

College of Liberal Arts and  
Social Sciences

2008

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.

**Exit Survey of  
Undergraduates**

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# College of Liberal Arts and Social Sciences

## Undergraduate Exit Survey Spring, 2008

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### Introduction

Five hundred twenty-five graduating students participated in the Spring, 2008 exit survey of baccalaureate graduates in the College of Liberal Arts and Social Sciences at the University of Houston. Participants rated their satisfaction with aspects of their educational experience, indicated their future plans, and provided observations and recommendations for the CLASS experience. This report presents their responses, including comments in their own words.

### Highlights of Findings

**Majors:** The item drawing the strongest agreement overall was “I believe I made the right choice in choosing my major” (page 7).

**Major courses:** Percents of graduates choosing top ratings for their major courses ranged from 100% of Anthropology graduates to 14% of Sociology graduates (page 8).

**Lower satisfaction:** Learning Support Services, the Language Acquisition Center, and the Writing Center drew fewer positive reactions than other topics. Of the three, the Writing Center drew the lowest ratings by users (page 18).

**Advisement:** Graduates’ comments pointed up the importance of advisors in the undergraduate experience. Questions about advisors’ knowledge and guidance drew mostly positive responses, but there was considerable variation among majors. Indications of advisement problems were strongest for Psychology, followed by Communication (pages 12-14). Graduates of other departments, including Communication Disorders and Music, expressed good satisfaction with their advisement.

#### Future plans:

- Ten percent of CLASS baccalaureate graduates reported immediate, specific plans for graduate school. Percents were highest for graduates in Political Science and Communication Disorders (page 19).
- Graduates were less positive about their preparation for work in their major than about other academic questions (page 7). Theater and Hispanic Studies majors were most likely to report current or secured employment in their fields (page 20).
- Graduates reporting plans/certification to teach in their fields: 32% (page 22). Graduates reporting plans/certification to teach outside their fields: 13% (page 23).

**Demographics:** The modal age group of CLASS graduates, 46% of the graduates, was 23-26. The largest ethnic identification, 47%, was non-Hispanic white (page 25).

A sampling of quotes from graduates follows.

**AREAS OF SATISFACTION** (a small sample; many more on pages 26-34)

*Passionate teachers*

*Learned how to work under pressure*

*Learned how to think outside the box*

*Great atmosphere and great teachers*

*Enjoyed reading & improvement of writing skills*

**AREAS FOR IMPROVEMENT** (most frequent mentions; more on pages 26-34)

**Advisement** (comments of Psychology graduates):

*Academic advising – to be more available throughout the week*

*Better psych advisors*

*Advisors need to be more effective and helpful as do the Financial Student Services.*

*More advising appointments available toward graduation. Website needs to be updated with more accurate info regarding requirements and what courses qualify and which do not.*

*Advisors should demonstrate a better attitude when meeting with the students.*

*More advisors made available; they are always booked.*

*I had trouble with my advisor communicating with me. I felt like I was left in the dark to figure things out myself and when things went wrong it was a lot of trouble to fix the problem.*

**Advisement** (comments of Communication graduates):

*Please evaluate English advising policies.*

*More accurate, compassionate advisors*

*All advisors should have and give the same information.*

*Professors and advisors being on same page*

*Advising. Sometimes I was led into the wrong direction, and felt sometimes maybe the advisors did not want to help me.*

*I recommend a new team of advisors. Perhaps, people who enjoy their job!!*

**Language study:** (comments of graduates in several departments)

*The Foreign Language Department was not helpful. (Communications graduate)*

*Advising and the Spanish Dept made my life hell. (Political Science graduate)*

*The language courses could be improved. (History graduate)*

*The Spanish department needs improvement. (History graduate)*

*The Spanish Department is way too difficult for non-majors (English graduate)*

*Revamp Spanish program (Modern and Classical Language graduate)*

**More / more accessible classes**

*Offer more required courses & electives in distance education & in the evenings & weekends for students who work full time.*

*More online classes*

*Classes too crowded. Make more sections open*

*Need more online courses.*

*More internship emphasis and opportunities*

More suggestions, including requests for specific courses, on pages 26-34 grouped by major.

## Notes on Methods

Findings are presented in three sections: scale items, future plans, and responses to open-ended items. Responses to open-ended items are reported in graduates' own words, and grouped by topic. Where appropriate, responses are disaggregated by majors; responses from those graduates listing both a primary and a secondary major are shown with the primary major.

Graduates' opinions about advisement, coursework, majors, and three academic services were assessed by asking level of agreement (Strongly agree; Agree; Disagree; Strongly Disagree) with these items:

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 were knowledgeable about 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 choice in choosing my major.
8. The Writing Center helped me improve my writing skills.
9. The Language Acquisition Center helped me improve my foreign language skills.
10. Learning Support Services provided me with academic support.

Few graduates chose the negative responses "disagree" or "strongly disagree" to any of the rating items. Differences in opinions occurred, among items and among responses from graduates in different majors, in the percentages of graduates choosing the most positive response: "strongly agree." Charts demonstrate these differences. Following each chart is a table providing detailed response information including negative ratings. Discussion of negative ratings excludes those majors with negative ratings given by only one or two persons, even when those constituted a considerable percentage of respondents from that major.

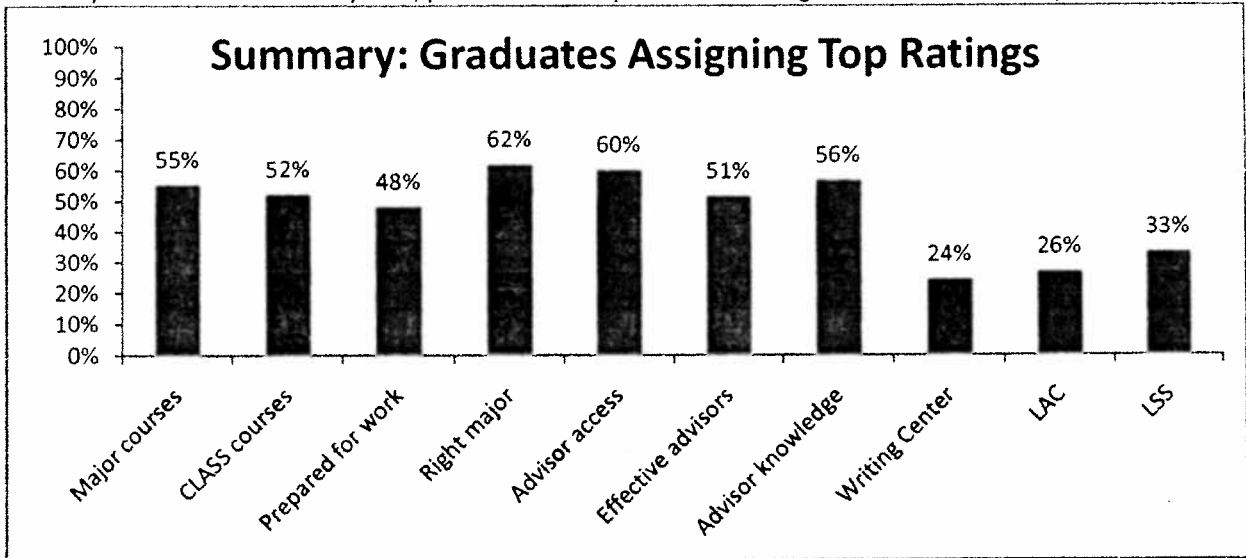
Respondents choosing NA (for the first seven items) or Did not use (for the last three items) or not responding to the item, were not included in tabulation or the bases for percentages for that item.

Graduates were asked to note their positive experiences, suggestions for improvements, and those programs, services, or people who had assisted them. The large inventory of helpful people and programs – notably many professors and advisors – is beyond the scope of this report. Other comments are reported in graduates' own words, grouped by major, with majors in order of number of survey participants. For each major, the positive comments are followed by the suggestions.

## Summary of Ratings

For each item tested, most graduates agreed that they were satisfied; however, there were differences among items in percents choosing the most positive response, strongly agree. Summary Chart 1 shows those differences. Summary Table 1, which follows the chart, provides response details including numbers of graduates responding to each item. This chart and table show aggregate responses of the whole group. Differences by major are examined for each item in the pages that follow this summary.

Summary Chart 1. For each survey item, percents of all respondents choosing the most favorable response.



- Majorities of the group express satisfaction with items related to coursework, major, and advisement.
- Graduates express higher satisfaction with the choice of major than with preparedness for work in the major.
- Writing Center, Language Acquisition Center, and Learning Support Services user satisfaction was lower than overall satisfaction levels with major, CLASS coursework, and advisement.
- Among the three academic support services, satisfaction was highest for Learning Support Services, and lowest for the Writing Center.

Summary Table 1. Ratings for aspects of experience in CLASS

	Major courses	CLASS courses	Prepared for work	Right major	Advisor access	Effective advisors	Advisor knowledge	Writing Center	LAC	LSS
Strongly agree	55%	52%	48%	62%	60%	51%	56%	24%	26%	33%
Agree	43%	46%	47%	34%	35%	39%	37%	56%	56%	56%
Disagree	2%	2%	5%	4%	5%	7%	5%	19%	14%	10%
Strongly disagree	0%	0%	0%	0%	0%	3%	2%	1%	4%	1%
N	525	510	514	515	522	523	521	163	189	155

- Twenty percent of users of the Writing Center, and eighteen percent of users of the Language Acquisition Center, expressed dissatisfaction with the help they received.

## Satisfaction with Majors and Courses

### Major courses

Nearly all graduates agreed, or strongly agreed, that they were satisfied with the courses they took in their majors, but there were differences among the majors in the percents choosing the most positive response, strongly agree. Chart 1 shows those differences; Table 1, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 1. Satisfaction with courses in major, disaggregated by major

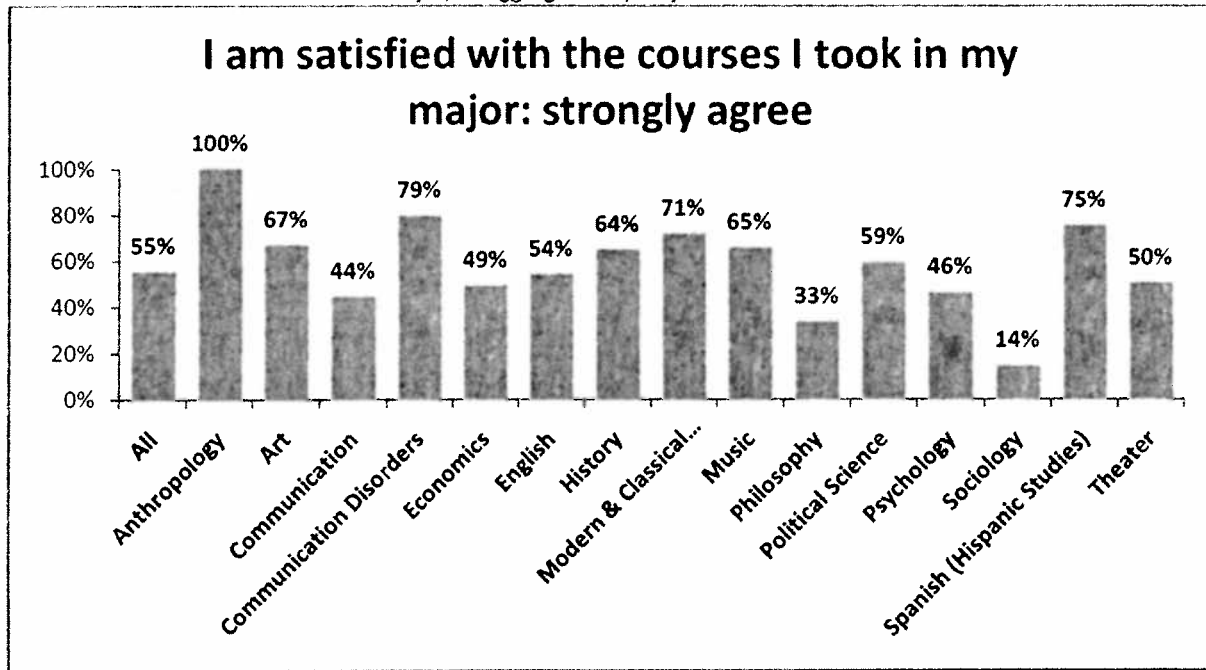


Table 1. Details: Satisfaction with courses in major, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	55%	100%	67%	44%	79%	49%	54%	64%	71%	65%	33%	59%	46%	14%	75%	50%
<b>Agree</b>	43%	0%	33%	51%	21%	49%	44%	33%	29%	31%	67%	41%	53%	86%	25%	50%
<b>Disagree</b>	2%	0%	0%	4%	0%	2%	2%	2%	0%	4%	0%	0%	1%	0%	0%	0%
<b>Strongly disagree</b>	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>N</b>	525	2	42	111	29	43	41	45	7	26	3	56	85	7	20	8

- Across majors, nearly all graduates were generally satisfied (strongly agree or agree) with their major courses.
- Higher levels of satisfaction with major courses were evident for Anthropology, Communication Disorders, Hispanic Studies, and Modern and Classical Languages.
- No more than one person in any department expressed dissatisfaction with the major coursework, with the exception of Communication, which had several dissatisfied graduates.



**Courses in CLASS**

Nearly all graduates expressed satisfaction (agree +strongly agree) with the courses they had taken in CLASS, but there were differences among the majors in the percents choosing the most positive response, agree strongly. Chart 2 shows those differences; Table 2, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 2. Satisfaction with courses in CLASS, disaggregated by major

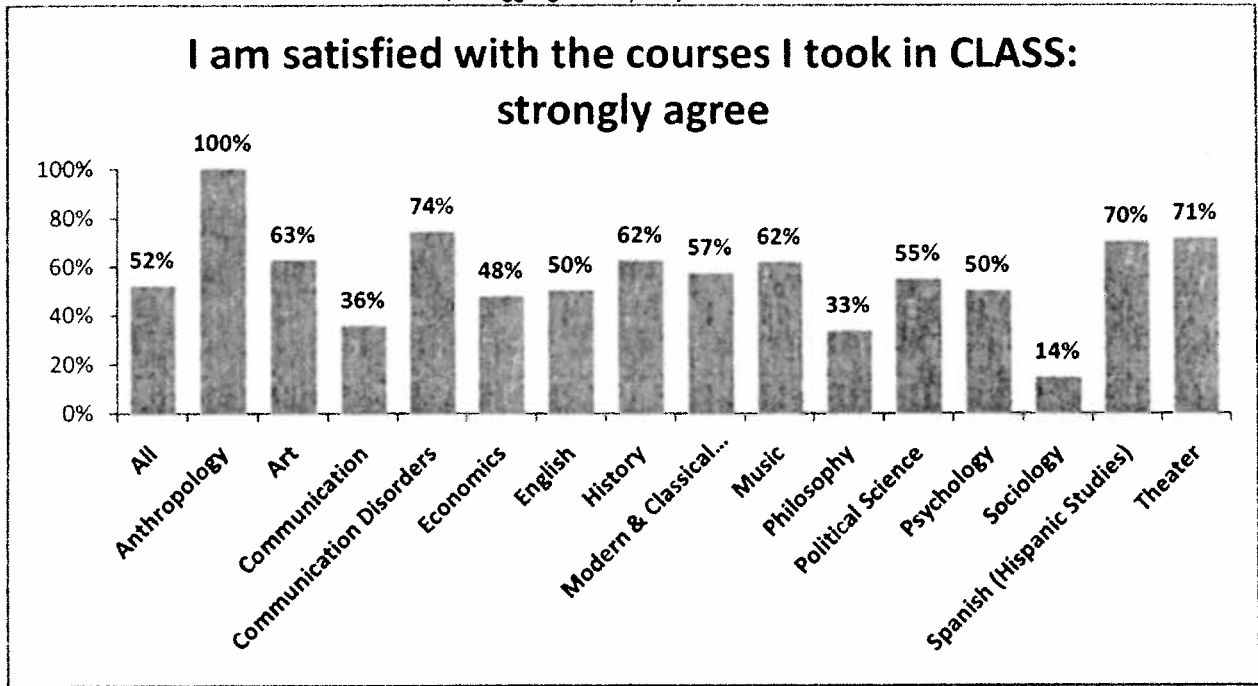


Table 2. Details: Satisfaction with courses in CLASS, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	52%	100%	63%	36%	74%	48%	50%	62%	57%	62%	33%	55%	50%	14%	70%	71%
<b>Agree</b>	46%	0%	38%	60%	26%	50%	48%	33%	43%	38%	67%	45%	48%	86%	30%	29%
<b>Disagree</b>	2%	0%	0%	5%	0%	2%	3%	2%	0%	0%	0%	0%	2%	0%	0%	0%
<b>Strongly disagree</b>	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
<b>N</b>	510	2	40	107	27	42	40	45	7	26	3	55	82	7	20	7

- Higher levels of satisfaction with courses in CLASS were evident for majors in Anthropology, Communication Disorders, Theater, and Hispanic Studies.
- No more than one or two graduates in any department expressed dissatisfaction with courses in CLASS, with the exception of Communication, which had several dissatisfied graduates.

### Preparation for work in major

Most graduates agreed or strongly agreed that they felt prepared to work in the field of their majors, but there were differences among the majors in the percents choosing the most positive response, strongly agree. Chart 3 shows those differences; Table 3, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 3. Feel prepared for work in major field, disaggregated by major

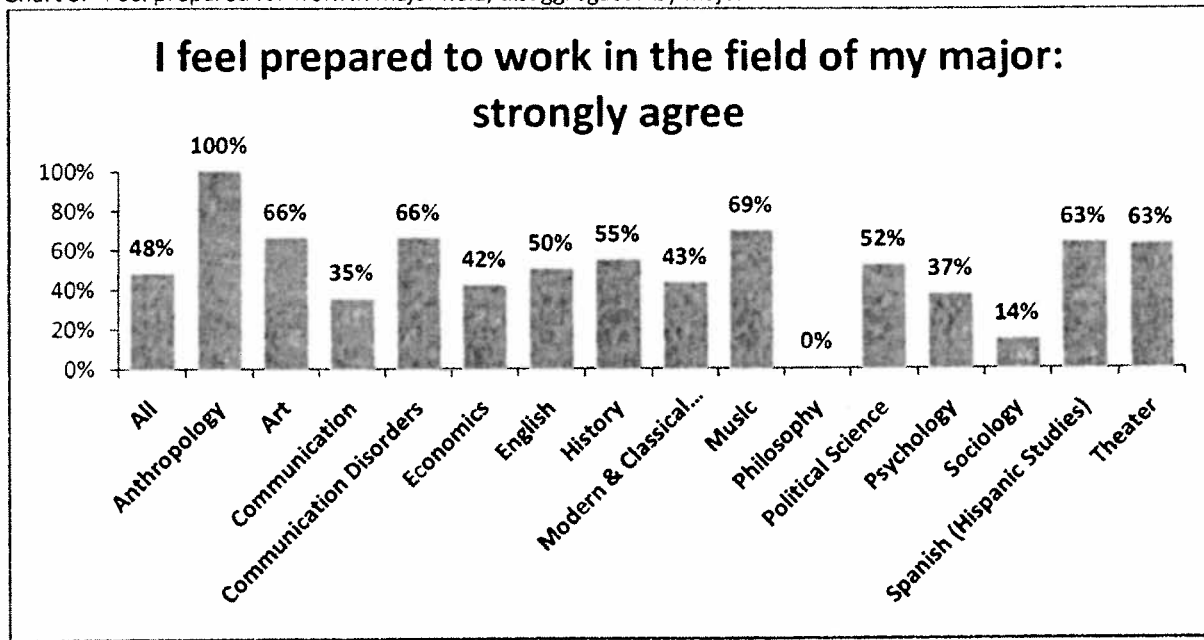


Table 3. Details: Feel prepared for work in major field, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	48%	100%	66%	35%	66%	42%	50%	55%	43%	69%	0%	52%	37%	14%	63%	63%
<b>Agree</b>	47%	0%	34%	59%	34%	51%	43%	41%	57%	23%	50%	46%	53%	71%	37%	38%
<b>Disagree</b>	5%	0%	0%	5%	0%	7%	8%	5%	0%	8%	50%	2%	9%	14%	0%	0%
<b>Strongly disagree</b>	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
<b>N</b>	514	2	41	111	29	43	40	44	7	26	2	54	81	7	19	8

- Generally, graduates' opinions of their preparedness for work in their major field appeared lower than their satisfaction with their major courses.
- Feeling prepared for work in the major field was strongest for graduates in Anthropology, Music, Art, Communication Disorders, Hispanic Studies, and Theater.
- A possible issue about preparedness for work in the major field, reflected in number and percent of respondents expressing disagreement, was suggested for some graduates in Psychology and Communication.

**Right choice in major**

Most graduates agreed or strongly agreed that they believed they had made the right decisions in choosing their majors, but there were differences among the majors in the percents choosing the most positive response, strongly agree. Chart 4 shows those differences; Table 4, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 4. Made right decision choosing major, disaggregated by major

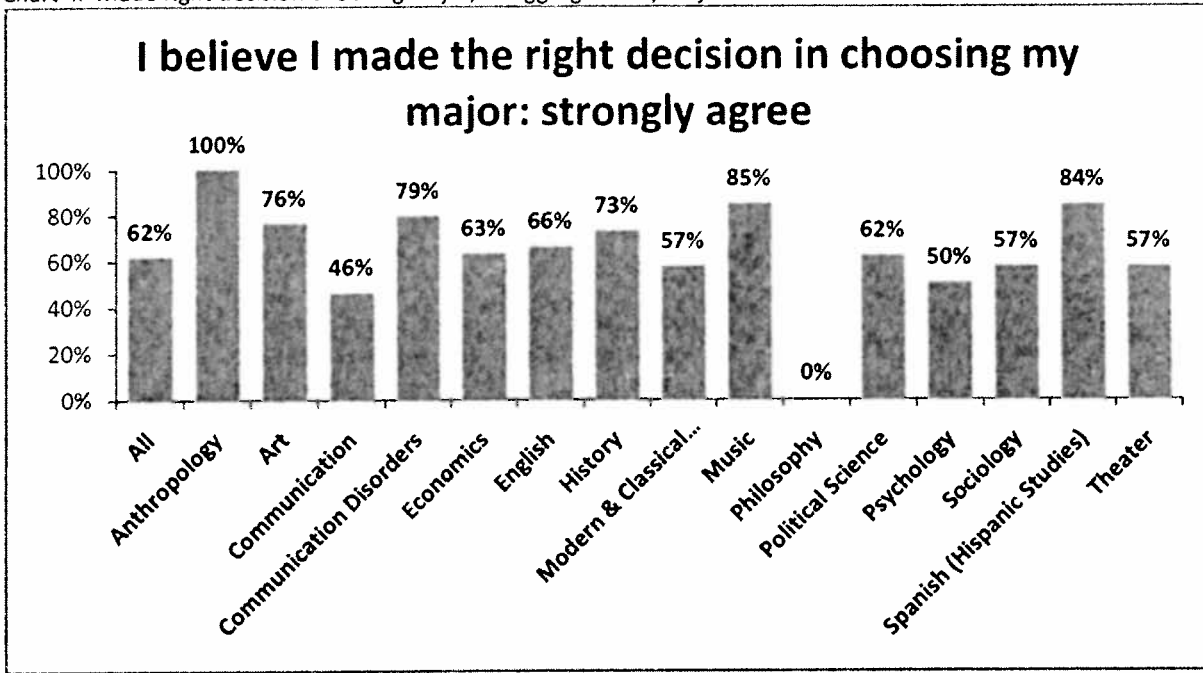


Table 4. Details: Made right decision choosing major, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Polis	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	62%	100%	76%	46%	79%	63%	66%	73%	57%	85%	0%	62%	50%	57%	84%	57%
<b>Agree</b>	34%	0%	21%	49%	21%	28%	29%	25%	43%	8%	100%	35%	49%	14%	11%	43%
<b>Disagree</b>	4%	0%	0%	5%	0%	7%	5%	2%	0%	8%	0%	4%	1%	29%	5%	0%
<b>Strongly disagree</b>	0%	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>N</b>	515	2	42	111	29	43	38	44	7	26	3	55	82	7	19	7

- Across majors, most graduates were generally highly satisfied with their choice of major.
- Higher levels of satisfaction with choice of a major were evident for Anthropology, Music and Hispanic Studies, followed by Communication Disorders, Art, and History.
- Possible questions about having chosen the right major, as reflected in number and percent of respondents expressing disagreement, were suggested for some graduates in Communication and Economics.

**Advisors' effective guidance with academic requirements**

Most graduates agreed or strongly agreed that the advisors in their majors were effective in guiding them through their academic requirements, but there were differences among the majors in the percents choosing the most positive response, agree strongly. Chart 6 shows those differences; Table 6, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 5. Satisfaction with effectiveness of major advisor with academic requirements, disaggregated by major

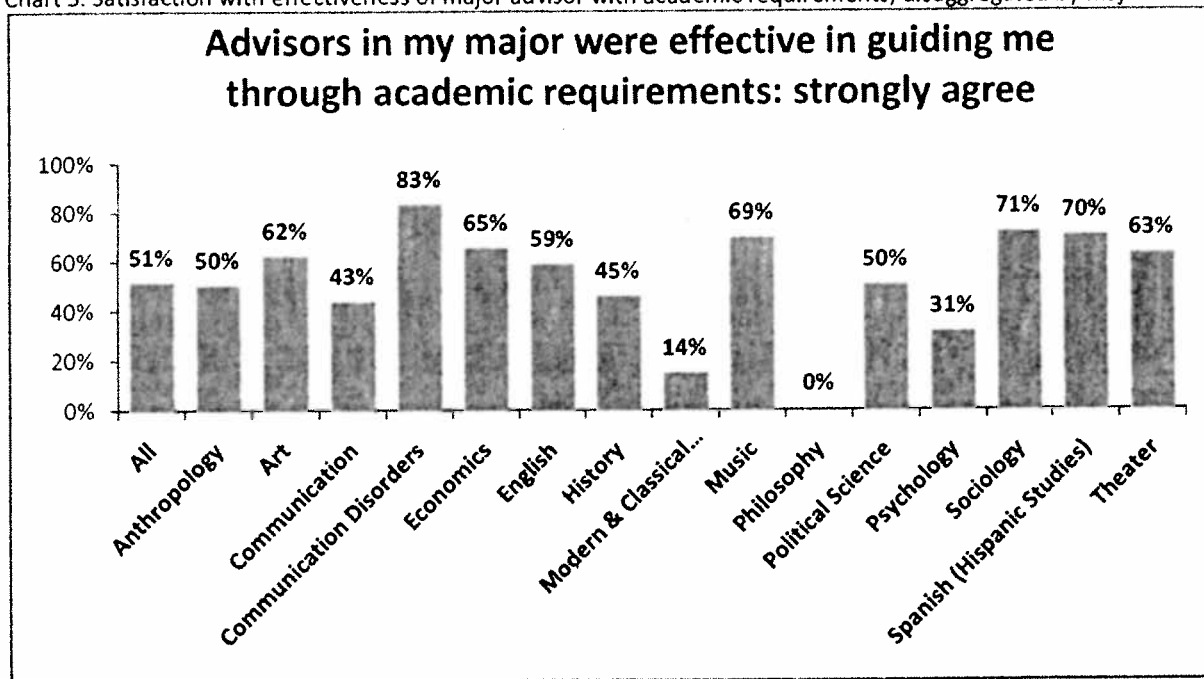


Table 5. Details: Satisfaction with effectiveness of major advisor with academic requirements, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	51%	50%	62%	43%	83%	65%	59%	45%	14%	69%	0%	50%	31%	71%	70%	63%
<b>Agree</b>	39%	50%	33%	47%	14%	30%	34%	45%	71%	27%	100%	38%	45%	14%	30%	38%
<b>Disagree</b>	7%	0%	2%	7%	3%	2%	7%	7%	14%	0%	0%	7%	19%	0%	0%	0%
<b>Strongly disagree</b>	3%	0%	2%	3%	0%	2%	0%	2%	0%	4%	0%	5%	5%	14%	0%	0%
<b>N</b>	523	2	42	111	29	43	41	44	7	26	3	56	84	7	20	8

- Higher satisfaction with effectiveness of the advisor(s) with academic requirements was evident for Communication Disorders, followed by Sociology, Hispanic Studies, and Music.
- Possible difficulties with effectiveness of major advisors in providing guidance through academic requirements, reflected in the number and the percent of negative responses, were indicated for Psychology; also for Communication, Political Science, and History.

### Advisor knowledge of graduation requirements

Most graduates agreed or strongly agreed that the advisors they consulted with were knowledgeable about graduation requirements, but there were differences among the majors in the percents choosing the most positive response, agree strongly. Chart 7 shows those differences; Table 7, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 6. Details: Satisfaction with advisor knowledge of graduation requirements, disaggregated by major

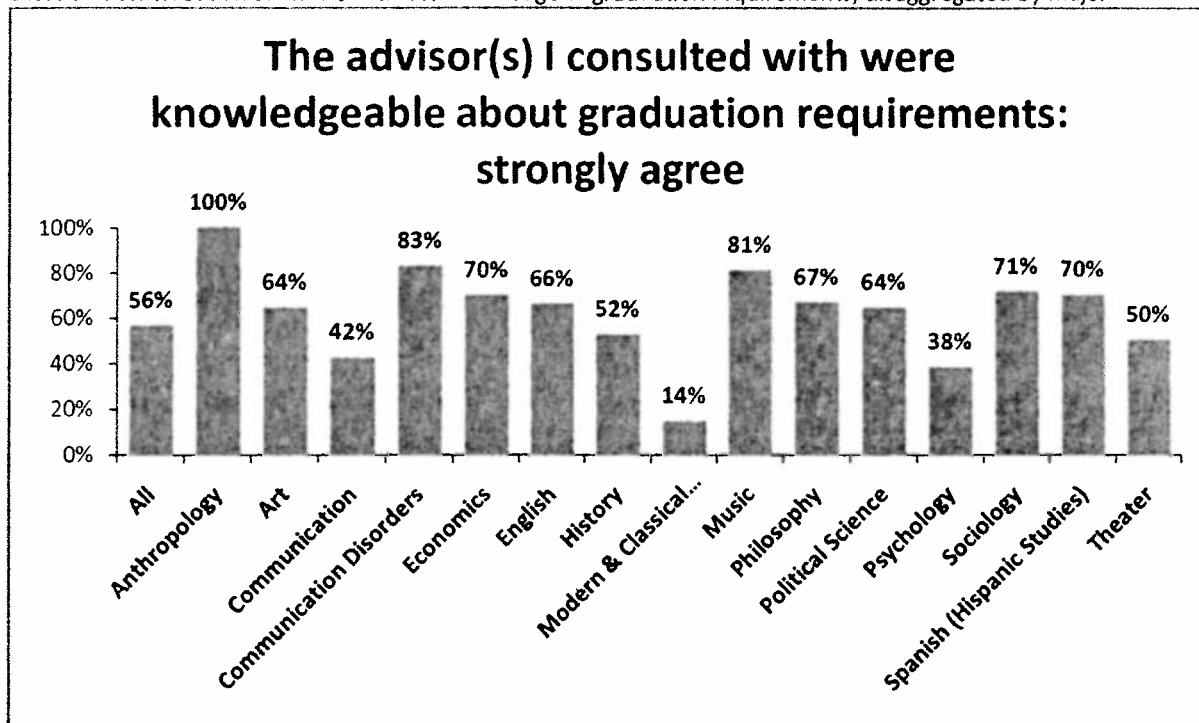


Table 6. Details: Satisfaction with advisor knowledge of graduation requirements, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	56%	100%	64%	42%	83%	70%	66%	52%	14%	81%	67%	64%	38%	71%	70%	50%
<b>Agree</b>	37%	0%	31%	48%	10%	30%	32%	45%	86%	19%	33%	30%	48%	14%	25%	25%
<b>Disagree</b>	5%	0%	2%	9%	3%	0%	2%	2%	0%	0%	0%	2%	11%	0%	0%	25%
<b>Strongly disagree</b>	2%	0%	2%	1%	3%	0%	0%	0%	0%	0%	0%	4%	4%	14%	5%	0%
<b>N</b>	521	2	42	109	29	43	41	44	7	26	3	56	84	7	20	8

- Higher levels of satisfaction with knowledge of the advisor(s) about graduation requirements were evident for Anthropology, Communication Disorders and Music.
- Possible difficulties with knowledge of advisors about graduation requirements, reflected in the number and the percent of negative responses, were indicated for Psychology and Communication.

### Advisor access

Most graduates agreed or strongly agreed that they had access to an advisor when they needed one, but there were differences among the majors in the percents choosing the most positive response, agree strongly. Chart 5 shows those differences; Table 5, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 7. Satisfaction with access to advisor, disaggregated by major

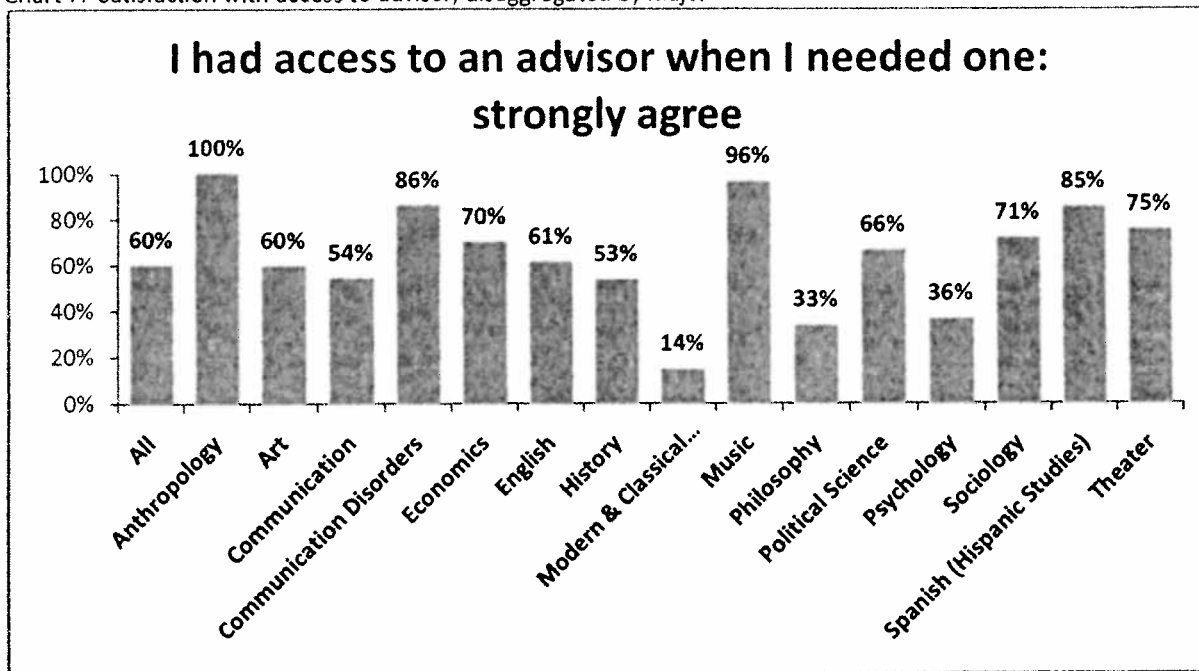


Table 7. Details: Satisfaction with access to advisor, disaggregated by major

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
<b>Strongly agree</b>	60%	100%	60%	54%	86%	70%	61%	53%	14%	96%	33%	66%	36%	71%	85%	75%
<b>Agree</b>	35%	0%	38%	42%	11%	30%	29%	38%	86%	0%	67%	32%	49%	14%	15%	25%
<b>Disagree</b>	5%	0%	2%	4%	4%	0%	10%	9%	0%	4%	0%	0%	14%	14%	0%	0%
<b>Strongly disagree</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
<b>N</b>	522	2	42	111	28	43	41	45	7	26	3	56	83	7	20	8

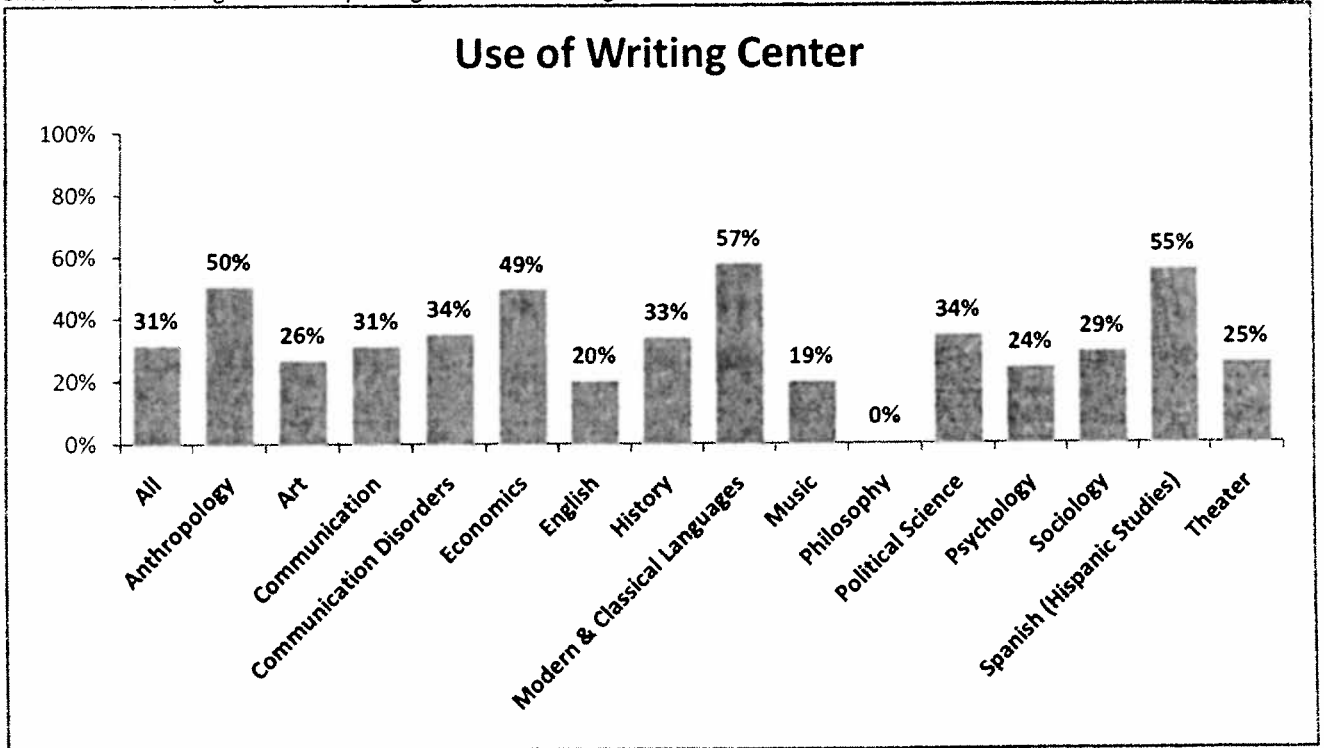
- Graduates expressed more satisfaction with the availability of advisors than with the knowledge and guidance of those advisors.
- Higher levels of satisfaction with availability of the advisor(s) were evident for Anthropology, Music, Communication Disorders, and Hispanic Studies.
- Possible advisor access problems, reflected in the number and the percent of negative responses, were suggested for Psychology.

## Writing Center, Language Acquisition Center, Learning Support Services

### Use of Writing Center

Thirty-one percent of graduates surveyed, coming from nearly all CLASS majors, reported using the Writing Center. Chart 8 shows percentages of graduates surveyed in each of the CLASS majors who reported having used the Writing Center.

Chart 8. Percents of graduates reporting use of the Writing Center

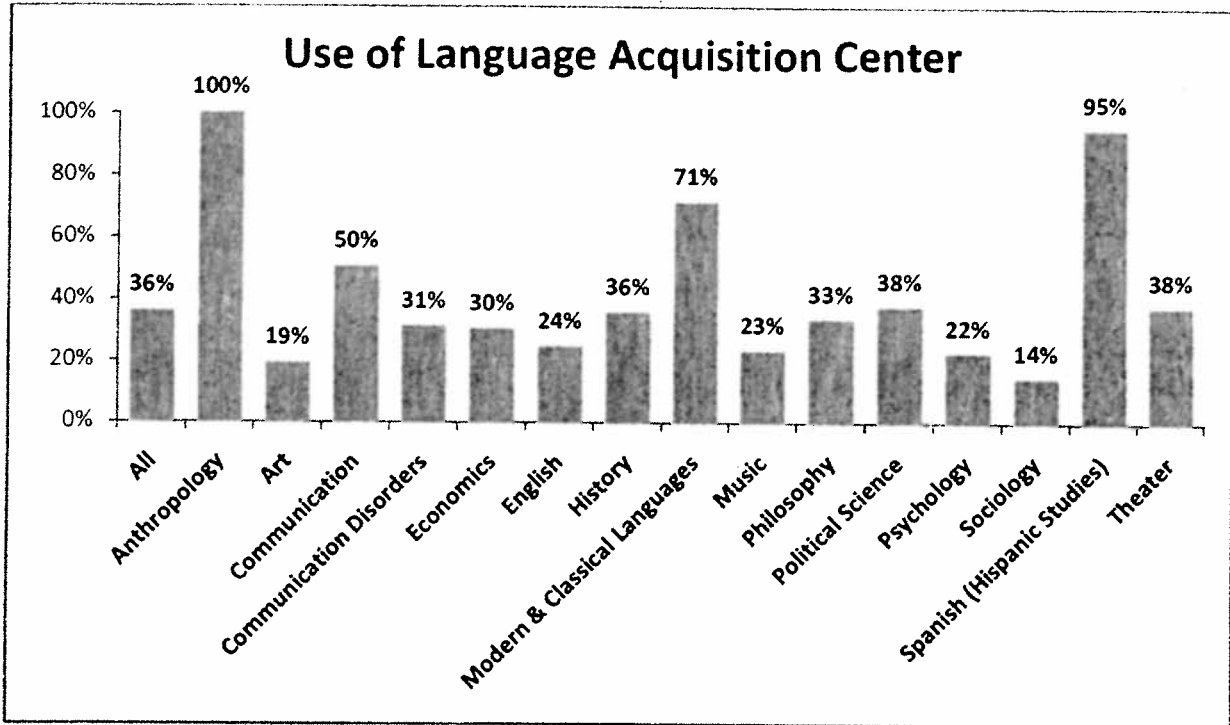


- Modern & Classical Languages, Hispanic Studies, Anthropology, and Economics majors were most likely to report using the Writing Center.
- Philosophy, Music, and English majors were least likely to report using the Writing Center.

### Use of Language Acquisition Center

Thirty-six percent of graduates surveyed, from all CLASS majors, reported using the LAC. Chart 9 shows percentages of graduates surveyed in each of the CLASS majors who reported having used the LAC.

Chart 9. Percents of graduates reporting use of the Language Acquisition Center



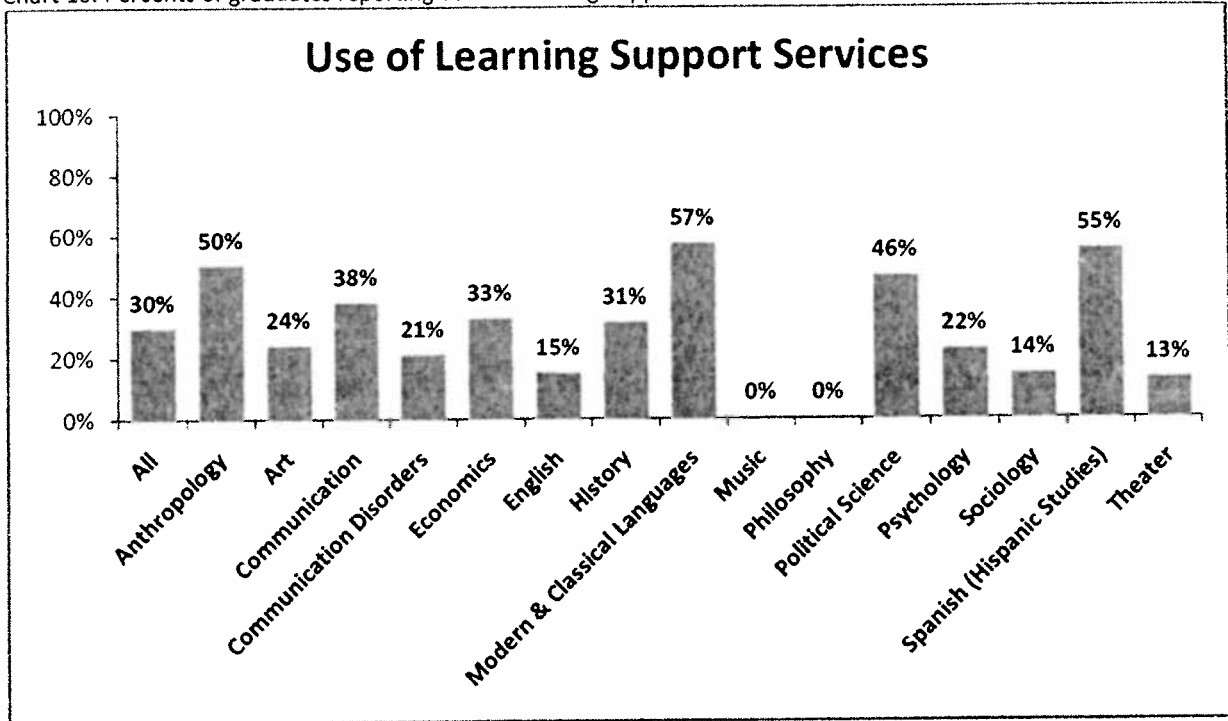
- Anthropology, Hispanic Studies, and Modern & Classical Languages majors were most likely to report using the Language Acquisition Center.
- Sociology, Art, Psychology, Music, and English majors were least likely to report using the Language Acquisition Center.



### Use of Learning Support Services

Thirty percent of graduates surveyed, in most CLASS majors, reported using Learning Support Services. Chart 10 shows percentages of graduates surveyed in each of the CLASS majors who reported having used Learning Support Services.

Chart 10. Percents of graduates reporting use of Learning Support Services



- Modern & Classical Languages, Hispanic Studies, Anthropology and Political Science majors were most likely to report usage of Learning Support Services.
- Music, Philosophy, Theater, Sociology, and English majors were least likely to report using Learning Support Services.

**Users' satisfaction with Writing Center, LAC, and Learning Support Services**

Graduates were asked to rate the success of the Writing Center, the Language Acquisition Center, and Learning Support Services in meeting their needs. A summary of users of each service selecting the most positive response is shown in Chart 11. Table 11 provides details, including the numbers of graduates (users) responding (N).

Chart 11. Satisfaction with help/support from Writing Center, LAC, Learning Support Services

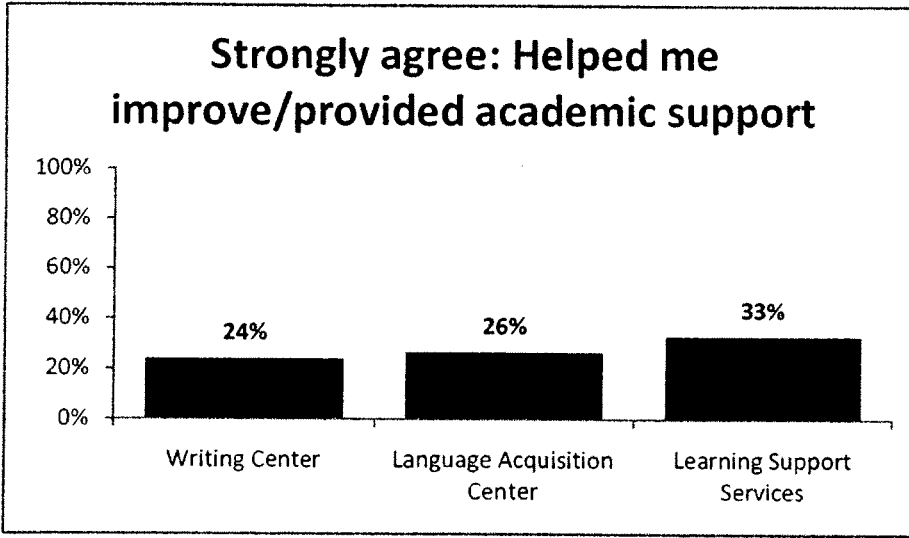


Table 11. Details: Satisfaction with help/support from Writing Center/Language Acquisition Center/ Learning Support Services

	Writing Center	Language Acquisition Center	Learning Support Services
<b>Strongly agree</b>	24%	26%	33%
<b>Agree</b>	56%	56%	56%
<b>Disagree</b>	19%	14%	10%
<b>Strongly disagree</b>	1%	4%	1%
<b>N (users)</b>	163	189	155

- Learning Support Services drew stronger agreement with its academic support than the other two services.
- All three services saw more than 10% of users disagree, or strongly disagree, with their effectiveness.
- The Writing Center drew negative assessments from 20% of users; the Language Acquisition Center, from 18% of users.

## Future Plans of Graduates

### Plans for graduate/professional school

Chart 12 shows percentages of graduates reporting acceptance to a graduate/professional school with plans to enroll next year. Table 12, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 12. Graduates reporting acceptance to graduate/professional school with plans to enroll next year.

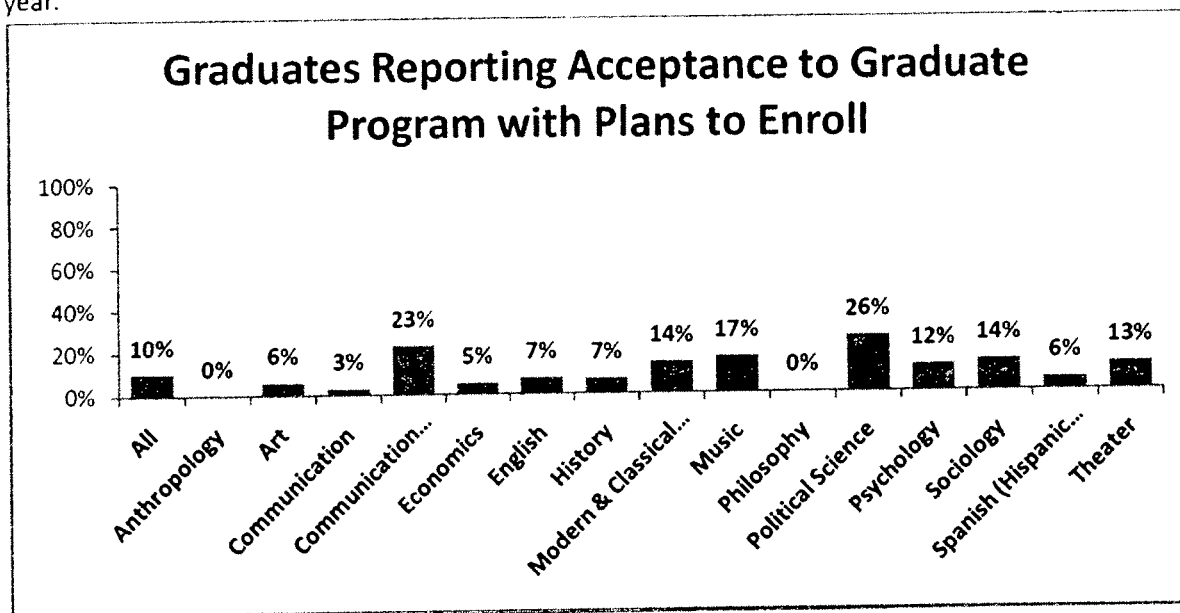


Table 12. Details: Graduate plans for graduate/professional school

	All	Anth	Art	Comm	ComD	Ecn	Eng	His	Lng	Mus	Phil	Pol	Psyc	Soc	Spn	Thea
Accepted, plan to attend	10%	0%	6%	3%	23%	5%	7%	7%	14%	17%	0%	26%	12%	14%	6%	13%
Applied, waiting to hear	7%	0%	6%	3%	0%	15%	2%	5%	14%	4%	0%	11%	11%	0%	11%	0%
Plan to attend in future	59%	100%	53%	62%	41%	67%	71%	61%	57%	63%	67%	43%	63%	86%	56%	38%
Do not plan to attend	17%	0%	32%	29%	5%	10%	17%	14%	14%	8%	33%	15%	8%	0%	22%	25%
Other	7%	0%	3%	3%	32%	3%	2%	14%	0%	8%	0%	6%	6%	0%	6%	25%
N	489	2	34	103	22	39	41	44	7	24	3	54	83	7	18	8

- Ten percent of CLASS baccalaureate graduates reported immediate and specific plans for graduate school. Fifty-nine percent indicate they plan to attend in the future.
- Political Science and Communication Disorders majors were most likely to report immediate and specific plans for graduate school.

### Employment in major fields

Chart 13 shows percentages of graduates reporting that they now had, or had secured, employment in their fields. Table 13, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 13. Employment in major field

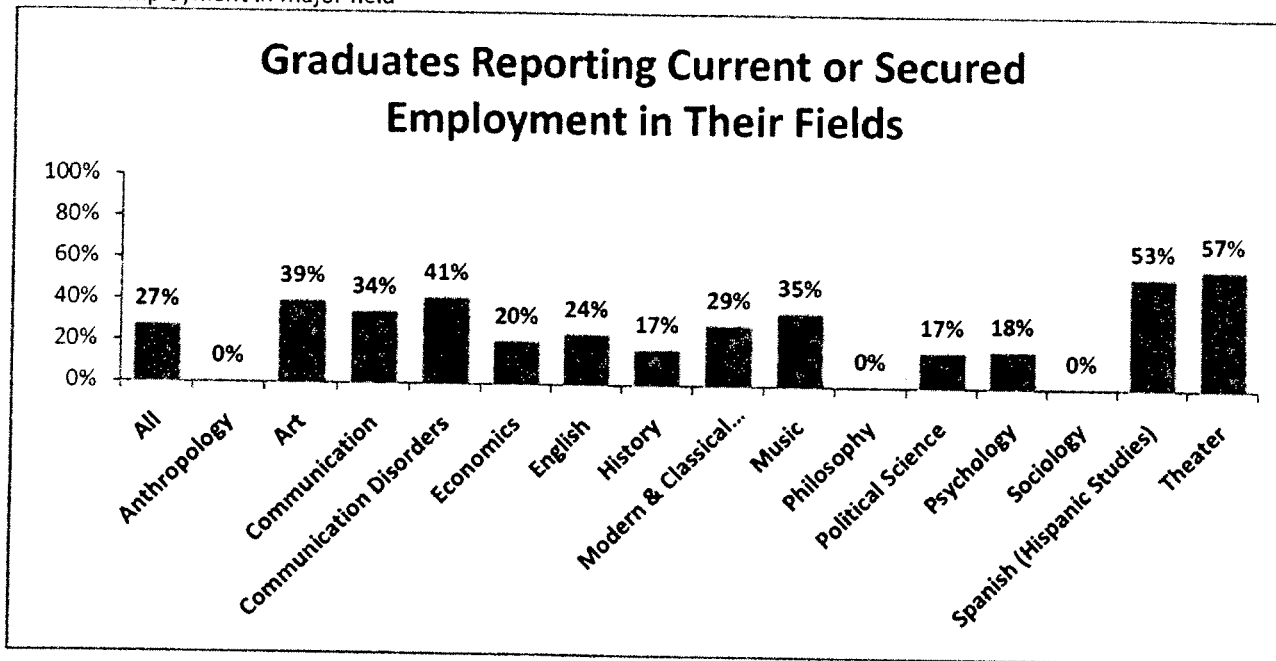


Table 13. Details: Plans regarding employment in major field

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	Lang	Music	Phil	PolS	Psyc	Soc	Span	Thea
Employed in my field	18%	0%	31%	24%	15%	8%	11%	12%	14%	30%	0%	13%	12%	0%	29%	43%
Have accepted employment in my field	9%	0%	8%	10%	26%	13%	13%	5%	14%	4%	0%	4%	5%	0%	24%	14%
Seeking employment in my field	51%	100%	56%	57%	41%	55%	58%	57%	43%	48%	0%	42%	46%	67%	35%	29%
No plans for employment in my field	14%	0%	6%	9%	0%	15%	11%	17%	29%	13%	100%	23%	20%	33%	12%	14%
Other	8%	0%	0%	1%	19%	10%	8%	10%	0%	4%	0%	19%	16%	0%	0%	0%
N	474	2	36	104	27	40	38	42	7	23	3	48	74	6	17	7

- Theater, Hispanic Studies, Communication Disorders, Art, Music and Communication majors were most likely to report current or secured employment in their fields.
- Anthropology, Philosophy, and Sociology majors were least likely to report employment in their fields.

**Employment in non-major fields**

Chart 14 shows percentages of graduates surveyed in each of the CLASS majors reporting that they now had, or had secured, employment in fields outside their majors. Table 14, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 14. Current or secured employment in non-major fields

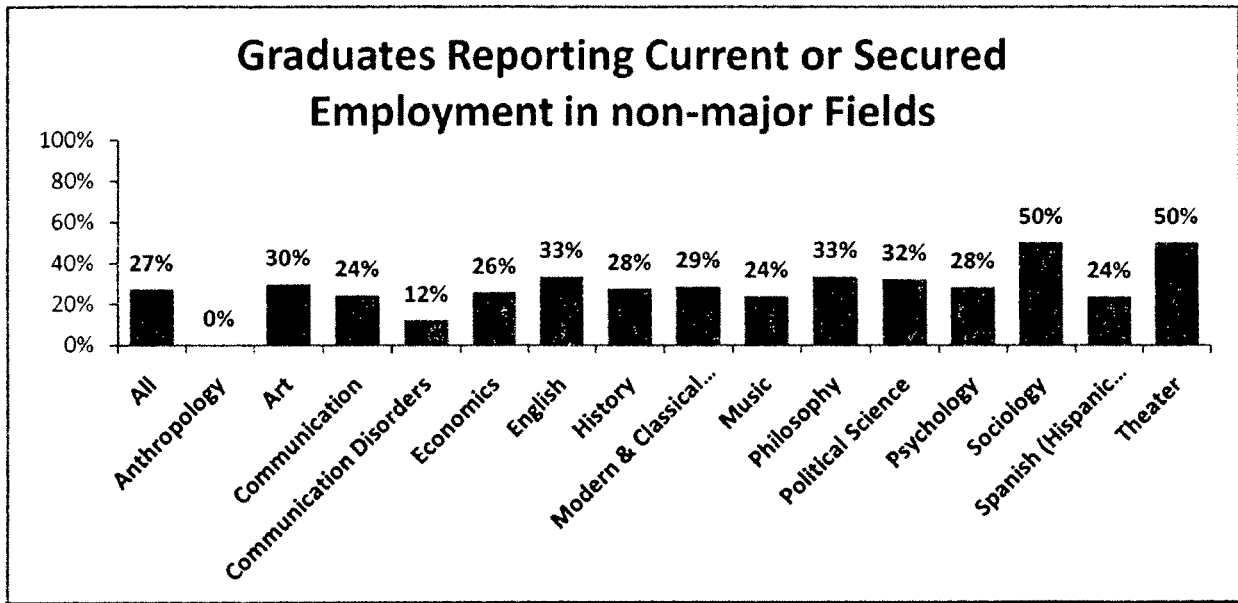


Table 14. Details: plans regarding employment in non-major fields

	All	Anth	Art	Comm	ComD	Ecn	Eng	Hist	Eng	Mus	Phil	Pol	Psyc	Soc	Spn	Thea
Employed in other fields	22%	0%	24%	20%	12%	23%	28%	23%	14%	19%	0%	22%	24%	33%	12%	50%
Have accepted employment in other fields	5%	0%	5%	4%	0%	3%	6%	5%	14%	5%	33%	10%	4%	17%	12%	0%
Seeking employment in other fields	22%	50%	14%	22%	8%	41%	14%	18%	29%	5%	67%	20%	31%	33%	24%	0%
No plans for employment in other fields	46%	50%	57%	51%	68%	28%	47%	48%	43%	67%	0%	44%	35%	17%	41%	38%
Other	5%	0%	0%	3%	12%	5%	6%	8%	0%	5%	0%	4%	6%	0%	12%	13%
N	461	2	37	99	25	39	36	40	7	21	3	50	71	6	17	8

### Teaching in major fields

Chart 15 shows percentages of graduates surveyed in each of the CLASS majors reporting that they were teaching, planning to teach, or certified to teach in their major fields. Table 15, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 15. Graduates teaching, planning to teach, or certified to teach in major fields

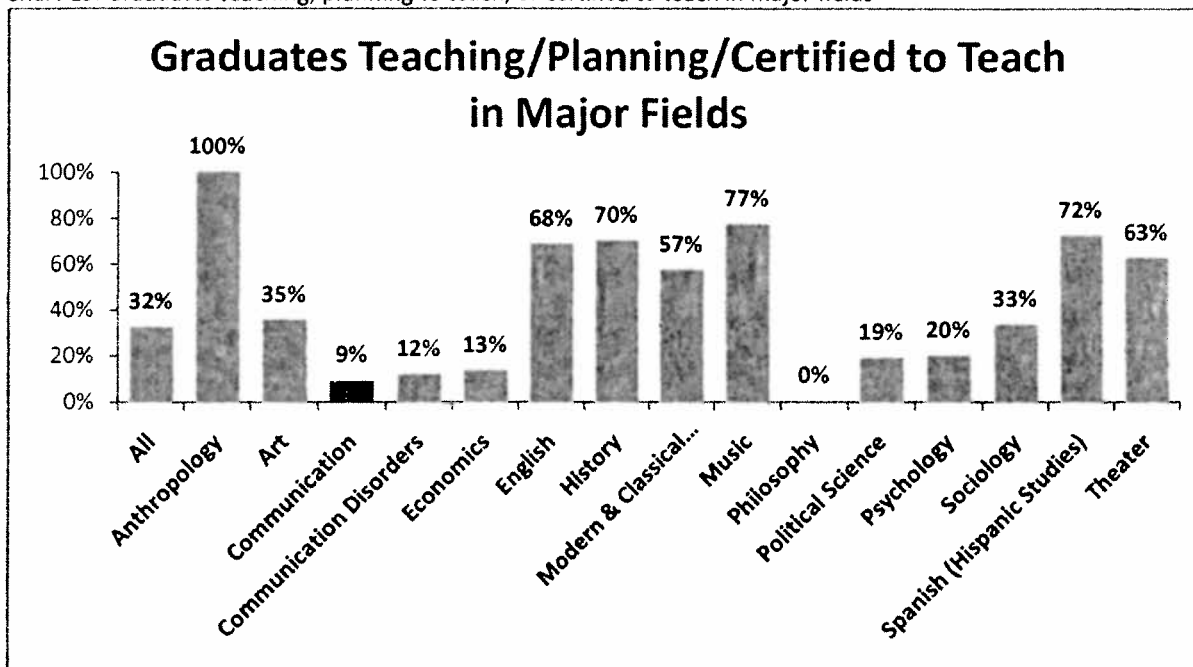


Table 15. Plans regarding teaching/ plans to teach in major field.

	All	Anth	Art	Cmm	CmD	Ecn	Eng	Hist	Lng	Musi	Phil	Pols	Psyc	Soc	Spn	Thea
Have accepted a teaching position in my field	7%	0%	6%	3%	4%	3%	13%	10%	0%	36%	0%	0%	1%	0%	33%	25%
Plan to find a teaching position in my field	23%	50%	29%	6%	8%	11%	55%	58%	57%	27%	0%	19%	14%	33%	33%	38%
Have been certified to teach in my field	2%	50%	0%	0%	0%	0%	0%	3%	0%	14%	0%	0%	4%	0%	6%	0%
Do not plan to teach in my field	63%	0%	56%	86%	81%	87%	32%	23%	43%	18%	100%	77%	75%	50%	22%	25%
Other	5%	0%	9%	5%	8%	0%	0%	8%	0%	5%	0%	4%	6%	17%	6%	13%
N	461	2	34	100	26	38	38	40	7	22	3	48	71	6	18	8

### Teaching in non-major fields

Chart 16 shows percentages of graduates surveyed in each of the CLASS majors reporting that they were teaching, planning to teach, or certified to teach in fields outside their major. Table 16, which follows the chart, provides response details including the numbers of graduates responding (N).

Chart 16. Graduates teaching, planning to teach, or certified to teach in non-major fields

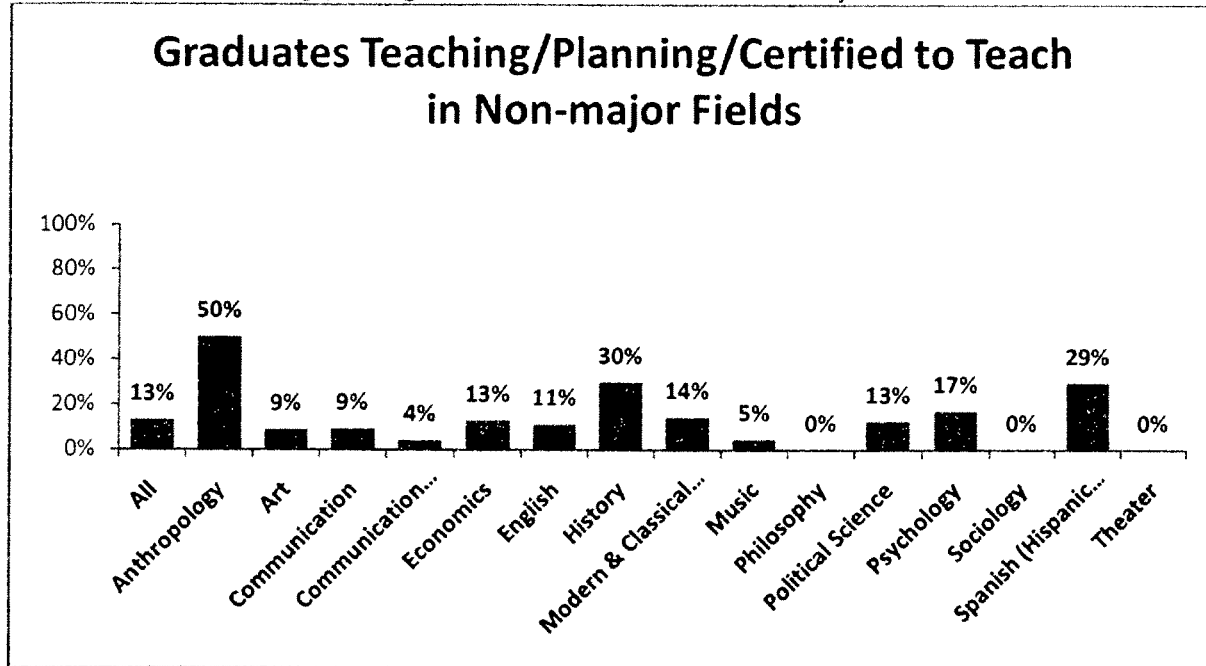


Table 16. Details: Plans regarding teaching in non-major fields.

	All	Anth	Art	Comm	ComD	Ecn	Eng	Hist	Ing	Must	Phil	Polis	Psyc	Soc	Spr	Thea
Have accepted a teaching position in other fields	2%	0%	3%	2%	0%	0%	0%	3%	0%	5%	0%	4%	4%	0%	0%	0%
Plan to find a teaching position in other fields	9%	50%	3%	7%	4%	10%	11%	19%	14%	0%	0%	6%	9%	0%	24%	0%
Have been certified to teach in other fields	2%	0%	3%	0%	0%	3%	0%	8%	0%	0%	0%	2%	4%	0%	6%	0%
Do not plan to teach in other fields	81%	50%	82%	84%	92%	87%	89%	65%	71%	86%	100%	83%	77%	100%	59%	88%
Other	6%	0%	9%	7%	4%	0%	0%	5%	14%	9%	0%	4%	6%	0%	12%	13%
N	451	2	34	98	24	39	36	37	7	22	3	48	70	6	17	8

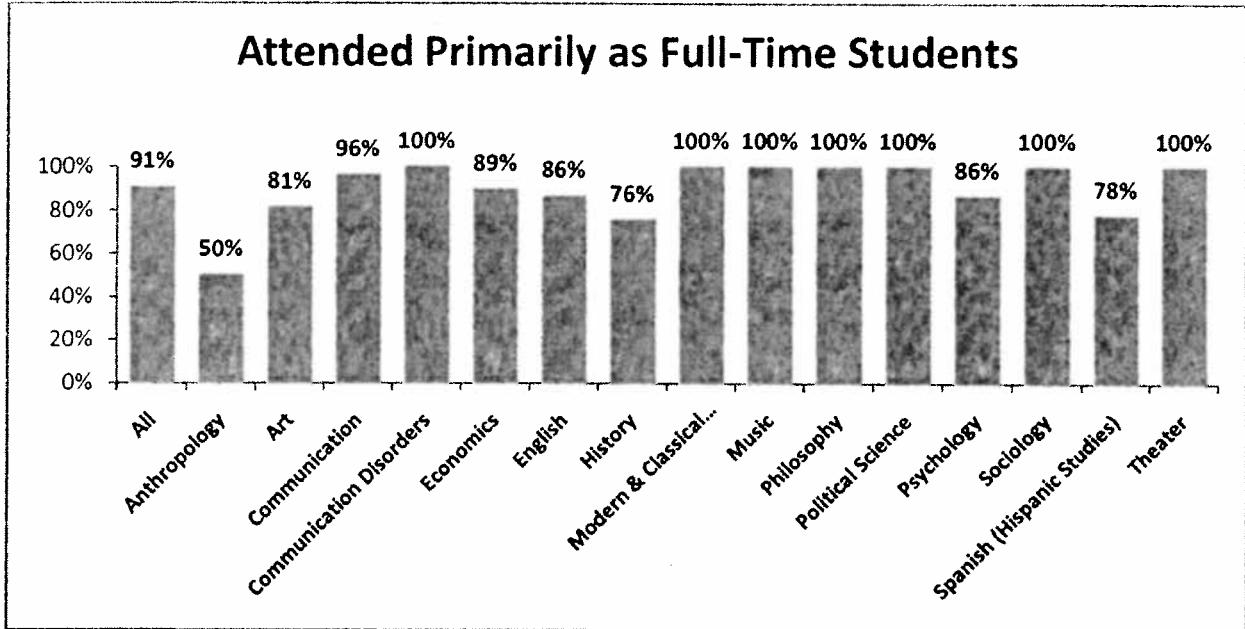
## Demographics

### Full time/part time

Ninety-one percent of CLASS graduates indicated that they had attended primarily as full-time students.

Chart 17 shows the percents of full-time graduating students by department.

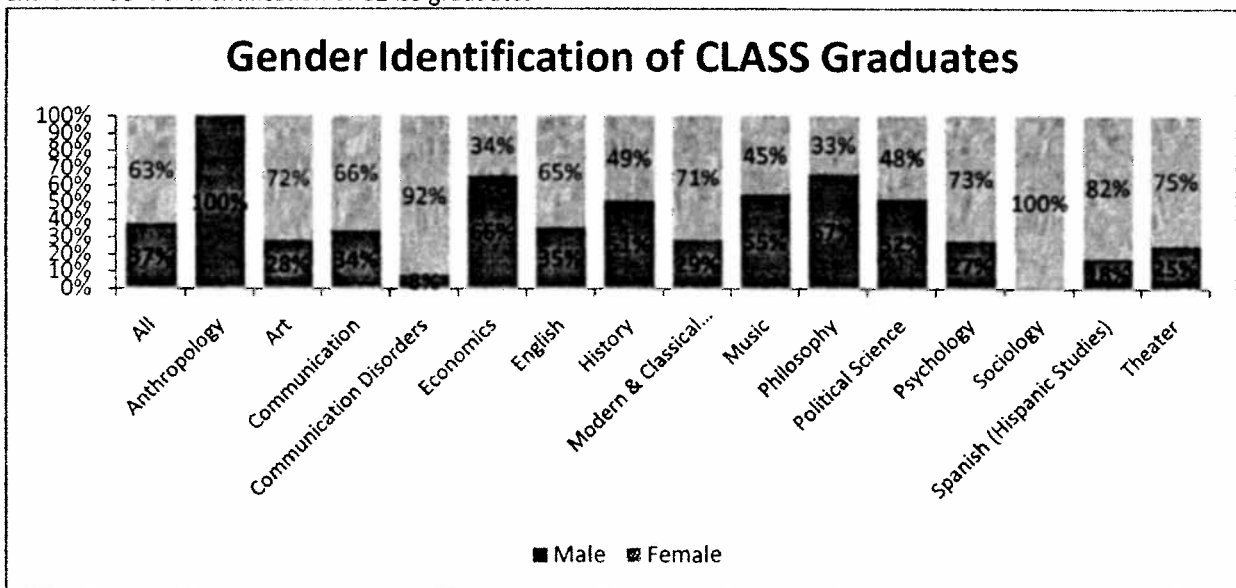
Chart 17. Graduates reporting attendance primarily as full-time students



### Gender

Sixty-three percent of CLASS graduates were female; there was some department-to-department variation in gender representation. Chart 18 shows details.

Chart 18. Gender identification of CLASS graduates





### Age

The modal age group of CLASS graduates, 46% of the graduates, was 23-26. Some variation among majors was evident. Table 19 shows details.

Table 19. Details: ages of CLASS graduates

	All	Anth	Art	Comm	Comp	Ecn	Eng	Hist	Int	Mus	Phil	Pol	Psyc	Soc	Spn	Thea
<= 22	30%	0%	6%	42%	19%	16%	24%	26%	14%	39%	0%	44%	35%	50%	17%	25%
23-26	46%	0%	68%	48%	50%	65%	41%	37%	43%	48%	67%	47%	35%	50%	33%	38%
27-30	13%	0%	19%	7%	19%	11%	16%	9%	14%	9%	0%	4%	26%	0%	17%	25%
31-39	7%	0%	3%	3%	0%	8%	11%	23%	14%	4%	33%	4%	3%	0%	17%	13%
>= 40	3%	100%	3%	0%	12%	0%	8%	5%	14%	0%	0%	0%	1%	0%	17%	0%
N	459	2	31	104	26	37	37	43	7	23	3	45	69	6	18	8

### Ethnicity

The largest percent of CLASS graduates, 47%, identified themselves as non-Hispanic white people. The next-largest group, 25%, identified themselves as Hispanic or Latino. Table 20 shows details.

Table 20. Details: ethnic identification of CLASS graduates

	All	Anth	Art	Comm	Comp	Ecn	Eng	Hist	Int	Mus	Phil	Pol	Psyc	Soc	Spn	Thea
White, Non-Hispanic	47%	50%	47%	37%	58%	31%	70%	50%	57%	77%	67%	58%	43%	17%	11%	88%
Black, Non-Hispanic	11%	0%	0%	14%	15%	21%	3%	7%	0%	14%	0%	11%	13%	33%	0%	13%
Hispanic or Latino	25%	50%	22%	29%	19%	31%	8%	19%	29%	5%	33%	20%	28%	50%	78%	0%
Asian/Pacific Islander	11%	0%	31%	13%	4%	18%	5%	12%	0%	0%	0%	4%	10%	0%	11%	0%
Middle Eastern	2%	0%	0%	3%	4%	0%	3%	2%	14%	0%	0%	2%	3%	0%	0%	0%
Native Am. or Alaskan	1%	0%	0%	1%	0%	0%	3%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Other	3%	0%	0%	3%	0%	0%	8%	7%	0%	5%	0%	4%	3%	0%	0%	0%
N	525	2	42	111	29	43	41	45	7	26	3	56	85	7	20	8

## Learning experiences in CLASS: Verbatim Comments

The following comments, grouped by major with majors in order of number of survey participants, are in graduates' own words. For each major, the positive comments are followed by the suggestions.

### Communication Graduates

#### Appreciation

*Passionate teachers*

*Small classes*

*Great professors and great student newspaper*

*Diversity*

*My professors! And UH itself*

*Friendly staff, advisors like Les Oliver are fantastic*

*Professors and equipment of the School of Communication*

*Great professors and interesting material, particularly Creative Writing*

*Journalistic ethics reinforcement*

*Teachers' real-world-experiences are shared*

*Loved CTC lab!*

*Best teachers, great friends, awesome advisors*

#### Suggestions

##### **Advisement**

*Please evaluate English advising policies.*

*More accurate, compassionate advisors*

*All advisors should have and give the same information.*

*Professors and advisors being on same page*

*Inform people about graduating with honors*

*Advisors*

*Advising. Sometimes I was led into the wrong direction, and felt sometimes maybe the advisors did not want to help me*

*I recommend a new team of advisors. Perhaps, people who enjoy their job!!*

*Counselors could be more helpful.*

##### **More classes**

*More online classes*

*Advertising classes should be looked at*

*Classes too crowded. Make more sections open*

*More graphic design classes!*

*Yes – I think there needs to be a class for P.R. major that goes in depth with media relations.*

*More writing classes*

*Have more variety in the classes*

*The advertising department needs MUCH MORE CLASSES*

*More variety of classes in specific fields.*

#### **Other areas**

*Equipment needed in the School of Communication*

*More professors who work in the field*

*More “hands on” experience in 2000 level courses.*

*Terrible customer service*

*When working with many of the administrative department through the course of my attendance here, many times I felt disrespected, mistreated and often times abused. Some policies that went into effect during this seemed to highlight the administration’s lack of respect for its student. I feel that the university cares more about the bottom line and ever expanding itself that the academic achievement of its graduates.*

*Communications building – Public Relations classroom*

*The Foreign Language Department was not helpful.*

### **Psychology Graduates**

#### **Appreciation**

*Learned new & exciting things. Learned about myself*

*Wonderful teachers. Helpful advisor.*

*Great professors and great TAs*

*Easy access to advisors*

*Professors’ methods of teaching*

*Teacher knowledge and classmates’ enjoyment*

*Career awareness panel*

*The diversity of classes and the great teachers*

*Self-identity – through class, and mentorships – self-value*

#### **Suggestions**

##### **Advisement**

*More advising appointments available toward graduation. Website needs to be updated with more accurate info regarding requirements and what courses qualify and which do not.*

*Academic advising – to be more available throughout the week*

*Advisors could be more helpful and positive*

*Better advisors to help students*

*Better psych advisors*

*Advisors need to be more effective and helpful as do the FINANCIAL STUDENT SERVICES.*

*Advising could be a bit more helpful.*

*Advisors should demonstrate a better attitude when meeting with the students.*

*More advisors made available; they are always booked.*

*I had trouble with my advisor communicating with me. I felt like I was left in the dark to figure things out myself and when things went wrong it was a lot of trouble to fix the problem.*

*More counselors available. Takes too long to be able to see class counselor.*

#### **Other areas**

*Offer more required courses & electives in distance education & in the evenings & weekends for students who work full time.*

*More computer labs*

*Courses need to be harder, more applicable. Some professors are too easy, and you learn nothing.*

*Office of scholarship and financial aid is infuriating to deal with at UH.*

### **Political Science Graduates**

#### **Appreciation**

*The professors and advisors*

*Good teachers. Internship*

*Developed a passion for international politics and discovered the true meaning of being a feminist and all its advantages (women studies minor)*

*Small classes, which provide more interaction, and passionate teachers*

*The professors and advisors*

#### **Suggestions**

*Facilities need updating.*

*More/larger facilities*

*Better computer lab for political science*

*Advising and the Spanish Dept made my life hell.*

*Sometimes advisors were all busy, maybe more advisors.*

### **History Graduates**

#### **Appreciation**

*Variety of courses. Analysis*

*Courses and professors are amazing*

*The wide variety of styles in professors*

*Built writing skills*

*Learned how to work under pressure  
The various courses in cultural studies  
Professors' advice  
My professors – they expanded my mind!*

### **Suggestions**

#### **Advisement**

*Advisor could do a better job and be more accessible.  
Advisement  
Another academic advisor; he is too busy.  
Semester by semester updates on audits and different alternatives to graduating with honors and without.  
Need better communication in Education department between students/ advisors and faculty.*

#### **Language courses**

*The language courses could be improved.  
The Spanish department needs an improvement.  
Spanish program*

#### **Other areas**

*Need more Texas History courses.  
Need more online courses.  
We need a Career Center!  
Library resources – improve. Improve history lab to only allow majors to use  
It was good, but the financial aid office sucks. That may be out of your control.*

## **Economics Graduates**

### **Appreciation**

*Dynamic teaching and learning about many things. I feel well rounded.  
Great professors. Intelligent student body.  
Logic, reasoning  
Knowledgeable professors  
Real world applications*

### **Suggestions**

#### **Classes/ internship**

*More internship emphasis and opportunities  
Please provide more classes so that we can choose the area or field of study.  
I could only seek to improve the Econ dept by requiring add'l math courses as preparatory for grad school  
More classes offered during summer. \*Game-theory Res.*

*More practical.*

*Not enough elective classes*

*I think that upper level English courses should be spread out more time-wise. It seemed as if they were all TTh afternoons.*

#### **Advisement**

*On more than one occasion, I received not only poor “advising” but was actually instructed to take a class that was not needed.*

*Advisors need to be more helpful, more information needed. More times to meet with advisors.*

*More efficient and effective advising.*

*More than one advisor*

*Need better insight when being guided through degree requirements. Fin Aid is never a help and needs to greatly be improved.*

## **Art Graduates**

### **Appreciation**

*Good people working in office*

*The professors are awesome!*

*The encouragement of my professor of Illustration.*

*Professional professors*

### **Suggestions**

#### **Advisement**

*Advising – I spent too much unnecessary money and time on classes I didn’t need which could have been avoided*

*Keep us on our toes! So we don’t slip up or enroll in unnecessary courses and miss our needed ones. Thanks for solutions, though.*

## **English Graduates**

### **Appreciation**

*Wonderful professors. Excellent curriculum*

*Learned how to think outside the box*

*Enjoyed reading & improvement of writing skills*

*LATIN!*

*The CW department and the arts collaboration classes*

*Great atmosphere and great teachers*

*The professors were great! They provided a lot of support.*

*Fun to come to class every day*

### Suggestions

#### **Advisement**

*Make the advisors more readily available and prompt in their responses to e-mails.*

*Hire another advisor and more CW profs*

*More advisors*

*Please get more English advisors so the burden won't be on one person. Although I liked my advisor (was very helpful) often time I had trouble making appts because her schedule was always booked.*

#### **Other areas**

*Career counseling*

*Provide more classes.*

*The Spanish Department is way too difficult for non-majors*

## **Communication Disorders Graduates**

### Appreciation

*Excellent professors and excellent academic support by my advisor*

*COMD classes were very interesting. Professors were great, made learning stimulating*

*The professors were great and easily accessible. The classes in COMD were small.*

*The amazing staff at the LAC!*

*Great experience. Thank you*

### Suggestions

*Somehow, less emphasis should be placed on requiring info to be downloaded from WebCT, especially in view of the library's limit on amount of paper you can use.*

*Less lines in admissions office. Quicker service. Better customer support on the phone*

*I was very happy in COMD Dept*

## **Music Graduates**

### Appreciation

*Great educators and models. Positive environment*

*The teachers are open-minded and are passionate about what they do*

*Private lesson teacher, orchestra*

*Knowledgeable professors. Professional staff*

*Performance tours, and chances to perform well-known works*

*I met people who were very helpful and valuable; I feel confident about my area of certification.*

### Suggestions

*The music school needs a jazz studies program with more opportunities for jazz musicians to learn about jazz composition and improvising.*

*Better tracking of petitions should be sought*

## Hispanic Studies Graduates

### Appreciation

*I met a wide variety of students, and I learned how to approach problems from a different point of view and understand there is always more than one way to look at something.*

*The people, the building.*

*I learned to speak, read, and write Spanish, which was my goal. Classes and teachers were outstanding.*

*Instructors were very knowledgeable. Everyone in the department was great.*

*I love my career.*

### Suggestions

*Maybe it would be better to email regarding graduation requirements and changes*

*Welcome Center employees are not helpful and sometime rude to students.*

## Theater Graduates

### Appreciation

*The camaraderie with the teachers. The relaxed atmosphere.*

*Counseling staff*

*The classes were small.*

*One on one with professors*

### No suggestions

## Modern and Classical Languages Graduates

### Appreciation

*Comparative study and my professors*

*Well-rounded knowledge of people and culture*

*Professors; diversity of classroom setting*

*Teachers and courses*

### Suggestions

*Revamp Spanish program*

*The Welcome Center needs more knowledgeable and friendlier employees*

*Inter-office communication, particularly with OISP (Office of International Studies and Programs)*

## Sociology Graduates

### Appreciation

*The diversity of classes and the great teachers*

*Professors were helpful and eager to assist me.*

*Variety of classes allowed me to take classes I was interested in*

### Suggestions



*Information needs to be clearer.*

*Encourage the use of career services. It's been difficult finding a job in my field.*

### **Philosophy Graduates**

#### **Appreciation**

*Advisor support.*

*Classes eligible to take – a good selection.*

#### **No suggestions**

### **Anthropology Graduates**

#### **Appreciation**

*Broad liberal education*

*Positive learning experience*

*Great instructors*

*Great facilities*

#### **No suggestions**