
- *Applying for O.P.T.* (Music)
- *I am currently seeking employment outside my discipline, but I will continue my graduate education.* (Philosophy)
- *Continuing with my full-time job; I was a part-time graduate student.* (Political Science)
- *Continuing by current job.* (Public Administration)

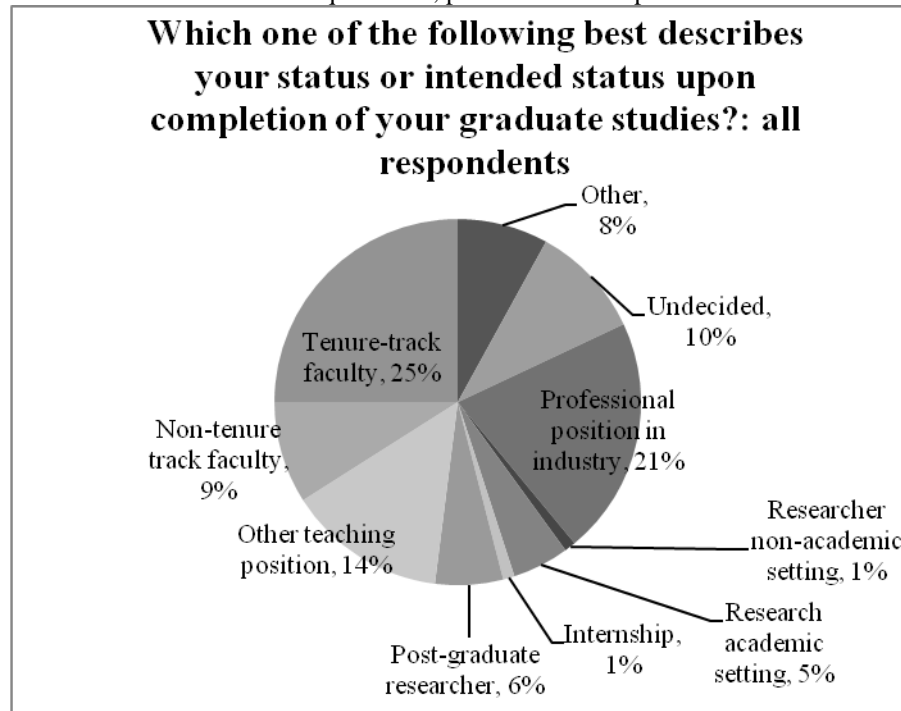
Status Upon Completion of Graduate Studies

Question 4 asks students which one of the following best describes their status or intended status upon completion of their graduate studies:

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

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

Chart 2: For question 4, percents of all respondents.



The most frequent responses were status as tenure track faculty position (25%) or professional position in industry (21%).

10% remained undecided on their status or intended status.

The responses varied widely from program to program so they have been disaggregated by department in Table 2 below. 11 respondents wrote in comments, most after answering other. The verbatim comments have been given following Table 2.

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

Department	Other	Undecided	Professional position in industry	Researcher non-academic setting	Research academic setting	Internship	Post-graduate researcher	Other teaching position	Non-tenure track faculty	Tenure-track faculty	Number responding
Theater	34%	33%	33%								3
Hispanic Studies	11%							34%	22%	33%	9
Sociology					34%			33%		33%	3
Public Admin			75%						25%		4
Psychology		10%	30%	10%			10%			40%	10
Political Science	67%									33%	3
Philosophy			20%						20%	60%	5
Music	10%	15%	10%				5%	35%		25%	20
History		20%						60%		20%	5
English	10%	14%	19%				14%	10%	14%	19%	21
Economics	9%				8%		8%		8%	67%	12
Comm Sci & Disorders		12%	88%								8
Communications		14%	58%				14%	14%			7
Art	10%	20%	10%	10%					30%	20%	10
Anthropology					60%	20%		20%			5
All	8%	10%	21%	1%	5%	1%	6%	14%	9%	25%	126

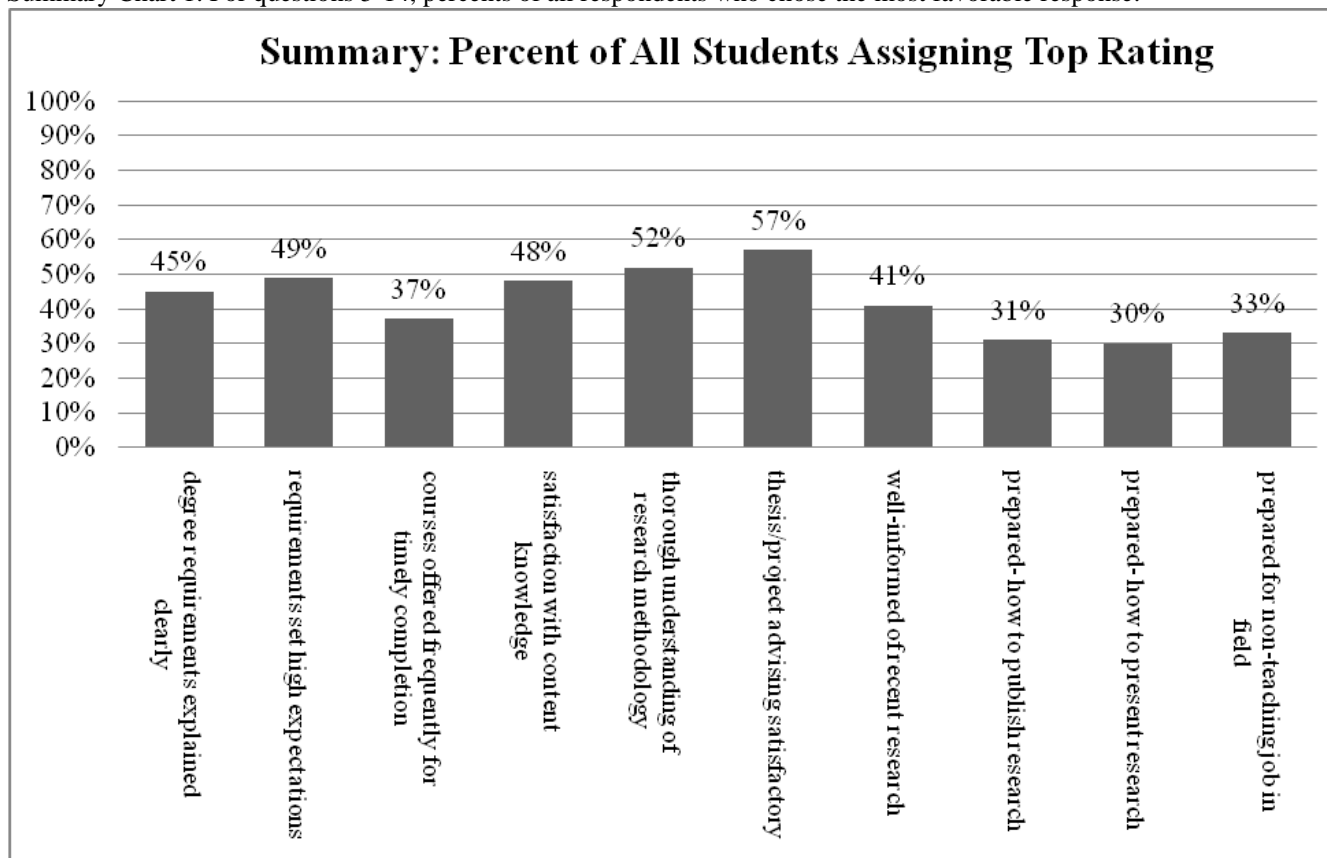
Verbatim Comments

- *Professional practice (artist). (Art)*
- *Would be happy for any job. (Economics)*
- *Writer. (English)*
- *Write & publish in field. (English)*
- *Health educator. (Hispanic Studies/Spanish)*
- *DMA (Music)*
- *Work for awhile, then on to a DMA program here at UH. (Music)*
- *Professional position in the federal government. (Political Science)*
- *Post-doc immediately after, then end goal=tenure track. (Psychology)*
- *Adjunct lecturer at UH Fall 2009. (Sociology)*
- *Underemployed in multiple unrelated fields. (Theater)*

Summary of Ratings for Academic and Professional Preparation

Summary Chart 1 gives the percentage of those who gave the top rating, strongly agree, for questions 5 through 14. Summary Table 1, which follows the chart, shows all the responses to each question. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by major are examined for each question in the pages that follow this summary.

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



- As a whole, students were most positive about having gained a thorough understanding of research methodology (52%) and the satisfaction with their thesis/ project advising (57%). The satisfaction with advising was the highest percentage assigning the top rating for the entire survey.
- Students were less likely to praise the frequency of course offerings (37%).
- The last three questions received the lowest percentages of those who strongly agreed and were the lowest for the entire survey.
- The other responses can be found on Summary Table 3 below.

Summary Table 3. Questions 5-14, all responses for aspects of academic and professional preparation in CLASS.

	degree requirements explained clearly	requirements set high expectations	courses offered frequently for timely completion	satisfaction with content knowledge	thorough understanding of research methodology	thesis/project advising satisfactory	well-informed of recent research	prepared-how to publish research	prepared-how to present research	prepared for non-teaching job in field
Strongly agree	45%	49%	37%	48%	52%	57%	41%	31%	30%	33%
Agree	46%	43%	54%	47%	42%	31%	47%	32%	44%	38%
Disagree	8%	7%	8%	4%	5%	9%	8%	30%	18%	21%
Strongly disagree	1%	1%	1%	1%	1%	3%	4%	7%	8%	8%
Number responding	122	122	121	122	121	113	118	105	97	103

- For questions 5 to 14, students felt positive about the academic and professional preparation that they received in their departments, especially when combining the percentages that answered strongly agree or agree. Questions 5 to 9 all had 90% or more who strongly agreed or agreed. 95% of respondents strongly agreed or agreed that they were satisfied with the content knowledge that they acquired in their discipline.
- Students were less likely to respond to questions 12-14. Not only were there fewer responses, but there were higher numbers of those who disagreed.
- In the following pages, each question has been taken individually and disaggregated by department.

Degree Requirements Explained Clearly

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

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

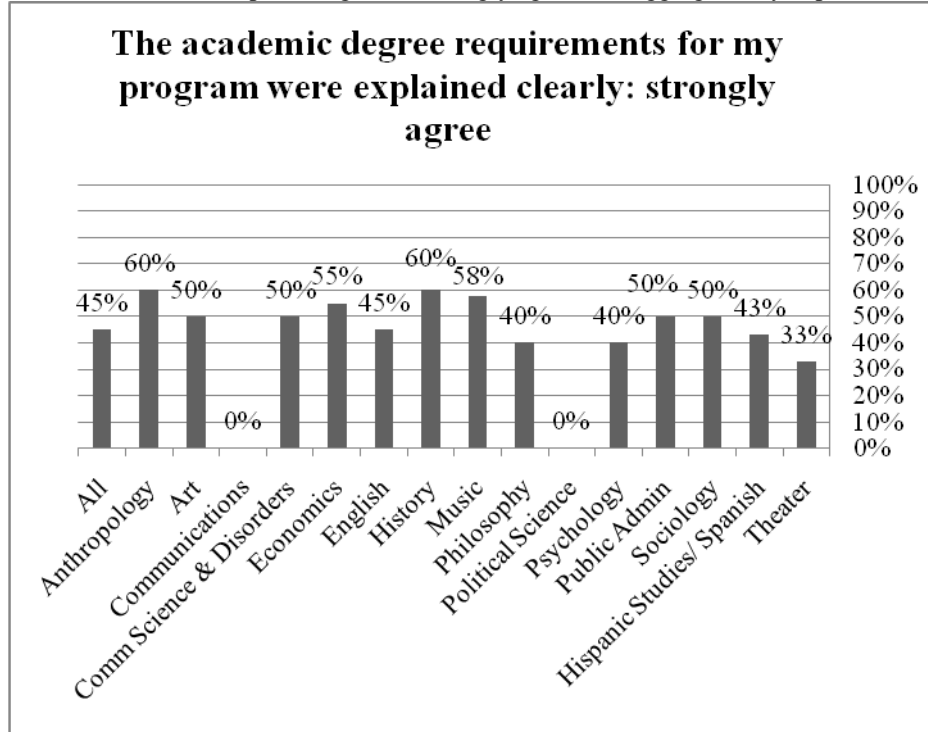


Table 3: Details: All responses for question 5, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	45%	60%	50%		50%	55%	45%	60%	58%	40%		40%	50%	50%	43%	33%
Agree	46%	40%	50%	71%	50%	36%	55%	40%	37%	40%	67%	40%	50%	25%	29%	67%
Disagree	8%			29%		9%			5%	20%	33%	20%		25%	14%	
Strongly disagree	1%															14%
Number responding	122	5	10	7	8	11	20	5	19	5	3	10	4	4	7	3

- 7 of 15 departments had 100% who either agreed or strongly agreed that academic degree requirements were explained clearly.
- While no one in Communications or Political Science strongly agreed, both departments have much larger numbers who agreed: 71% and 67%, respectively.
- Only 1 respondent strongly disagreed with this statement.

Academic Requirements set High Expectations of Student Performance

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

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

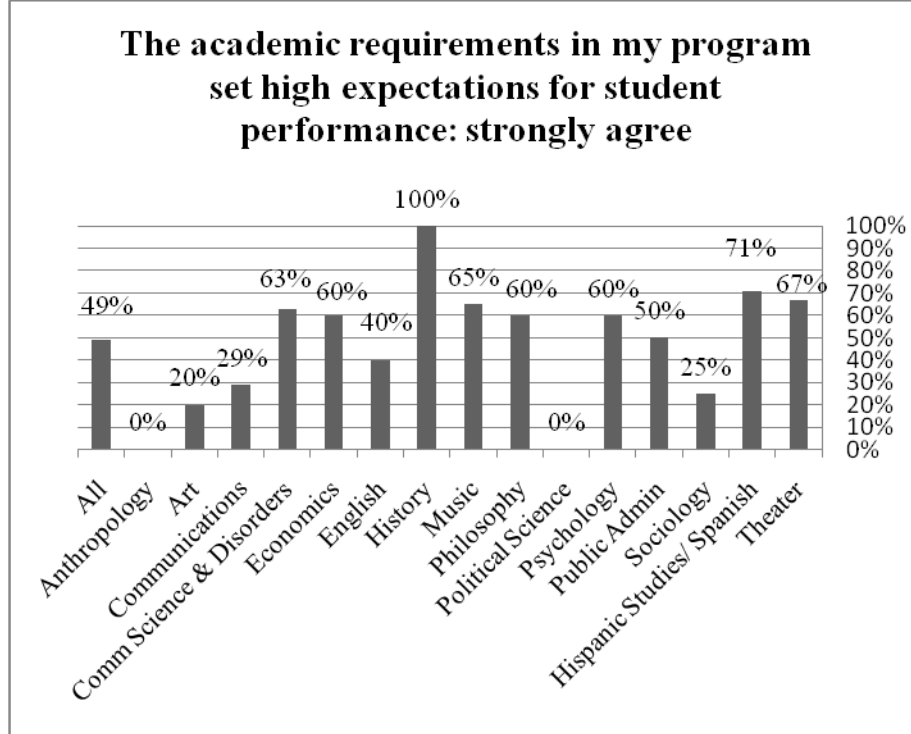


Table 4: Details: All responses for question 6, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	49%		20%	29%	63%	60%	40%	100%	65%	60%		60%	50%	25%	71%	67%
Agree	43%	80%	60%	71%	37%	20%	45%		35%	40%	67%	40%	50%	50%	29%	33%
Disagree	7%	20%	20%			10%	15%				33%				25%	
Strongly disagree	1%						10%									
Number responding	122	5	10	7	8	10	20	5	20	5	3	10	4	4	7	3

- 100% of History students strongly agreed with this statement. 7 of 15 departments had 100% who either agreed or strongly agreed.
- While Anthropology and Political Science had no one who strongly agreed, both departments have much larger numbers that agreed: 80% and 67%, respectively.
- Only 1 student strongly disagreed.

Courses Offered Frequently Enough for Timely Completion

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

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

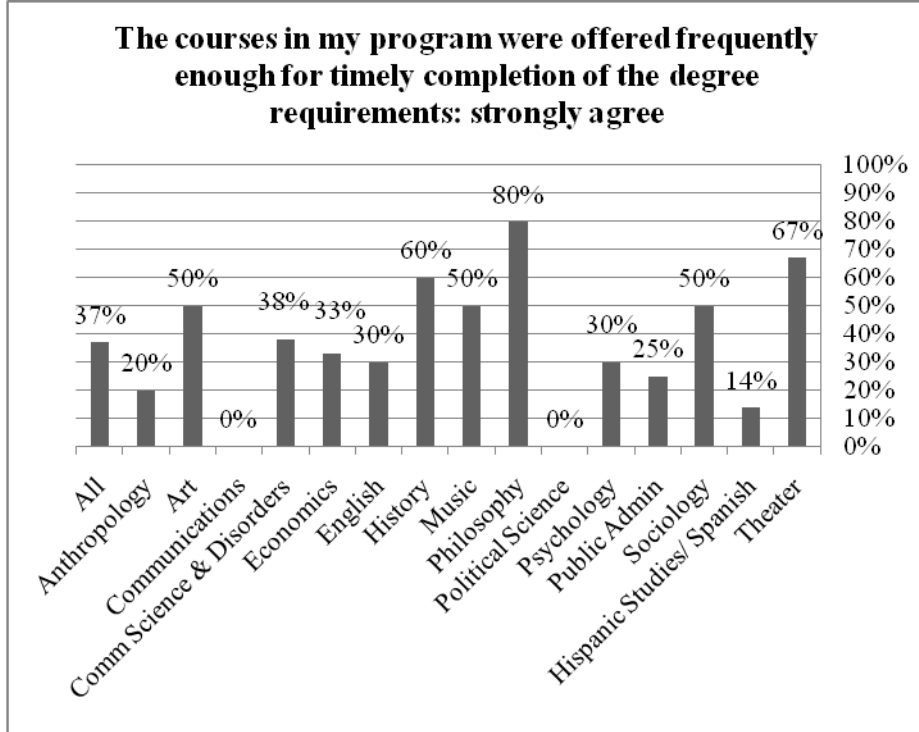


Table 5: Details: All responses for question 7, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	PolS	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	37%	20%	50%		38%	33%	30%	60%	50%	80%		30%	25%	50%	14%	67%
Agree	54%	80%	50%	100%	50%	56%	70%	20%	50%	20%		50%	50%	50%	58%	
Disagree	8%					11%		20%			100%	20%	25%		14%	33%
Strongly disagree	1%				12%										14%	
Number responding	121	5	10	7	8	9	20	5	20	5	3	10	4	4	7	3

- For the first time, there is a larger percentage of students who agreed than who strongly agreed. Only 3 departments had more than 50% who strongly agreed: History, Philosophy, and Theater.
- 3 departments had 50/50 splits between those who agreed and strongly agreed: Art, Music, and Sociology.
- 100% of Communication students agreed with this statement.
- 100% of Political Science students disagreed.

Satisfaction with Content Knowledge Acquired in Discipline

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

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

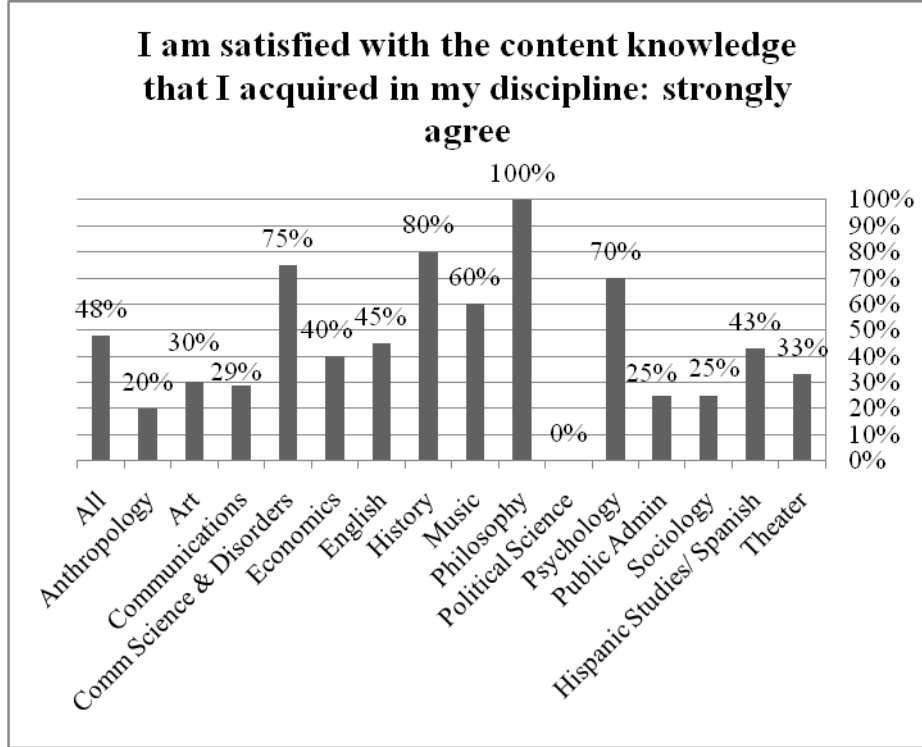


Table 6: Details: All responses for question 8, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	48%	20%	30%	29%	75%	40%	45%	80%	60%	100%		70%	25%	25%	43%	33%
Agree	47%	80%	70%	71%	25%	60%	40%	20%	40%		67%	30%	75%	75%	29%	67%
Disagree	4%						15%				33%				14%	
Strongly disagree	1%															14%
Number responding	122	5	10	7	8	10	20	5	20	5	3	10	4	4	7	3

- The responses to this question were very positive; 95% of students either strongly agreed or agreed. 12 of 15 departments had 100% of respondents who either strongly agreed or agreed.
- 100% of Philosophy students strongly agreed that they were satisfied with the content knowledge that they acquired.
- Only 1 student strongly disagreed and 5 disagreed.

Thorough Understanding of Research Methodology

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

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

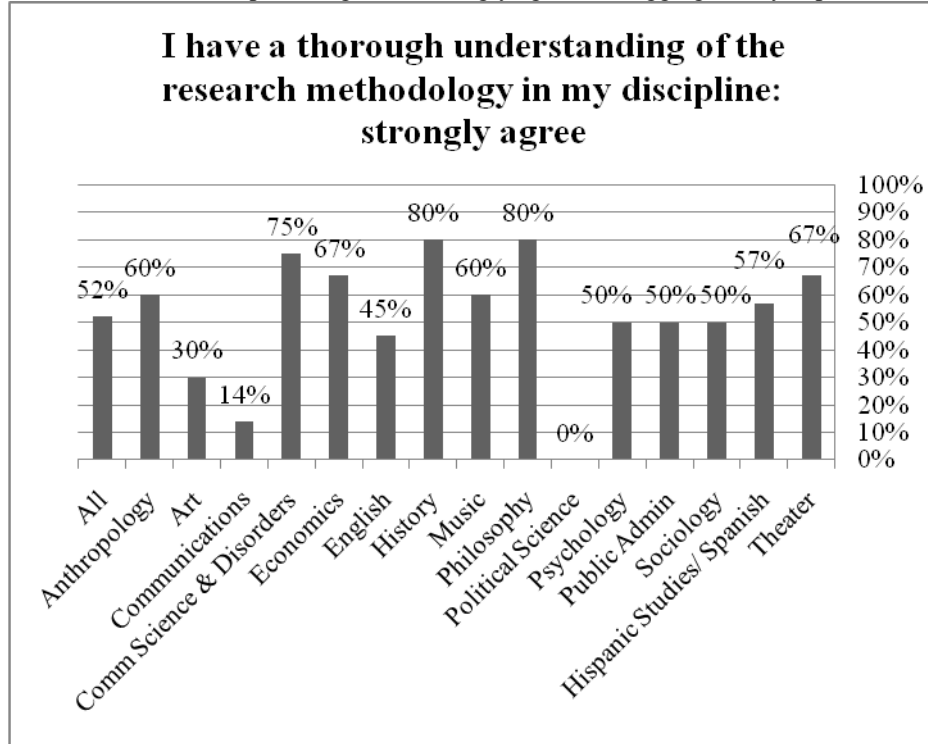


Table 7: Details: All responses for question 9, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	52%	60%	30%	14%	75%	67%	45%	80%	60%	80%		50%	50%	50%	57%	67%
Agree	42%	40%	60%	86%	25%	33%	45%	20%	35%	20%	100%	30%	50%	50%	43%	
Disagree	5%						10%		5%			20%				33%
Strongly disagree	1%		10%													
Number responding	121	5	10	7	8	9	20	5	20	5	3	10	4	4	7	3

- 80% of History and Philosophy students strongly agreed with the statement, followed by 75% of students in Communication Science and Disorders.
- 11 of 15 departments had 100% of students who either strongly agreed or agreed.
- While no one in Political Science strongly agreed, 100% agreed.
- 7 students disagreed or strongly disagreed that they had a thorough understanding of the research methodology in their discipline.

Satisfaction with Thesis or Project Advising

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

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

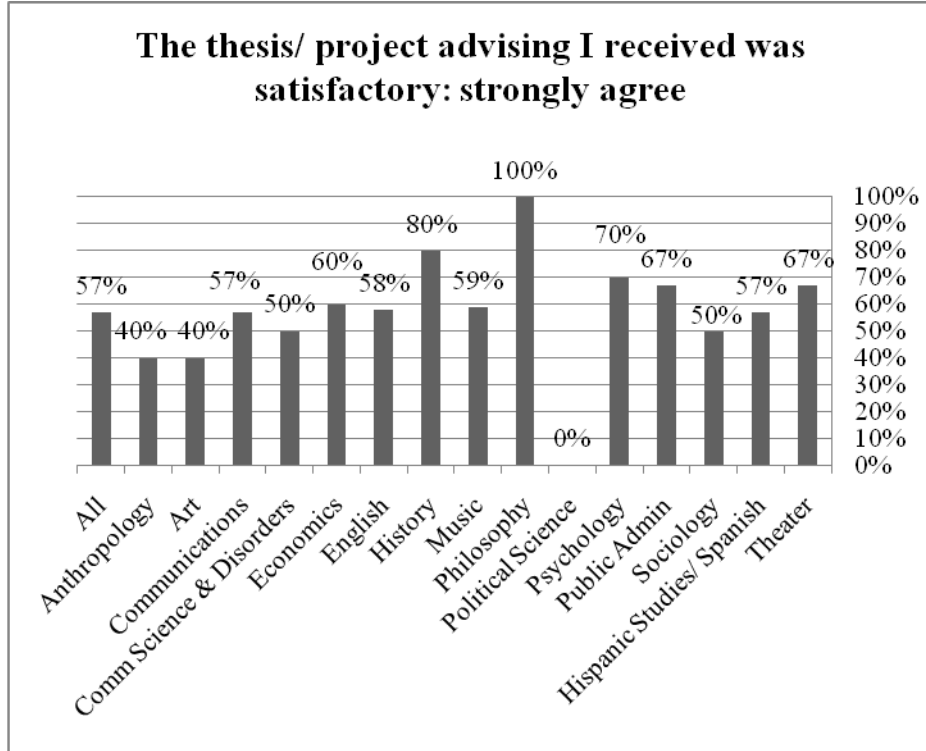


Table 8: Details: All responses for question 10, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	57%	40%	40%	57%	50%	60%	58%	80%	59%	100%		70%	67%	50%	57%	67%
Agree	31%	40%	60%	29%	50%	20%	32%	20%	18%		34%	20%	33%	50%	43%	
Disagree	9%	20%				10%	5%		23%		33%	10%				33%
Strongly disagree	3%			14%		10%	5%				33%					
Number responding	113	5	10	7	6	10	19	5	17	3	3	10	3	4	7	3

- This item had the highest percent of students assigning a top rating for the entire survey.
- There was a slight drop in the number of students responding.
- 4 students strongly disagreed with this statement.
- No one in Political Science strongly agreed that the thesis/ project advising they received was satisfactory; only 34% agreed.

Well-Informed about Recent Research Developments

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

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

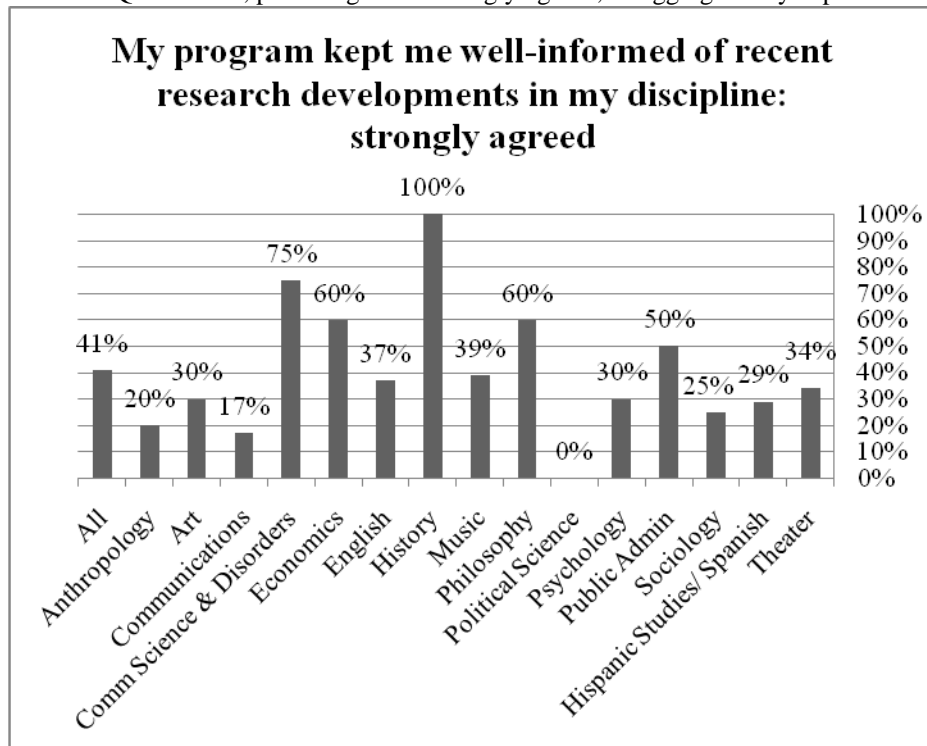


Table 9: Details: All responses for question 11, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	41%	20%	30%	17%	75%	60%	37%	100%	39%	60%		30%	50%	25%	29%	34%
Agree	47%	20%	60%	83%	25%	30%	47%		50%	40%	34%	70%	50%	75%	57%	
Disagree	8%	60%	10%				5%		11%		33%					33%
Strongly disagree	4%					10%	11%				33%				14%	33%
Number responding	118	5	10	6	8	10	19	5	18	5	3	10	4	4	7	3

- 100% of History and 75% of Communication and Science Disorders students strongly agreed with this statement.
- A number of departments with lower percentages who strongly agreed had high percentages of students who agreed: 9 of 15 departments had 100% who either strongly agreed or agreed.
- 3 departments have 60% or more of their students who either disagree or strongly disagree: Anthropology, Political Science and Theater.

Prepared on How to Publish Research

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

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

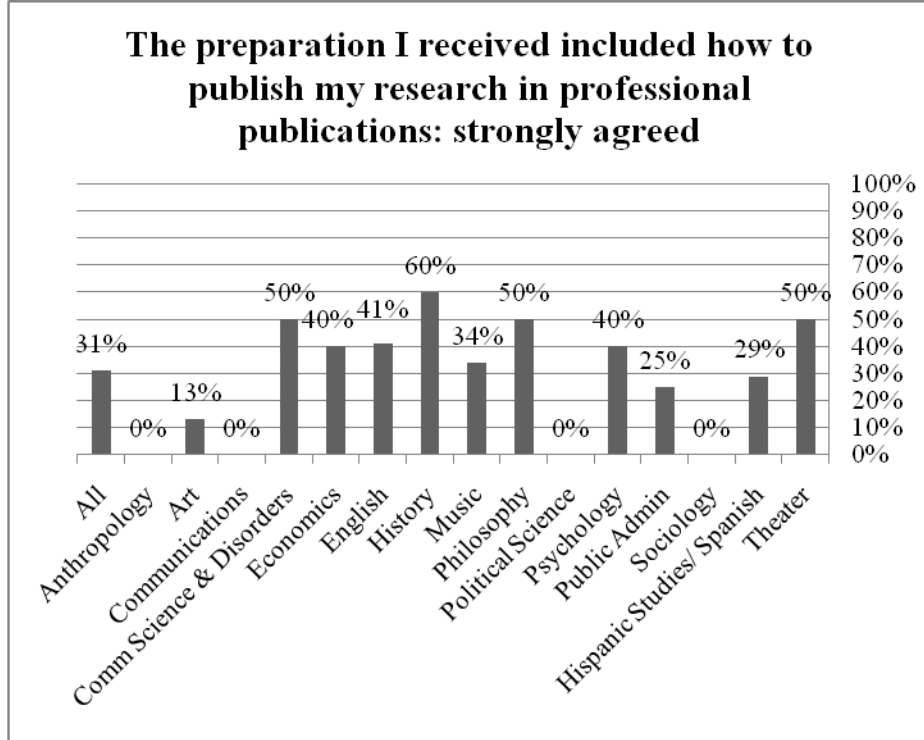


Table 10: Details: All responses for question 12, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	31%		13%		50%	40%	41%	60%	34%	50%		40%	25%		29%	50%
Agree	32%	60%	50%	50%	33%	30%	24%	20%	20%	50%		30%	25%	33%	57%	
Disagree	30%	40%	37%	33%	17%	20%	29%	20%	33%		100%	20%	50%	67%	14%	
Strongly disagree	7%			17%		10%	6%		13%			10%				50%
Number responding	105	5	8	6	6	10	17	5	15	4	2	10	4	3	7	2

- This statement had the lowest combined percentage of students who either strongly agreed or agreed (63%), and is the close-second lowest percentage who strongly agreed (31% instead of 30%).
- 4 departments had no student who responded strongly agree.
- Only 105 of 129 respondents answered this question. Nearly 20% felt it was not applicable.
- Philosophy was the only department where 100% either strongly agreed or agreed.
- 100% of Political Science students disagreed.

Prepared on How to Present Research

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

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

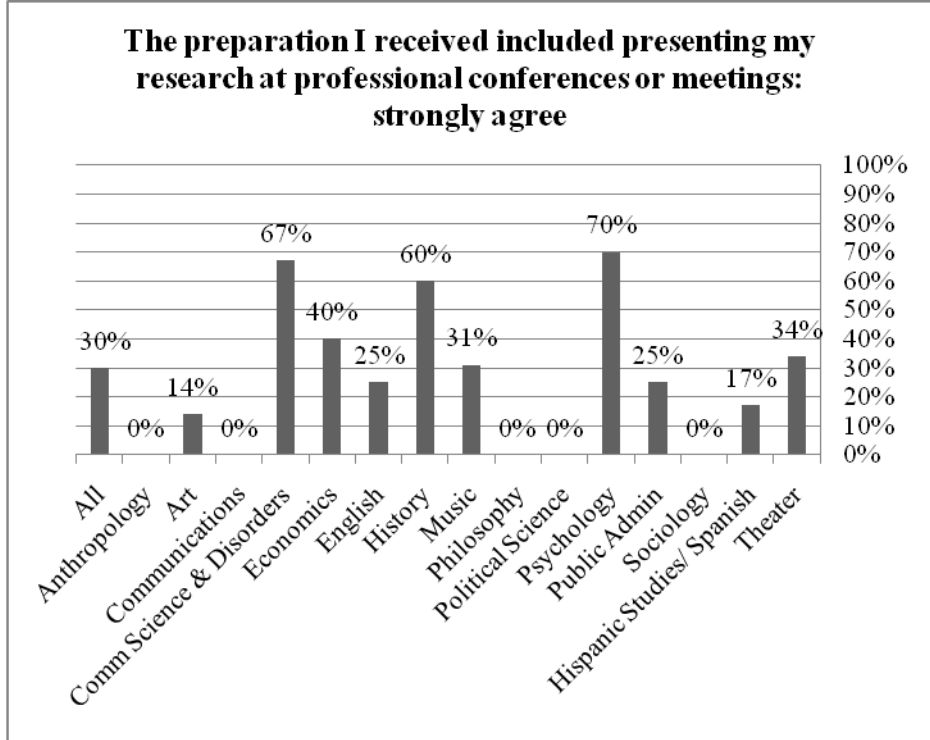


Table 11: Details: All responses for question 13, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	30%		14%		67%	40%	25%	60%	31%			70%	25%		17%	34%
Agree	44%	80%	29%	33%	33%	50%	67%	40%	15%	100%	67%	30%	25%	100%	50%	
Disagree	18%	20%	57%	50%			8%		31%		33%		50%			33%
Strongly disagree	8%			17%		10%			23%						33%	33%
Number responding	97	5	7	6	6	10	12	5	13	3	3	10	4	3	6	3

- This question had the lowest percentage of students giving the top rating for the entire survey; it also had the lowest number of respondents.
- 100% of both Philosophy and Sociology students agreed.
- 5 departments had 50% or more who either disagreed or strongly disagreed with the statement: Art, Communications, Music, Public Administration, and Theater.
- 8 students strongly disagreed with the statement.

Prepared for a Non-Teaching Job in their Field

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

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

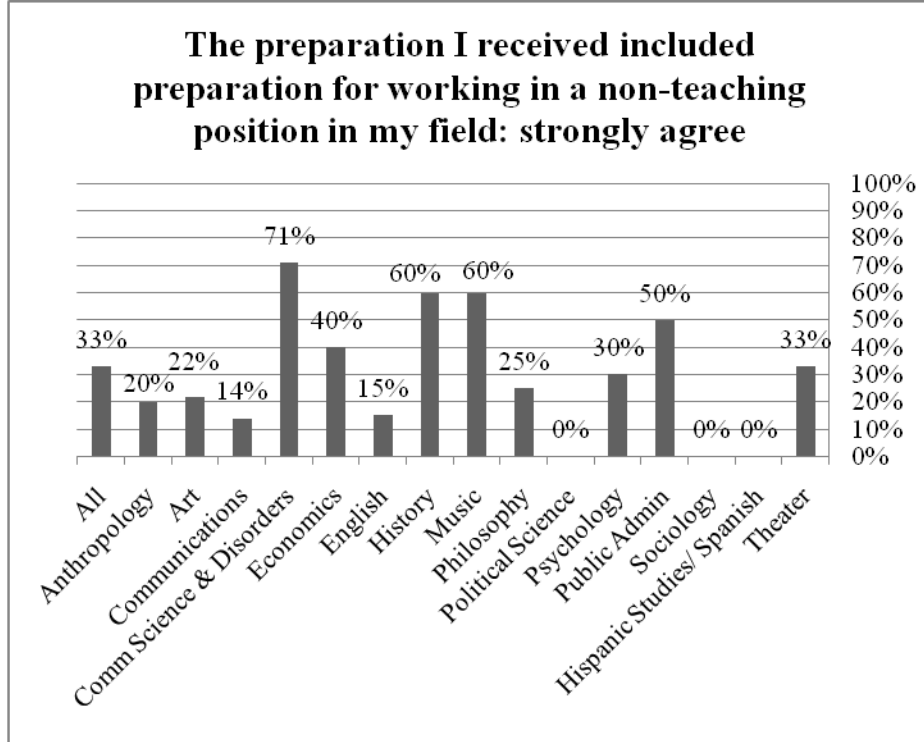


Table 12: Details: All responses for question 14, disaggregated by department.

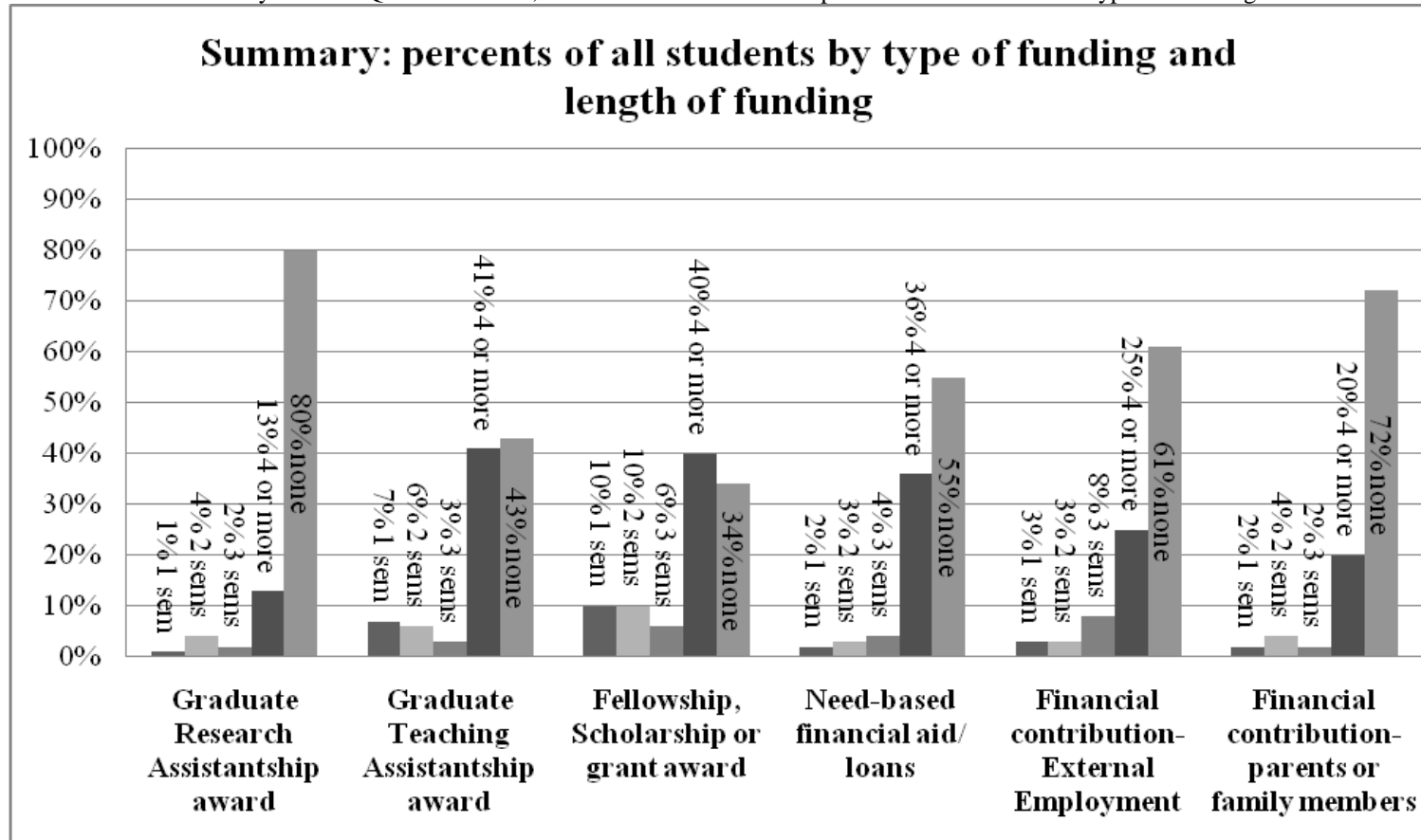
	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	33%	20%	22%	14%	71%	40%	15%	60%	60%	25%		30%	50%			33%
Agree	38%	40%	78%	57%	29%	20%	39%	20%	33%			50%	50%		60%	
Disagree	21%	40%		29%		30%	31%	20%		75%	33%	20%		100%		67%
Strongly disagree	8%					10%	15%		7%		67%				40%	
Number responding	103	5	9	7	7	10	13	5	15	4	3	10	4	2	5	3

- 3 departments had 100% of students who either strongly agreed or agreed with this statement: Art, Communication Science and Disorders, and the Public Administration program.
- 75% of Philosophy students disagreed.
- 100% of Sociology students disagreed. 100% of Political Science students either disagreed or strongly disagreed.
- Again, this question had a lower percentage who assigned the top rating as well as a lower number of respondents.

Summary of Financial Awards and Contributions

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

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



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

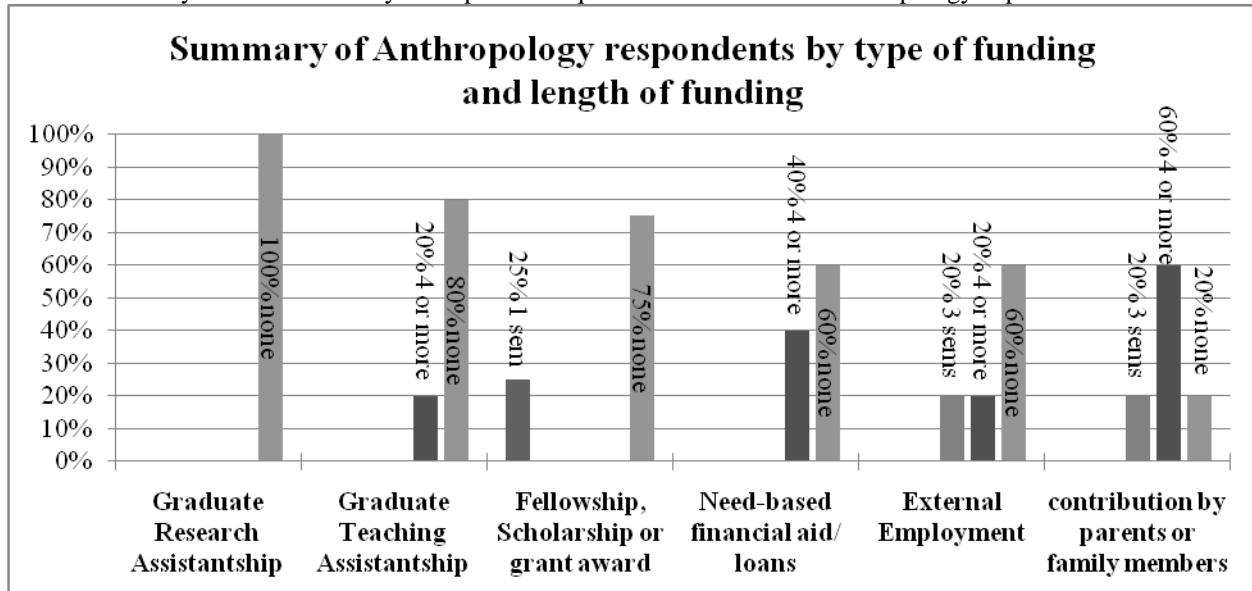
	Graduate Research Assistantship Award	Graduate Teaching Assistantship Award	Fellowship, Scholarship or grant award	Need-based financial aid/loans	Financial contribution from External Employment	Financial contribution from parents or family members
1 Semester	1%	7%	10%	2%	3%	2%
2 Semesters	4%	6%	10%	3%	3%	4%
3 Semesters	2%	3%	6%	4%	8%	2%
4 or more Semesters	13%	41%	40%	36%	25%	20%
none	80%	43%	34%	55%	61%	72%
Number responding	112	116	117	114	116	112

- The number of respondents was slightly lower for questions 15-20. Part of this was due to students completely skipping this section of questions, while others only answered questions when they were receiving that type of funding. Both of these groups were approximately the same size.
- As a reminder, those who left blanks were not included in the tabulation or the bases for percentages.
- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all departments have the same funding opportunities. Responses varied widely from department to department. For these reasons, charts in the following section have been disaggregated by department, instead of by question, to be of the most use.
- Very few students had long-term funding (4 or more semesters) from either graduate research assistantship awards and/or from financial contributions from parents or family members.
- The highest percentage of students had long-term funding (4 or more semesters) from either graduate teaching assistantship awards and/or fellowship, scholarship, or grant awards.
- While 55% of respondents did not take out any need-based financial aid/loans, 36% relied on them for 4 or more semesters and only 9% took out loans for shorter periods.
- 61% never had any external employment.

Departmental Summary Charts of Financial Awards and Contributions

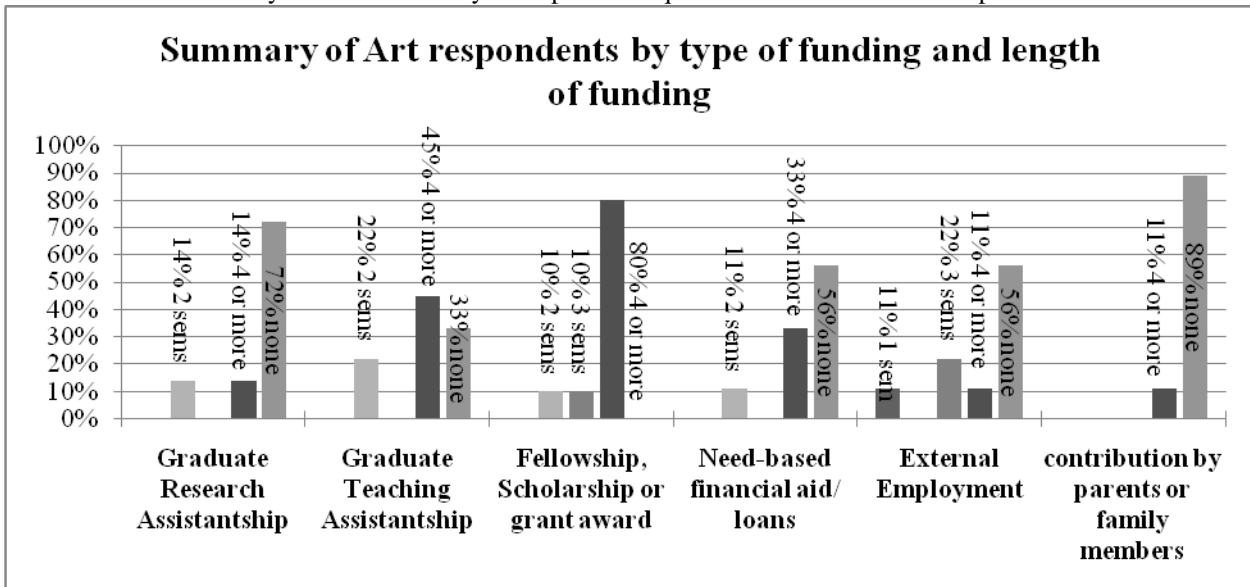
The following charts are disaggregated by department, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

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



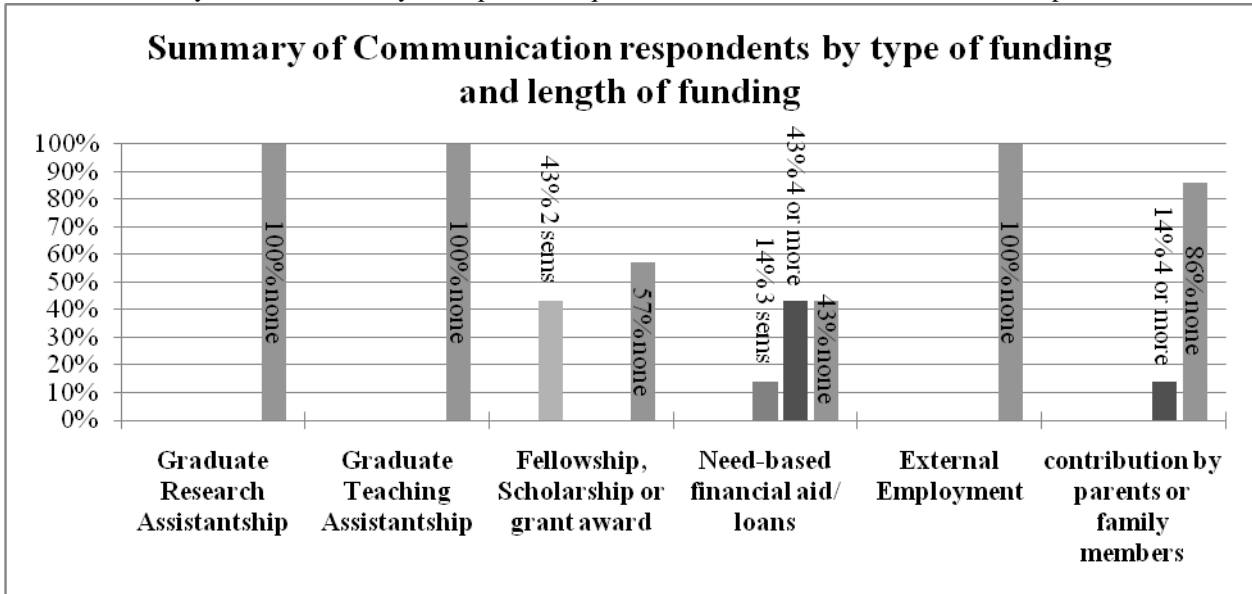
- There are 5 respondents to most of the questions.
- The highest percentages of funding for Anthropology students came from contributions by parents or family members (80% for at least 3 semesters) and/or financial aid/loans (40% for at least 3 semesters).

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



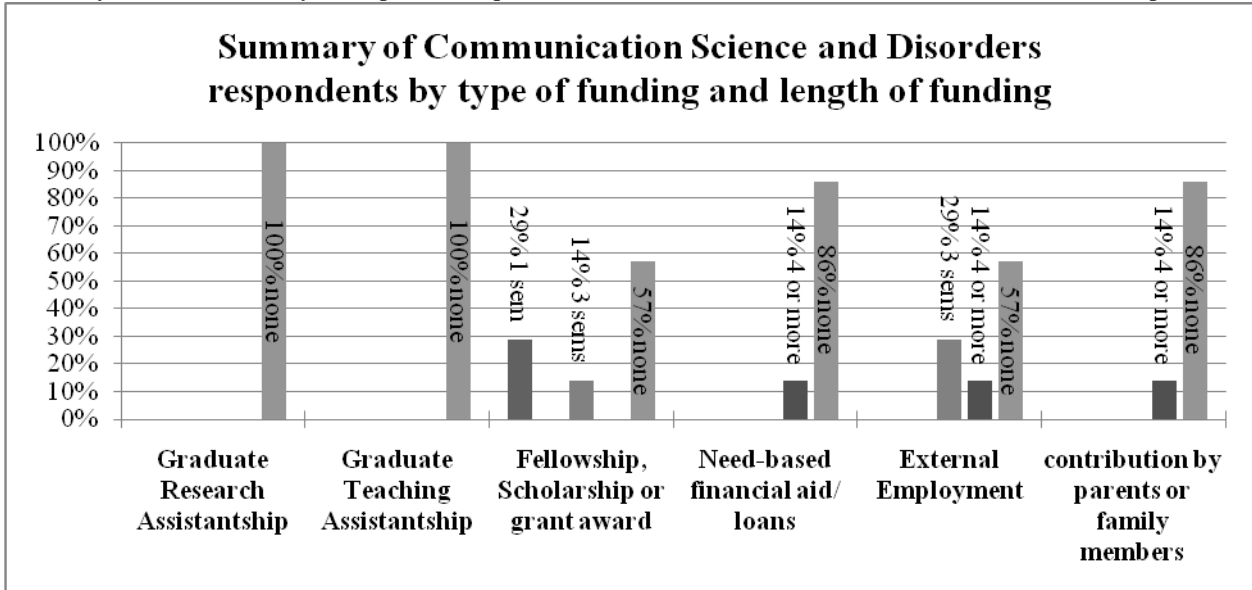
- There are 9 respondents to most of the questions.
- The highest percentages of funding for Art students came from fellowship, scholarship or grant award(s): 80% for 4 or more semesters, and/or teaching assistantships, 45% for 4 or more semesters.

Summary Chart 5. Summary of responses to questions 15-20 for the Communications department.



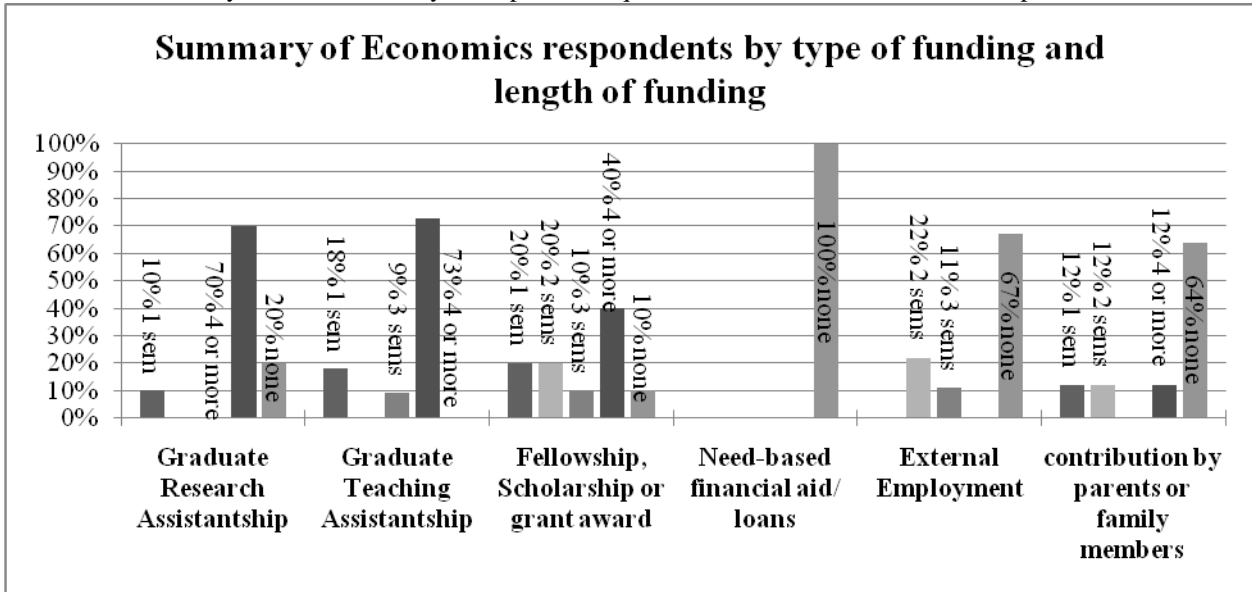
- There are 7 respondents to these questions.
- 57% of Communication students reported funding for 3 or more semesters from financial aid/loans; 43% had 2 semesters of some sort of fellowship, scholarship, or grant award(s).
- No one reported external employment.

Summary Chart 6. Summary of responses to questions 15-20 for Communication Science and Disorders department.



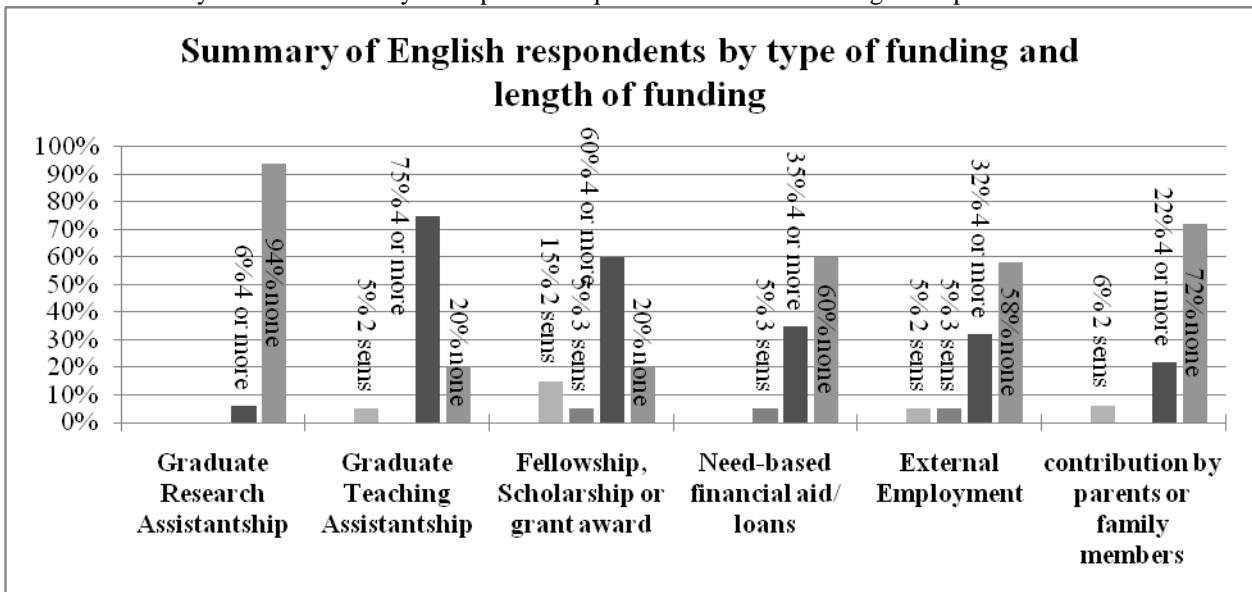
- There are 7 respondents to these questions.
- 43% of students had 3 or more semesters of external employment.
- 14% of students relied on contributions by family and/or financial aid/ loans for 4 or more semesters.

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



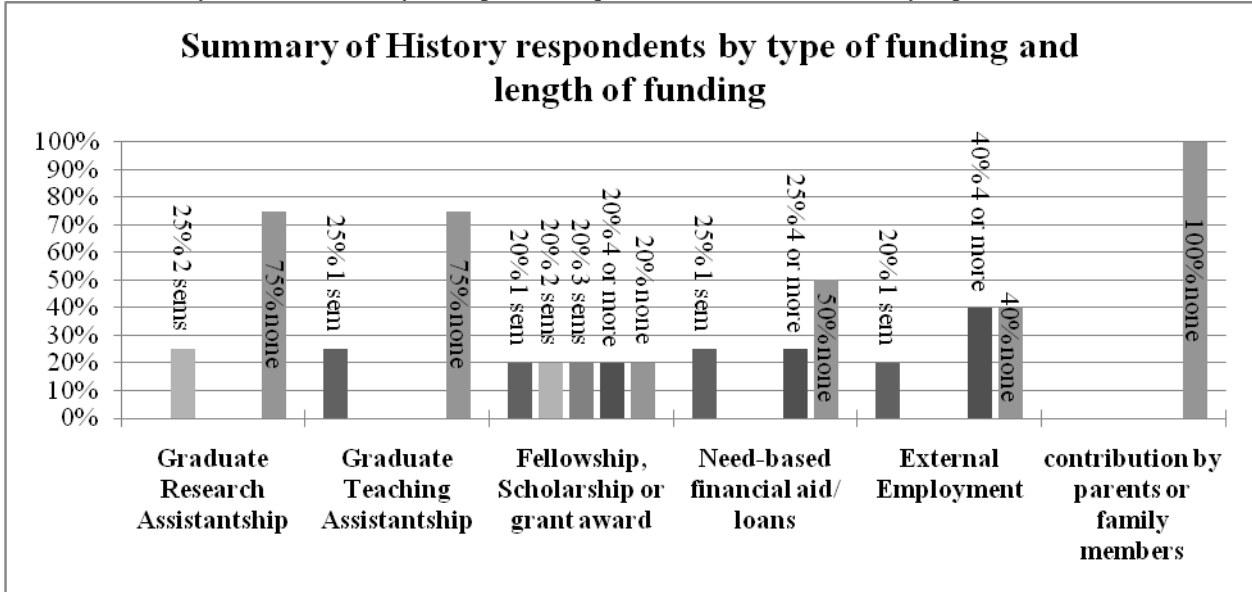
- There are 8 to 11 respondents to these questions.
- 73% of Economics graduate students had teaching assistantships and 70% had research assistantships for 4 or more semesters.
- 90% reported some sort of fellowship, scholarship or grant award(s), and 40% had that type of funding for 4 or more semesters.
- No one reported financial aid/ loans.

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



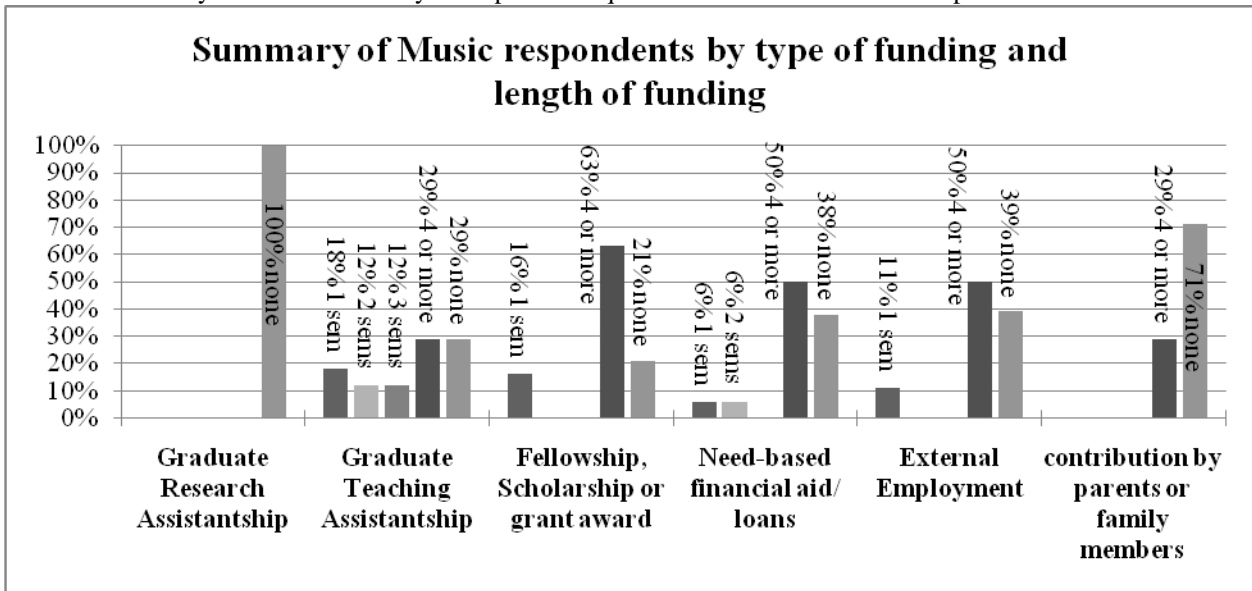
- There are 18 to 20 respondents to these questions.
- 75% of English graduate students had teaching assistantships and 60% had fellowship, scholarship, or grant award(s) for 4 or more semesters.
- English students also had significant percentages of long term funding (4 or more semesters) from financial aid/loans (35%), external employment (32%), and/or family (22%).

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



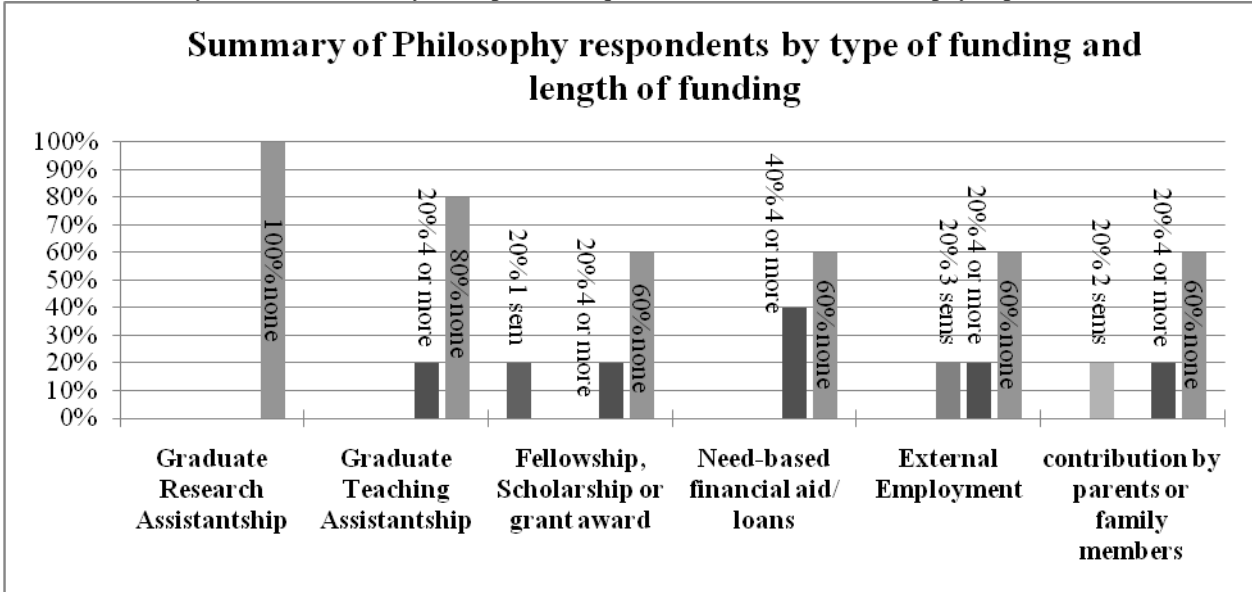
- There are 4 to 5 respondents to these questions.
- 40% of History graduate students received long term funding (4 or more semesters) from external employment. 25% had financial aid/loans for 4 or more semesters.
- 80% reported receiving some sort of fellowship, scholarship or grant award(s).

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



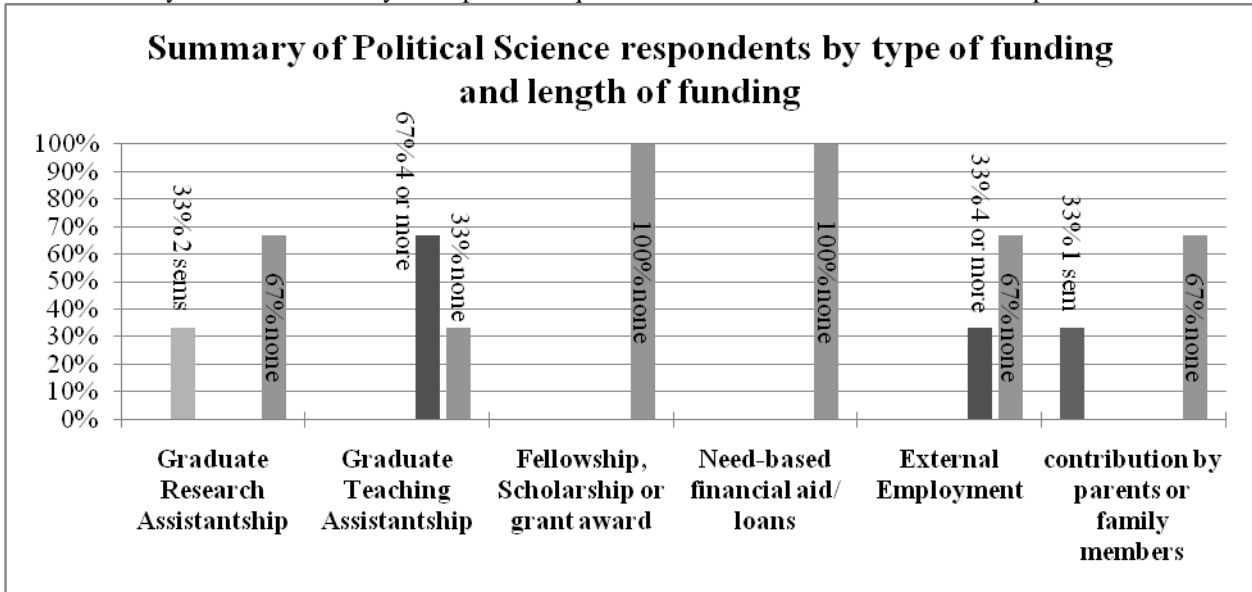
- There are 17 to 19 respondents to these questions.
- 79% of Music graduate students had some sort of fellowship, scholarship or grant award(s); 63% were funded this way for 4 or more semesters.
- 50% had long term funding (4 or more semesters) from external employment and/or financial aid/loans.

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



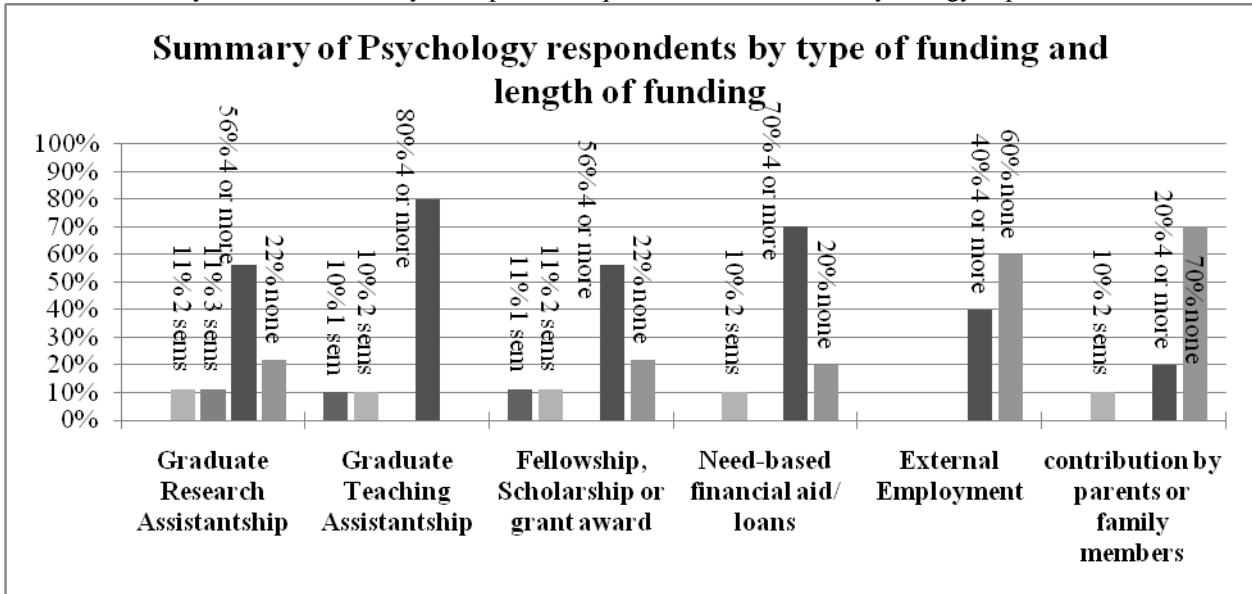
- There are 5 respondents to these questions.
- 40% of Philosophy graduate students had financial aid/ loans for 4 or more semesters.
- 40% had external employment for at least 3 semesters.
- 1 student had a teaching assistantship for 4 or more semesters; 1 student had a fellowship, scholarship, or grant award(s) for 4 or more semesters.

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



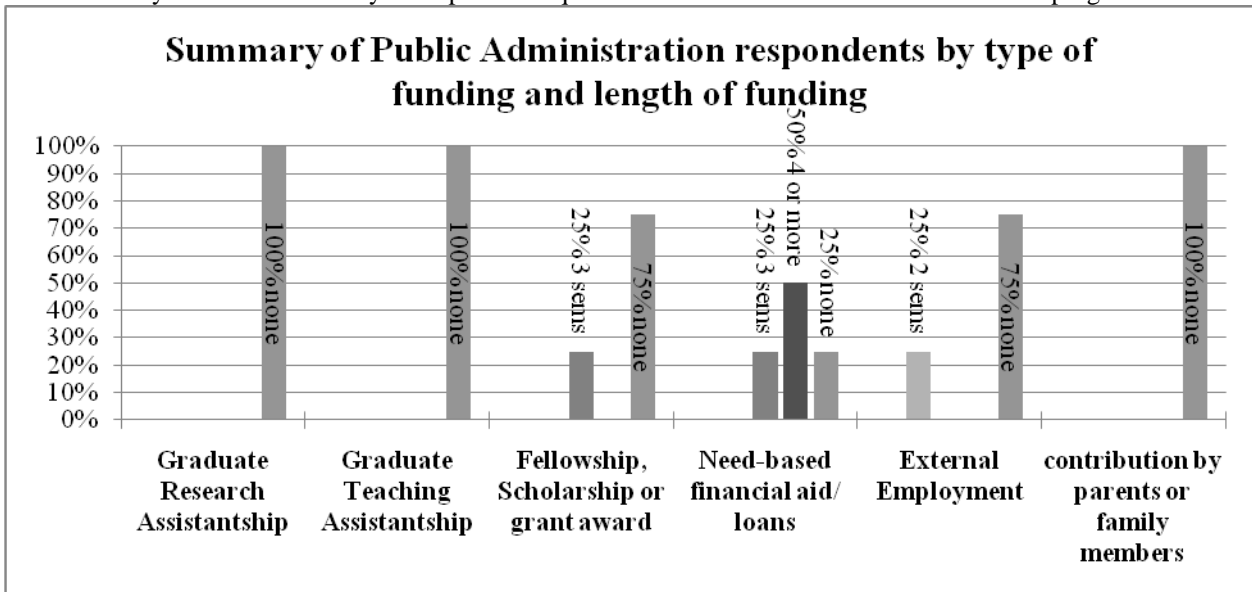
- There are 3 respondents to these questions.
- 2 Political Science graduate students had teaching assistantships, and 1 had external employment for 4 or more semesters.
- None of the students relied on financial aid/ loans or got any fellowship, scholarship, or grant award(s) for funding.

Summary Chart 13. Summary of responses to questions 15-20 for the Psychology department.



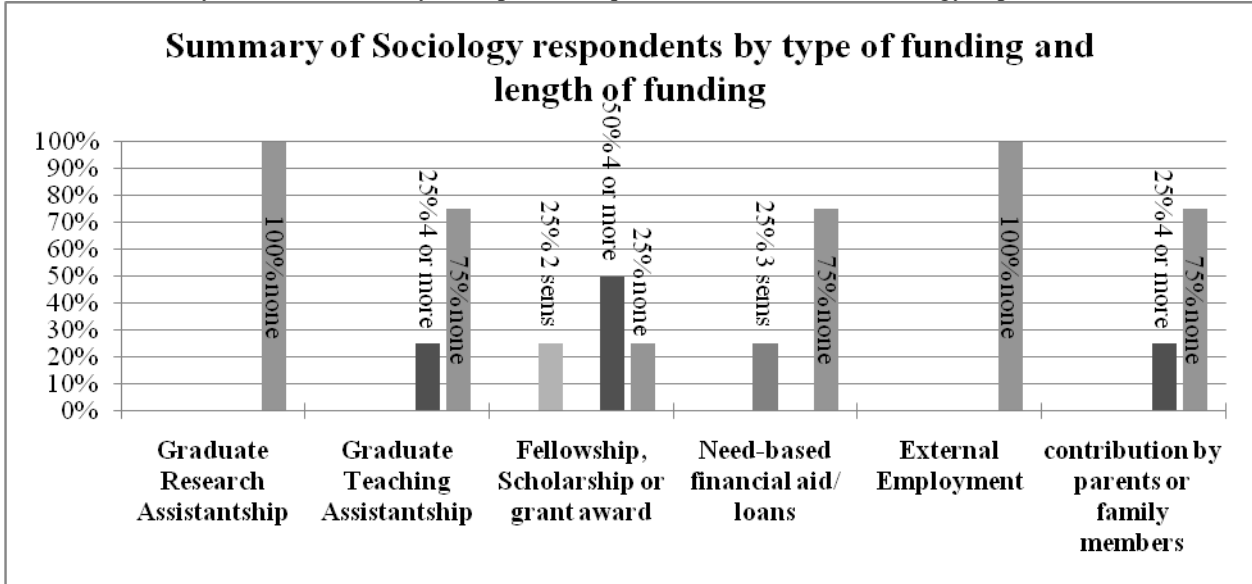
- There are 9 to 10 respondents to these questions.
- 80% of Psychology graduate students had teaching assistantships and 56% had research assistantships and/or fellowship, scholarship, or grant award(s) for 4 or more semesters.
- 80% relied on financial aid for at least 2 semesters.
- Despite the other funding opportunities, 40% had external employment for 4 semesters of more.

Summary Chart 14. Summary of responses to questions 15-20 for the Public Administration program.



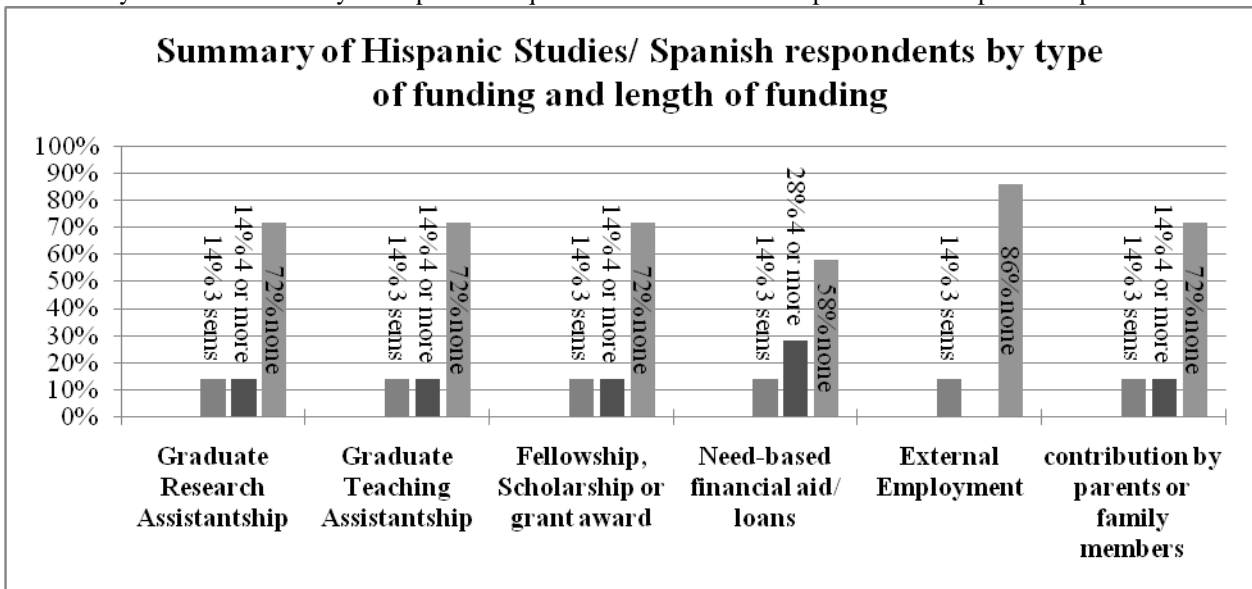
- There are 4 respondents to these questions.
- None of the students in the Public Administration program received funding from assistantships or from family.
- 75% received financial aid/ loans for 3 or more semesters.

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



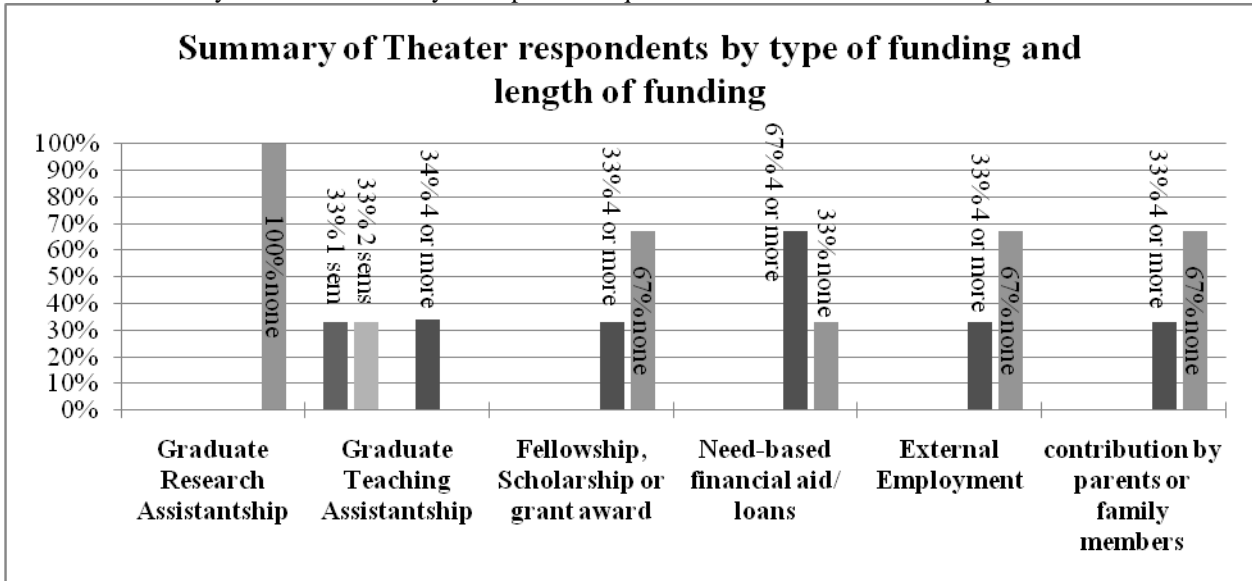
- There are 4 respondents to these questions.
- 50% of Sociology graduate students received fellowship, scholarship or grant award(s) for 4 or more semesters.
- 1 student had a teaching assistantship for 4 or more semesters.

Summary Chart 16. Summary of responses to questions 15-20 for the Hispanic Studies/Spanish department.



- There are 7 respondents to these questions.
- 1 student had 3 semesters of each kind of funding. For the others, each student had one particular type of funding that they received for 4 or more semesters.

Summary Chart 17. Summary of responses to questions 15-20 for the Theater department.

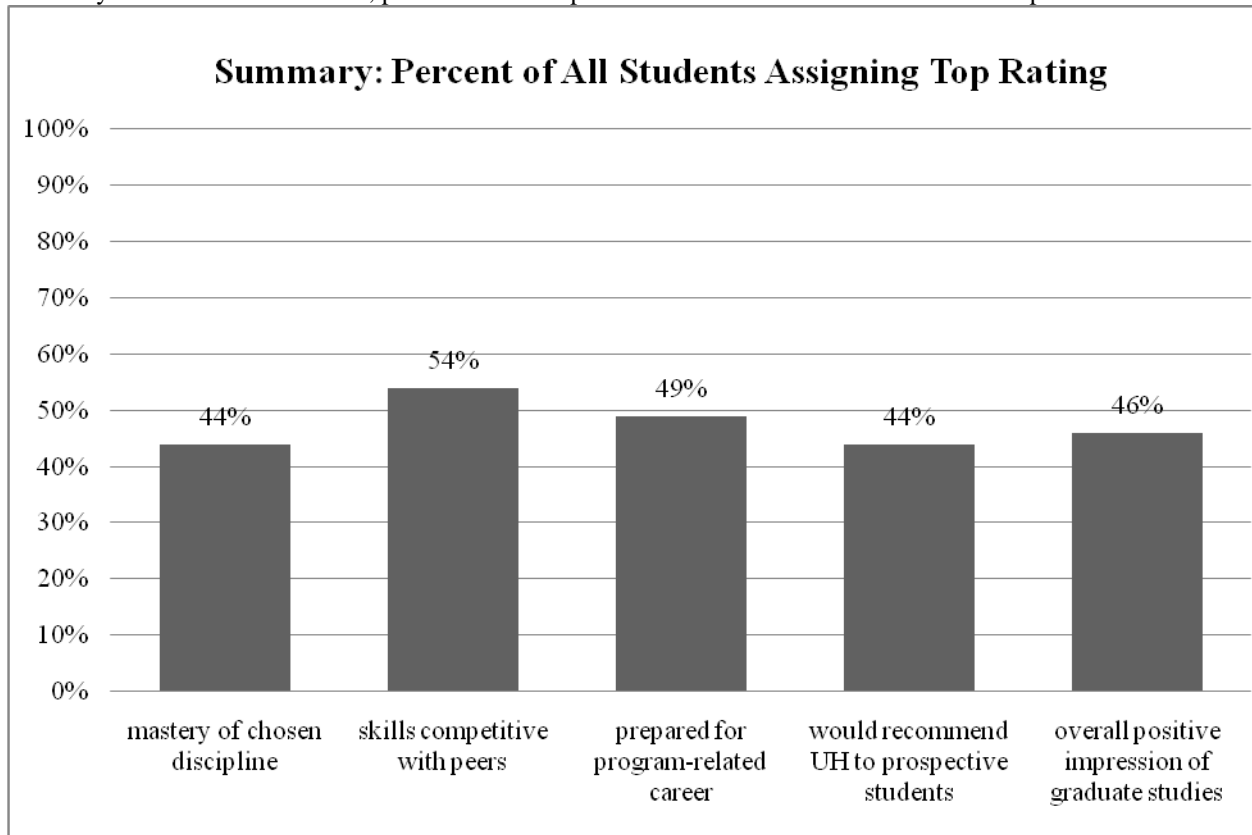


- There are 3 respondents to these questions.
- 67% of students relied on financial aid/ loans for 4 or more semesters.
- All of the students had at least 1 semester of funding from teaching assistantships.

Ratings for Questions 21 to 25

In this section, students are asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” Five statements were assessed on a scale from strongly agree to strongly disagree. Summary Chart 18 gives the percentage of those who gave the top rating, strongly agree, for questions 21 through 25. Summary Table 5, which follows the chart, provides all responses for each of the five questions. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by major are examined for each question in the pages that follow this summary.

Summary Chart 18. For each item, percents of all respondents who chose the most favorable response.



- Students were most confident that their own skills were competitive with those of their peers. 64 students strongly agreed. Only one other question on this survey had a higher percentage of respondents who strongly agreed.
- The responses were for the most part tightly grouped with between 53 and 64 students giving the top rating for each statement.

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

	mastery of chosen discipline	skills competitive with peers	prepared for program- related career	would recommend UH to prospective students	overall positive impression of graduate studies
Strongly agree	44%	54%	49%	44%	46%
Agree	50%	39%	45%	38%	42%
Disagree	3%	6%	4%	14%	8%
Strongly disagree	3%	1%	2%	4%	4%
Number responding	120	119	119	120	119

- Over 90% of the respondents either strongly agreed or agreed with questions 21 to 23. Questions 24 and 25 were over 80%.
- While students were very confident that their skills were competitive with their peers, they were slightly less confident that they were prepared for a program related career.
- Only 6% disagreed or strongly disagreed that they had a mastery of their chosen discipline or that they were prepared for a program-related career. Only 1 person strongly disagreed that their skills were competitive with those of their peers.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Mastery of Chosen Discipline

Question 21 asks graduates if as a result of their degree program at the University of Houston, they developed a mastery of their chosen discipline.

Chart 13. Question 21, percentage who strongly agreed, disaggregated by department.

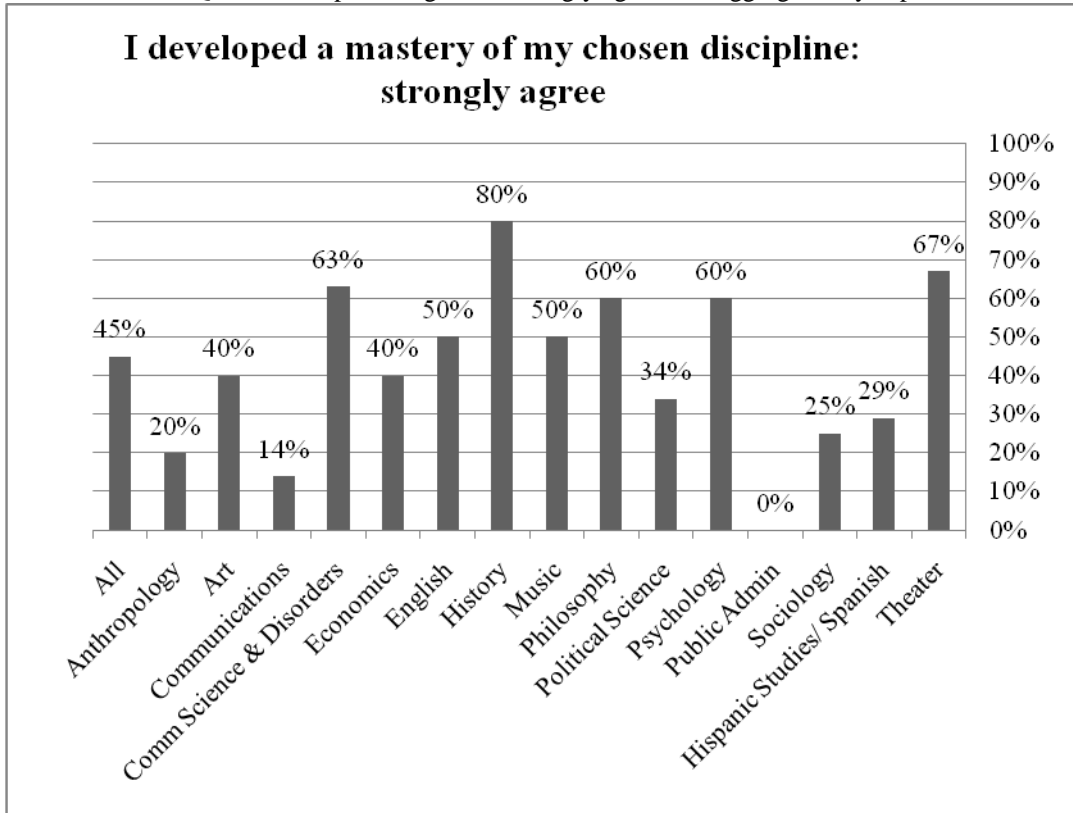


Table 13: Details: All responses for question 21, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	45%	20%	40%	14%	63%	40%	50%	80%	50%	60%	34%	60%		25%	29%	67%
Agree	51%	80%	60%	86%	37%	50%	45%	20%	44%	40%	33%	40%	100%	50%	57%	33%
Disagree	2%						5%		6%					25%		
Strongly disagree	2%					10%					33%				14%	
Number responding	120	5	10	7	8	10	20	5	20	5	3	10	4	4	7	3

- 7 departments had 50% or more who strongly agreed about the mastery of their chosen discipline.
- While no one in the Public Administration Program strongly agreed with this statement, 100% agreed.
- Only 6 respondents disagreed or strongly disagreed with this statement.

Skills Competitive with Peers

Question 22 asks respondents if as a result of their degree program at the University of Houston, their skills are competitive with those of their peers.

Chart 14. Question 22, percentage who strongly agreed, disaggregated by department.

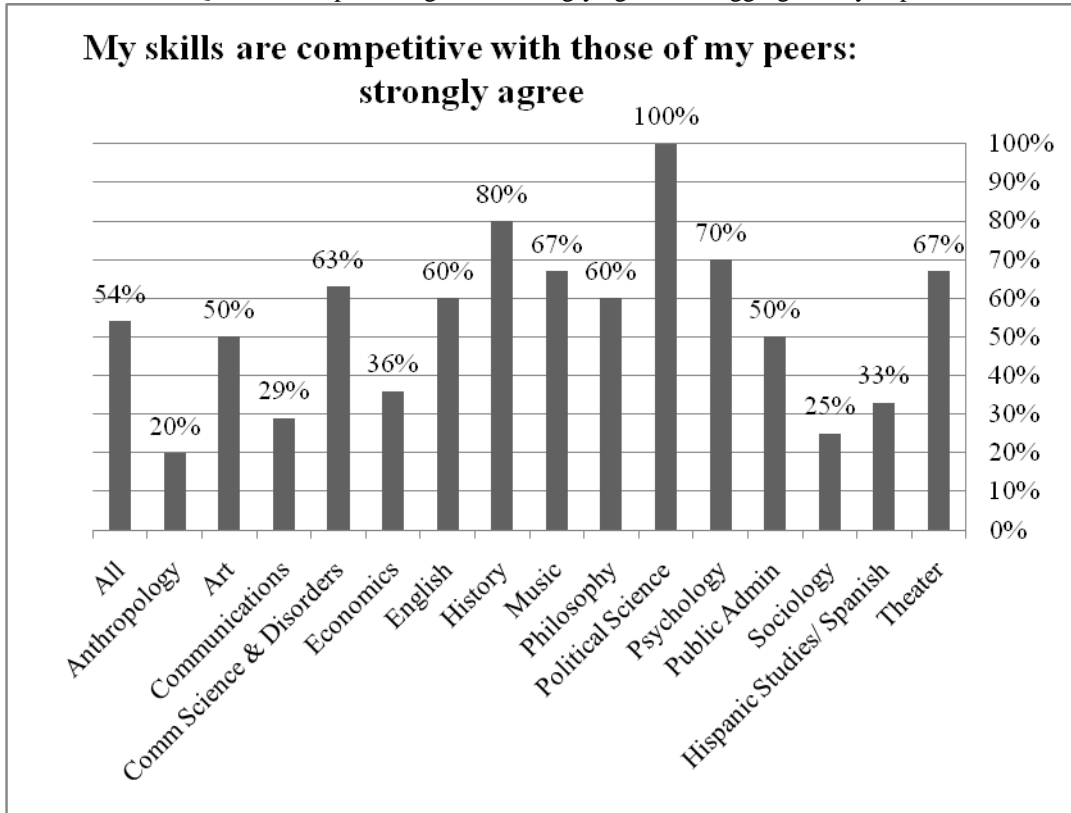


Table 14: Details: All responses for question 22, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	54%	20%	50%	29%	63%	36%	60%	80%	67%	60%	100%	70%	50%	25%	33%	67%
Agree	39%	40%	50%	71%	37%	36%	40%	20%	28%	40%		30%	50%	50%	67%	
Disagree	6%	40%				18%			5%					25%		33%
Strongly disagree	1%					10%										
Number responding	119	5	10	7	8	11	20	5	18	5	2	10	4	4	6	3

- For the entire survey, this question had the second highest percentage of students who strongly agreed.
- 11 of 15 departments had 50% or more of their students who strongly agreed with this statement, including Political Science in which 100% strongly agreed.
- Only 1 respondent strongly disagreed.

Prepared for Program-Related Career

Question 23 asks students if as a result of their degree program at the University of Houston, they acquired sufficient skills to prepare themselves for their program-related career.

Chart 15. Question 23, percentage who strongly agreed, disaggregated by department.

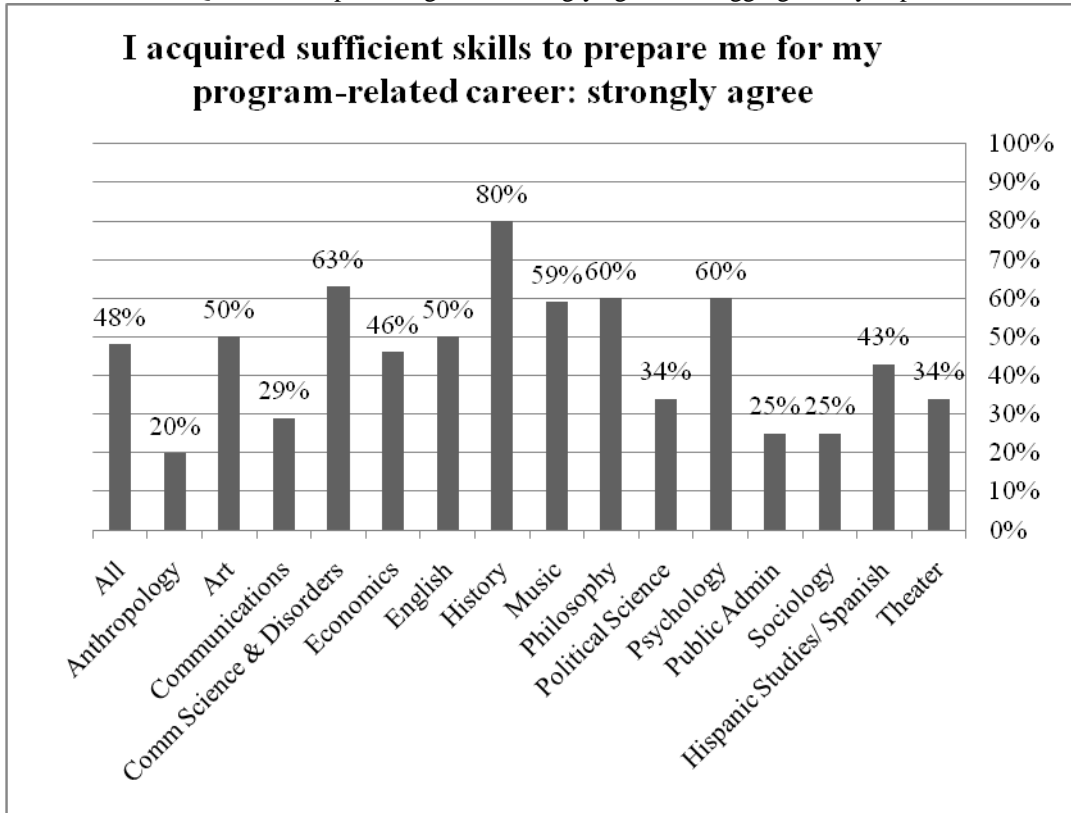


Table 15: Details: All responses for question 23, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	48%	20%	50%	29%	63%	46%	50%	80%	59%	60%	34%	60%	25%	25%	43%	34%
Agree	45%	80%	50%	57%	37%	36%	50%	20%	35%	40%	33%	40%	75%	75%	29%	33%
Disagree	4%			14%		9%			6%						14%	33%
Strongly disagree	3%					9%					33%				14%	
Number responding	120	5	10	7	8	11	20	5	17	5	3	10	4	4	7	3

- 58 students strongly agreed and 54 agreed that they had acquired sufficient skills to prepare themselves for a program-related career.
- 9 departments had 100% of students who strongly agreed or agreed.
- Only 3 respondents strongly disagreed.

Would Recommend UH to Prospective Students

Question 24 asks respondents if as a result of their degree program at the University of Houston, they would recommend UH to prospective graduate students in their major field.

Chart 16. Question 24, percentage who strongly agreed, disaggregated by department.

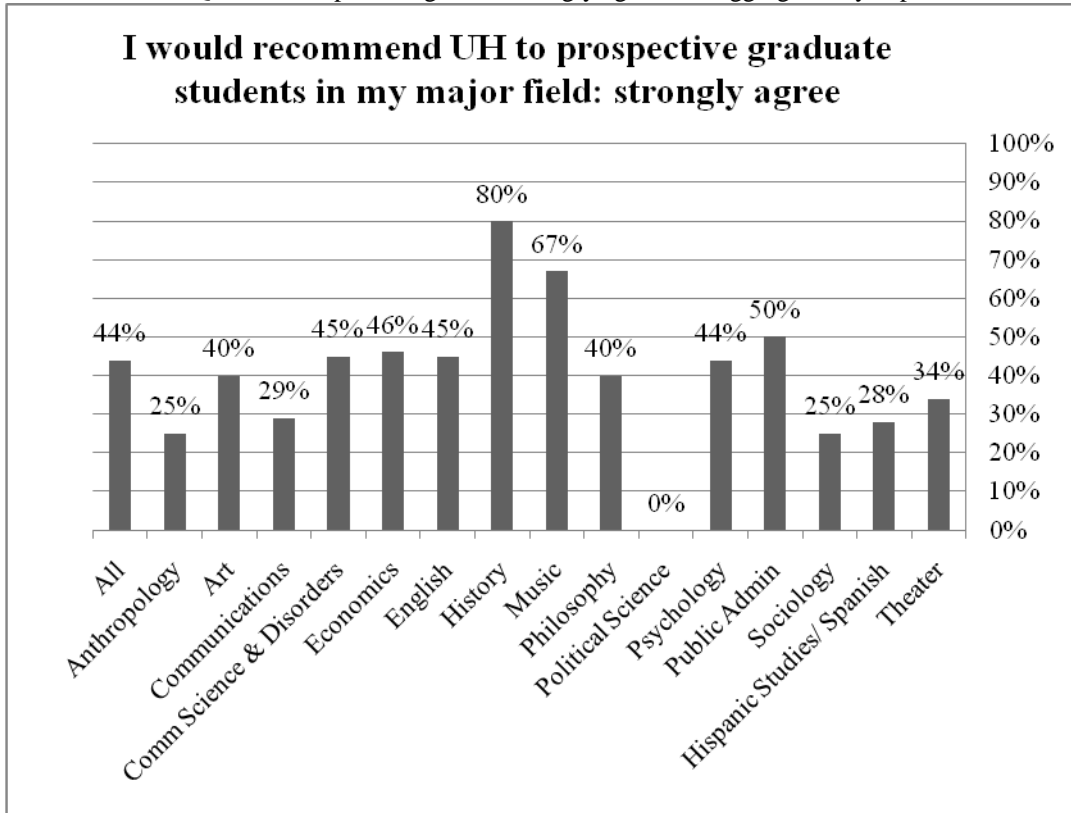


Table 16: Details: All responses for question 24, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	44%	25%	40%	29%	45%	46%	45%	80%	67%	40%		44%	50%	25%	28%	34%
Agree	38%		60%	57%	33%	27%	35%	20%	28%	60%	34%	44%	25%	75%	44%	33%
Disagree	14%	75%			22%	18%	20%		5%		33%	12%	25%			33%
Strongly disagree	4%			14%		9%					33%				28%	
Number responding	121	5	10	7	9	11	20	5	18	5	3	9	4	4	7	3

- While 44% strongly agreed, just over half of the responses were clustered in the middle, agreeing or disagreeing with the statement.
- Only 3 departments had 50% or more of their students who strongly agreed: history (80%), Music (67%), and the Public Administration program (50%).
- 5 students strongly disagreed that they would recommend UH to prospective graduate students.

Overall Positive Impression of Graduate Studies

Question 25 asks students if as a result of their degree program at the University of Houston, they have an overall positive impression about graduate-level studies.

Chart 17. Question 25, percentage who strongly agreed, disaggregated by department.

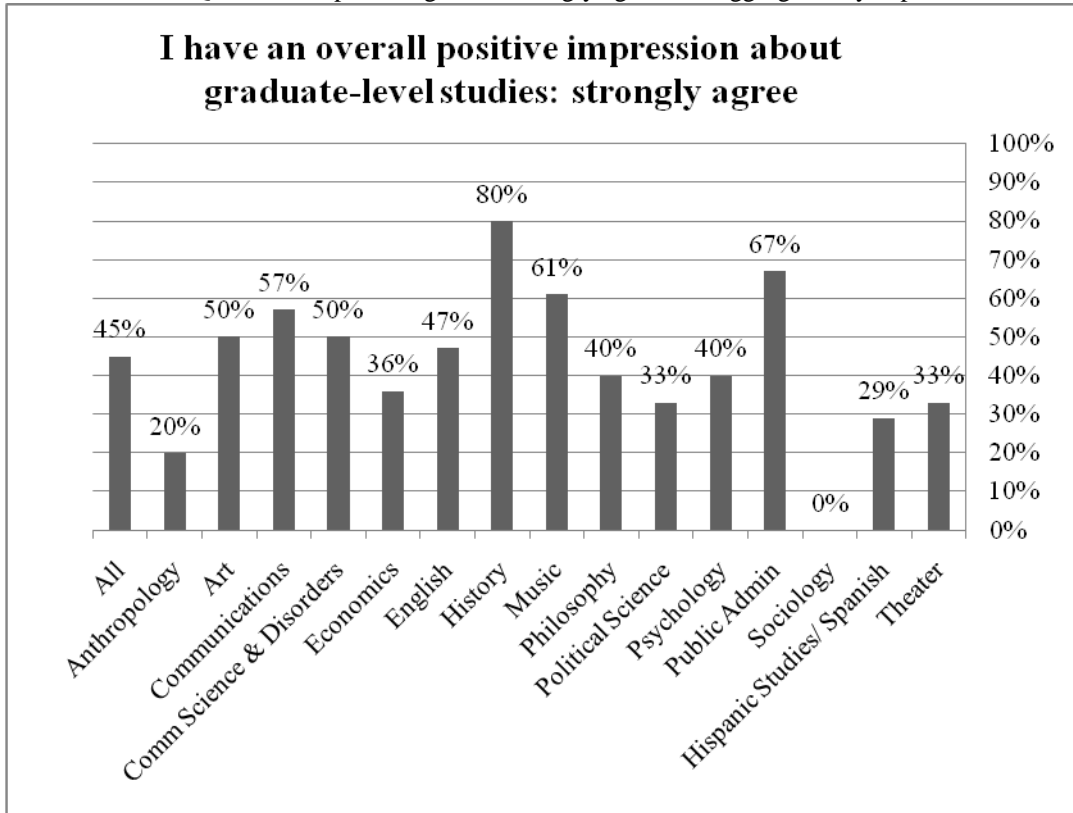


Table 17: Details: All responses for question 25, disaggregated by department.

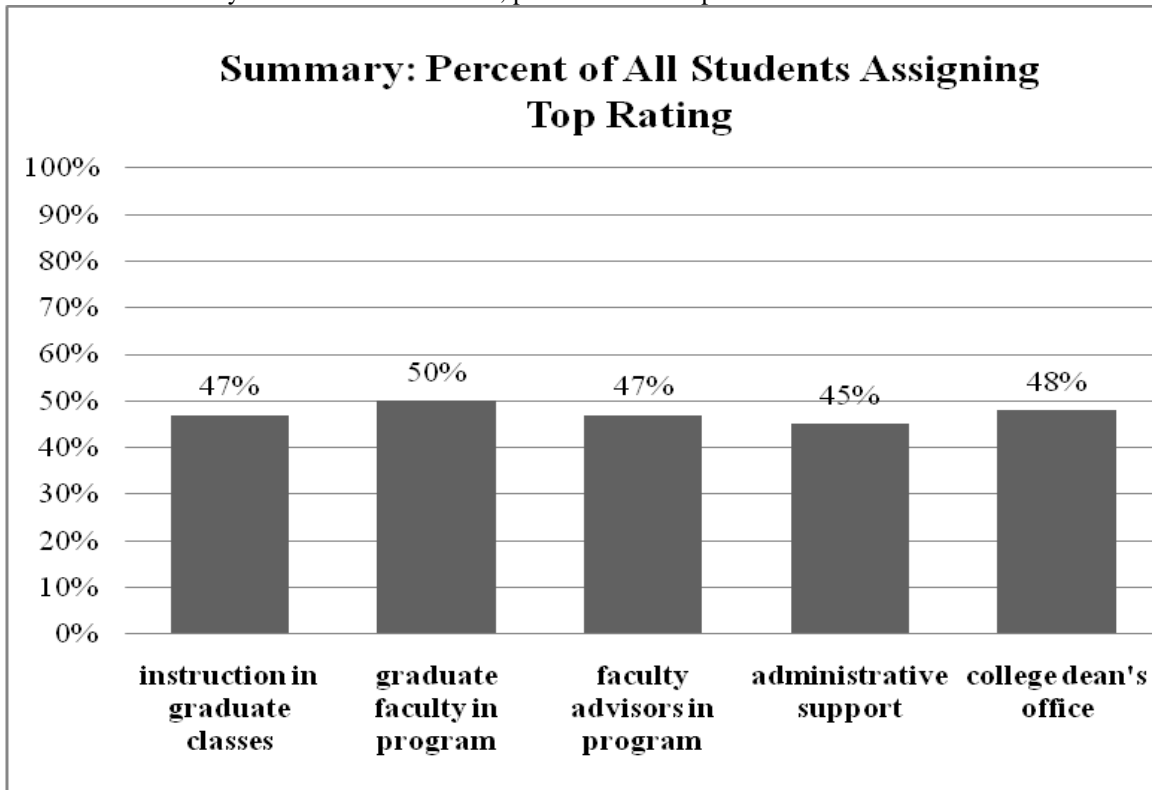
	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Strongly agree	45%	20%	50%	57%	50%	36%	47%	80%	61%	40%	67%	40%	67%		29%	33%
Agree	42%	80%	50%	29%	50%	46%	37%	20%	33%	60%		50%		100%	42%	
Disagree	8%					9%	11%		6%		33%	10%	33%			67%
Strongly disagree	5%			14%		9%	5%								29%	
Number responding	119	5	10	7	8	11	19	5	18	5	3	10	3	4	7	3

- 54 students strongly agreed and 50 agreed that they had an overall positive impression of graduate-level studies.
- While no student in Sociology strongly agreed with this statement, 100% agreed.
- Only 5 students strongly disagreed.

Ratings for Questions 26 to 30

In this section, as before, students were asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” These five statements were assessed as excellent, good, fair and poor, however. Summary Chart 19 gives the percentage of those who gave the top rating, excellent, for questions 26 through 30. Summary Table 7, which follows the chart, provides a breakdown of all responses for each question. Differences by major are examined for each question in the pages that follow this summary.

Summary Chart 19. For each item, percents of all respondents who chose excellent.



- Again, the responses were tightly grouped with between 52 and 60 students giving the top rating for questions 26 to 29. Significantly fewer students answered question 30, so the number responding excellent was correspondingly lower; only 45 gave the top rating.
- Students felt the most positive about the graduate faculty in their respective programs.

Summary Table 7. Ratings for Questions 26-30.

	instruction in graduate classes	graduate faculty in program	faculty advisors in program	administrative support	college dean's office
Excellent	47%	50%	47%	45%	48%
Good	41%	37%	33%	34%	36%
Fair	9%	10%	13%	11%	10%
Poor	3%	3%	7%	10%	6%
Number responding	119	119	118	115	94

- Most students responded very positively; 79% or more answered excellent or good to each of these questions.
- Only 94 students responded to question 30, making this the least answered question on the survey. 35 of 129 respondents (27%) either left the answer blank or responded N/A. These were not included in the tabulation or the basis for percentages.
- For this section, 79% or more answered excellent or good to each question. Questions 26 and 27 had the highest combined percentages with 88% and 87% respectively.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Instruction in Graduate Classes

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

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

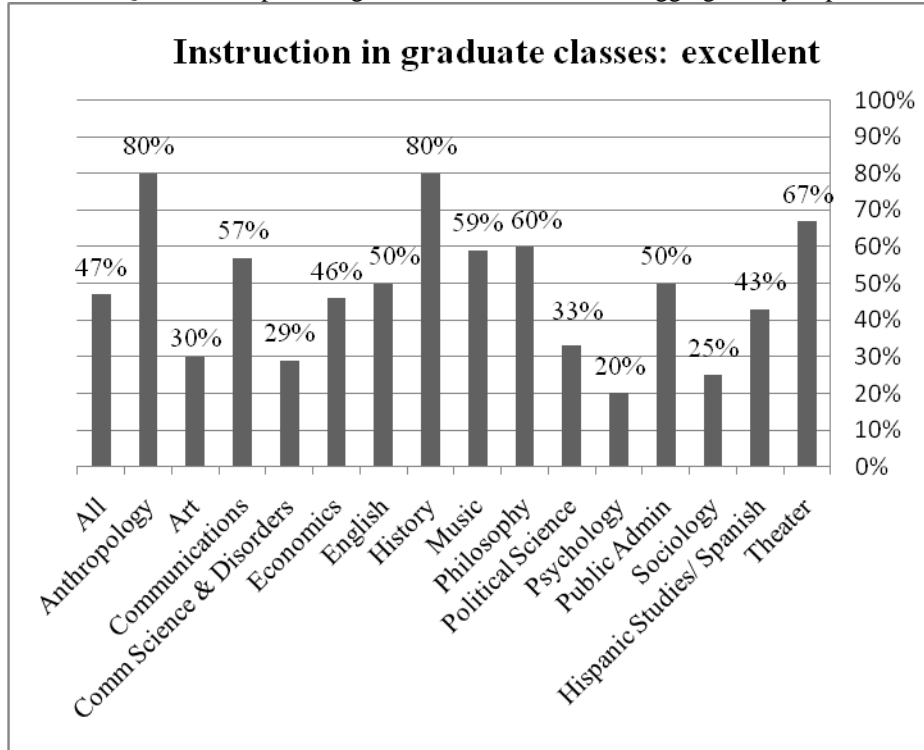


Table 18: Details: All responses for question 26, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	47%	80%	30%	57%	29%	46%	50%	80%	59%	60%	33%	20%	50%	25%	43%	67%
Good	41%	20%	70%	29%	71%	36%	45%	20%	29%	40%	67%	50%		75%	29%	
Fair	9%			14%		9%	5%		12%			20%	50%		14%	33%
Poor	3%					9%						10%			14%	
Number responding	119	5	10	7	7	11	20	5	17	5	3	10	4	4	7	3

- Both Anthropology and History had 80% responding excellent to this statement. 6 other departments had 50% or more who answered excellent.
- 7 departments had 100% of students who felt that instruction in graduate classes was excellent or good.
- Only 3 students felt that instruction in their graduate classes was poor.

Graduate Faculty in Program

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

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

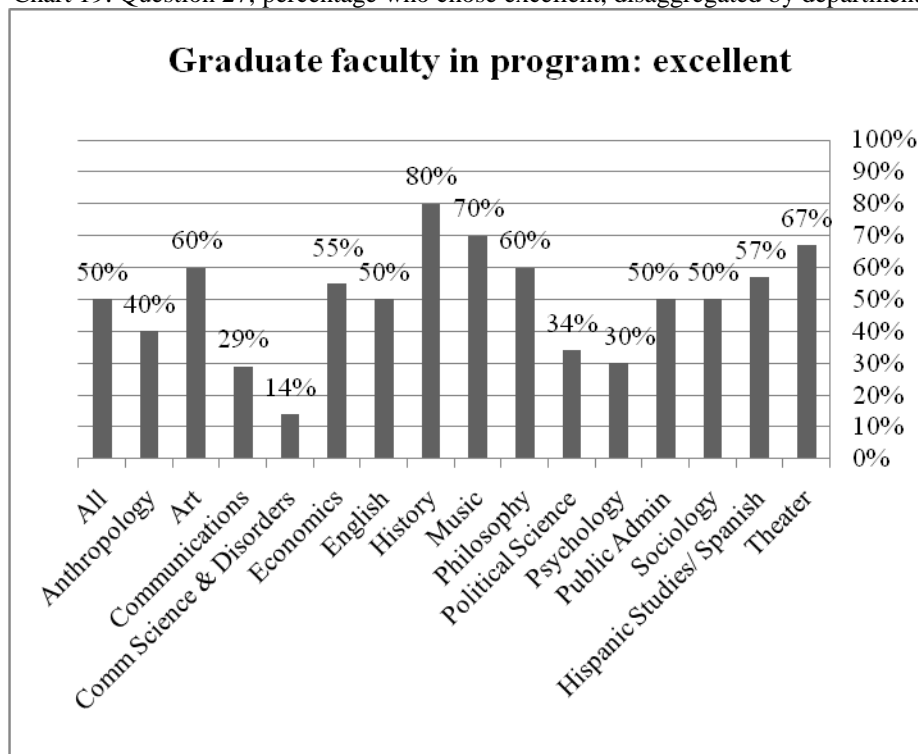


Table 19: Details: All responses for question 27, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	50%	40%	60%	29%	14%	55%	50%	80%	70%	60%	34%	30%	50%	50%	57%	67%
Good	37%	40%	40%	57%	72%	27%	50%	20%	18%	20%	33%	40%	25%	50%	14%	33%
Fair	10%	20%			14%	18%			6%	20%		30%	25%		29%	
Poor	3%			14%					6%		33%					
Number responding	119	5	10	7	7	11	20	5	17	5	3	10	4	4	7	3

- 80% of History students felt the graduate faculty in the program was excellent; 10 other departments had 50% or more who answered excellent.
- While Communication Science and Disorders had only 14% who rated the graduate faculty excellent, 72% answered good.
- Only 3 students felt that graduate faculty in their program were poor.

Faculty Advisers in Program

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

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

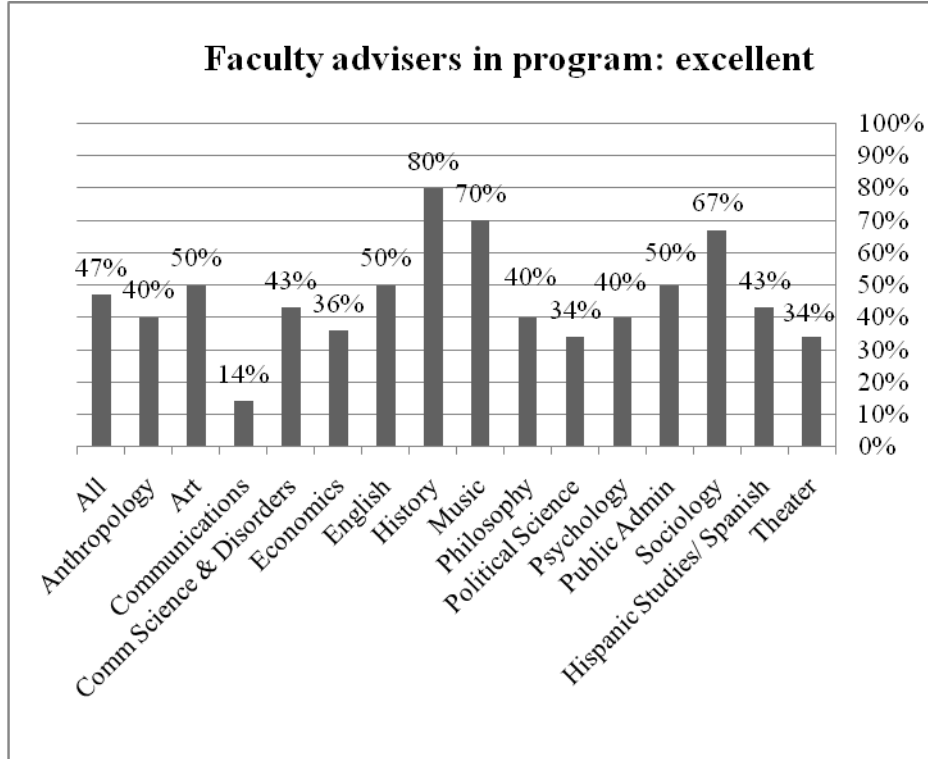


Table 20: Details: All responses for question 28, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	47%	40%	50%	14%	43%	36%	50%	80%	70%	40%	34%	40%	50%	67%	43%	34%
Good	33%	60%	40%	57%	43%	36%	30%	20%	6%	60%	33%	40%	25%		29%	33%
Fair	13%		10%	29%	14%	18%	15%		18%			10%		33%	14%	
Poor	7%					10%	5%		6%		33%	10%	25%		14%	33%
Number responding	118	5	10	7	7	11	20	5	17	5	3	10	4	3	7	3

- While only 14% of Communication students felt that faculty advisers in their program were excellent, 57% answered good.
- 100% of students in 3 departments felt faculty advisers in their program were excellent or good: History, Anthropology, and Philosophy.
- 8 students answered poor for this statement.

Administrative Support in Program

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

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

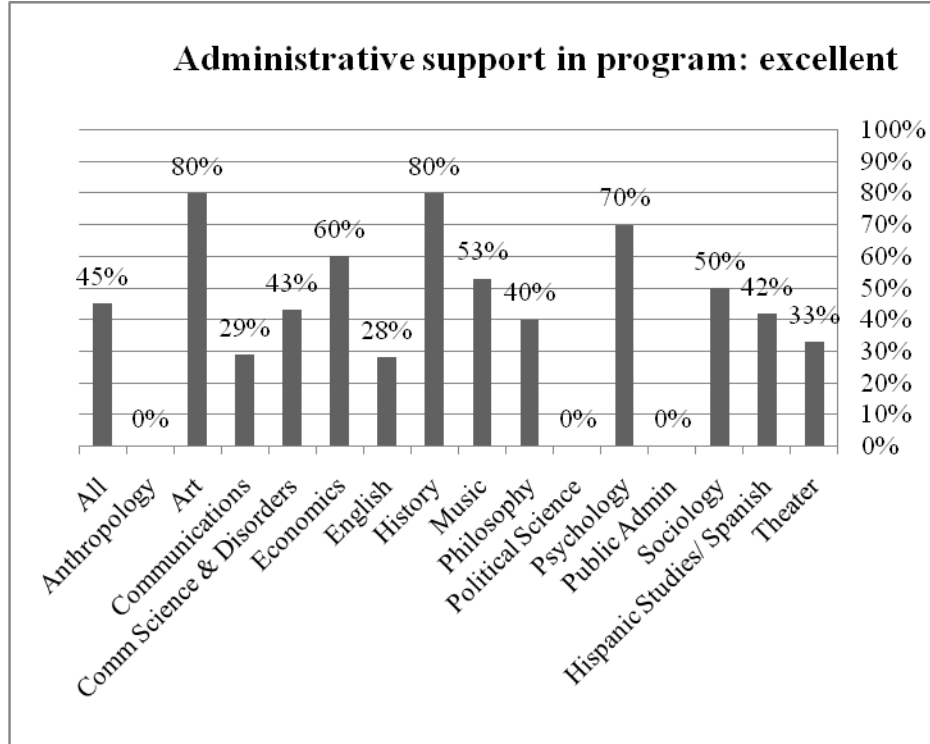


Table 21: Details: All responses for question 29, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	45%		80%	29%	43%	60%	28%	80%	53%	40%		70%		50%	42%	33%
Good	34%	60%	20%	57%	57%	30%	22%	20%	29%	40%	67%	30%	34%	50%	29%	
Fair	11%	40%		14%		10%	33%		12%				33%			
Poor	10%						17%		6%	20%	33%		33%		29%	67%
Number responding	115	5	10	7	7	10	18	5	17	5	3	10	3	4	7	3

- The responses to this question varied widely from department to department: 3 departments had 70% or more who rated the administrative support in their program as excellent; 3 departments had 0%.
- While no one in Anthropology and Political Science answered excellent, both had 60% or more who chose good.
- 5 departments had 100% rating excellent or good.
- 11 students answered poor on this statement.

College Dean's Office

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

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

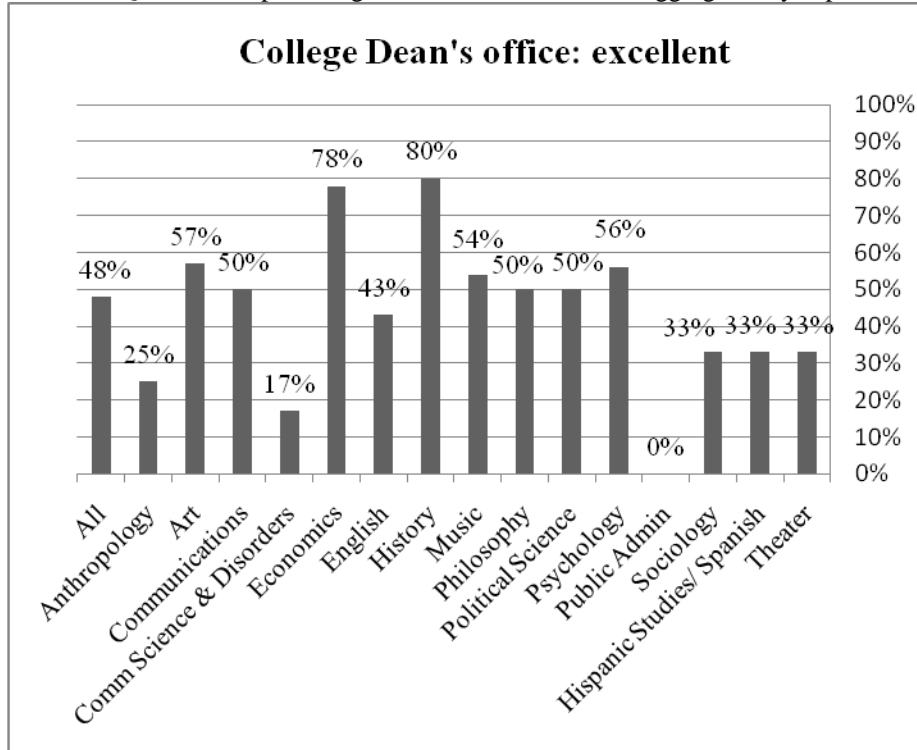


Table 22: Details: All responses for question 30, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Musi	Phil	Pols	Psyc	MPA	Soc	Hisp	Thea
Excellent	48%	25%	57%	50%	17%	78%	43%	80%	54%	50%	50%	56%		33%	33%	33%
Good	36%	25%	43%	33%	83%	11%	36%	20%	15%	50%	50%	33%	100%	67%	50%	
Fair	10%	50%		17%			14%		23%			11%				
Poor	6%					11%	7%		8%						17%	67%
Number responding	94	4	7	6	6	9	14	5	13	4	2	19	2	3	6	3

- Only 94 of 129 students surveyed (73%) answered this question, making it the least answered on the entire survey.
- While only 17% of Communication Science and Disorders rated the college dean's office excellent, 83% rated it good.
- 7 departments had 100% who responded excellent or good; 100% of those in the Public Administration program answered good.

Overall Quality of Graduate Experience: Verbatim Comments

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

Anthropology

- *I am very satisfied/ excellent.*
- *Interesting but I would have liked it to be more challenging.*

Art

- *Excellent!*
- *Very beneficial to developing knowledge in process work and cultural diversity.*

Communication

- *The 5 years I attended UH was great. The professors were awesome and caring and I loved it.*
- *Interesting and rewarding. There were a few bumps and lumps along the way, but that's not unusual. I've learned a lot, have met great people, and appreciate the knowledge that I have acquired.*

Communication Science and Disorders

- *Challenging, supportive.*
- *Very challenging.*

Economics

- *Excellent.*
- *I acquired sufficient skills and I am satisfied with the content knowledge from my graduate experiences.*

English

- *Excellent.*
- *Very high caliber, both challenging and supportive, and more fun than I expected.*

History

- *Good.*
- *Wonderful. I thoroughly enjoyed my time at UH.*

Music

- *Well-balanced. I've been prepared to perform and teach in my field.*
- *Invaluably constructive.*

Philosophy

- *It was quite good.*
- *The overall quality of my graduate experience was excellent. The UH MA program in philosophy well prepared me to continue my studies at the PhD level and, ultimately, pursue an academic career.*

Psychology

- *Improving each year with hire of new faculty.*
- *Above average.*

Hispanic Studies/ Spanish

- *Rewarding.*
- *Very good.*

Suggested Improvements to Graduate Education: Verbatim Comments

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

Anthropology

- *More help for publishing/conference paper.*
- *More cutting edge research; more networking with other anthro departments.*

Art

- *More in the area of critical studies: contemporary criticism.*
- *More graduate only courses offered.*

Communication

- *More and better outreach for new students. Connecting with graduate advisors early on in program is so important.*
- *More infor about thesis.*

Communication Science and Disorders

- *More support from faculty.*
- *More support from the professors throughout graduate school.*

Economics

- *More financial aid.*
- *Having more advisors for research in all departments. Greater inter-department seminars & presentations.*

English

- *This school needs to be SAFE if it ever wants to be tier I.*
- *More lectures and readings (not just by creative writers) and more options for interdisciplinary collaboration.*

Music

- *I was not pleased with the online registration and records system.*
- *I would like to see the Moores School of Music offer a DMA or PhD in musicology.*

Psychology

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

Public Administration Program

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

Report Prepared by Dr. Amy O'Neal.