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.
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College of Liberal Arts and Social Sciences
Undergraduate Exit Survey Spring, 2008

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

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

- 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).

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

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

- 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>
<thead>
<tr>
<th>Major</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>52%</td>
<td>46%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Art</td>
<td>63%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Economics</td>
<td>74%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>English</td>
<td>48%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>History</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Modern &amp; Classical Art</td>
<td>62%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Music</td>
<td>57%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>62%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Political Science</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Psychology</td>
<td>55%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sociology</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Spanish (Hispanic Studies)</td>
<td>70%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Theater</td>
<td>71%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

- 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

![Bar chart showing the percents of graduates who felt prepared to work in the field of their major, strongly agree, for different majors.]

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

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

- 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

![Chart showing the percents of graduates who strongly agreed with their major choice, disaggregated by major.]

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

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

- 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

**Advisors in my major were effective in guiding me through academic requirements: strongly agree**

<table>
<thead>
<tr>
<th>Major</th>
<th>0%</th>
<th>2%</th>
<th>3%</th>
<th>4%</th>
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<th>6%</th>
<th>7%</th>
<th>8%</th>
<th>9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>51%</td>
<td>50%</td>
<td>62%</td>
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<td>83%</td>
<td>65%</td>
<td>59%</td>
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<tr>
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<tr>
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<tr>
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Table 5. Details: Satisfaction with effectiveness of major advisor with academic requirements, disaggregated by major

<table>
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<th>Major</th>
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<th>3%</th>
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<th>6%</th>
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<th>9%</th>
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<td>50%</td>
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<table>
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<tr>
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<th>Art</th>
<th>Cmm</th>
<th>CmD</th>
<th>Econ</th>
<th>Eng</th>
<th>Hist</th>
<th>Lng</th>
<th>Musl</th>
<th>Phil</th>
<th>Pols</th>
<th>Psyc</th>
<th>Soc</th>
<th>Spn</th>
<th>Thea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>51%</td>
<td>50%</td>
<td>62%</td>
<td>43%</td>
<td>83%</td>
<td>65%</td>
<td>59%</td>
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<td>0%</td>
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<td>31%</td>
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<td>63%</td>
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<td>47%</td>
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<td>30%</td>
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<td>45%</td>
<td>71%</td>
<td>27%</td>
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<td>45%</td>
<td>14%</td>
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<td>38%</td>
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<tr>
<td>Disagree</td>
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<td>2%</td>
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<tr>
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<td>14%</td>
<td>0%</td>
<td>0%</td>
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<td>N</td>
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<td>111</td>
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<td>43</td>
<td>41</td>
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<td>3</td>
<td>56</td>
<td>84</td>
<td>7</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

- 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

![Chart showing the percentage of students strongly agreeing with the advisor's knowledge of graduation requirements by major.

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

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Anth</th>
<th>Art</th>
<th>Cmm</th>
<th>CmD</th>
<th>Ec</th>
<th>Eng</th>
<th>Hist</th>
<th>Lng</th>
<th>Musa</th>
<th>Phil</th>
<th>Pol</th>
<th>Psy</th>
<th>Soc</th>
<th>Spn</th>
<th>Thea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56%</td>
<td>100%</td>
<td>64%</td>
<td>42%</td>
<td>83%</td>
<td>70%</td>
<td>66%</td>
<td>52%</td>
<td>14%</td>
<td>81%</td>
<td>67%</td>
<td>64%</td>
<td>38%</td>
<td>71%</td>
<td>70%</td>
<td>50%</td>
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<tr>
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<td>0%</td>
<td>31%</td>
<td>48%</td>
<td>10%</td>
<td>30%</td>
<td>32%</td>
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<td>19%</td>
<td>33%</td>
<td>30%</td>
<td>48%</td>
<td>14%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
<td>0%</td>
<td>2%</td>
<td>9%</td>
<td>3%</td>
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<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>11%</td>
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<tr>
<td>Strongly disagree</td>
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<td>2%</td>
<td>1%</td>
<td>3%</td>
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<td>4%</td>
<td>4%</td>
<td>14%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>N</td>
<td>521</td>
<td>2</td>
<td>42</td>
<td>109</td>
<td>29</td>
<td>43</td>
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<td>7</td>
<td>26</td>
<td>3</td>
<td>56</td>
<td>84</td>
<td>7</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

- 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>
<thead>
<tr>
<th>Major</th>
<th>All</th>
<th>Anth</th>
<th>Art</th>
<th>Cmm</th>
<th>CmD</th>
<th>Ecn</th>
<th>Eng</th>
<th>Hist</th>
<th>Lng</th>
<th>Musi</th>
<th>Phil</th>
<th>Poli</th>
<th>Psych</th>
<th>Soc</th>
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<td>67%</td>
<td>32%</td>
<td>49%</td>
<td>14%</td>
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<tr>
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<td>4%</td>
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<td>14%</td>
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<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>56</td>
<td>83</td>
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<td>20</td>
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</tr>
</tbody>
</table>

- 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>
<thead>
<tr>
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<th>Writing Center</th>
<th>Language Acquisition Center</th>
<th>Learning Support Services</th>
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<tbody>
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<td>Strongly agree</td>
<td>24%</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>Agree</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19%</td>
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</tr>
<tr>
<td>Strongly disagree</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>N (users)</td>
<td>163</td>
<td>189</td>
<td>155</td>
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</tbody>
</table>

- 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.

Graduates Reporting Acceptance to Graduate Program with Plans to Enroll

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

<table>
<thead>
<tr>
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<th>Phil</th>
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<th>Psy</th>
<th>Soc</th>
<th>Spanish</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted, plan to attend</td>
<td>10%</td>
<td>0%</td>
<td>6%</td>
<td>3%</td>
<td>23%</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>14%</td>
<td>17%</td>
<td>0%</td>
<td>26%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Applied, waiting to hear</td>
<td>7%</td>
<td>0%</td>
<td>6%</td>
<td>3%</td>
<td>0%</td>
<td>15%</td>
<td>2%</td>
<td>5%</td>
<td>14%</td>
<td>4%</td>
<td>0%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Plan to attend in future</td>
<td>59%</td>
<td>100%</td>
<td>53%</td>
<td>62%</td>
<td>41%</td>
<td>67%</td>
<td>71%</td>
<td>61%</td>
<td>57%</td>
<td>63%</td>
<td>67%</td>
<td>43%</td>
<td>63%</td>
<td>86%</td>
</tr>
<tr>
<td>Do not plan to attend</td>
<td>17%</td>
<td>0%</td>
<td>32%</td>
<td>29%</td>
<td>5%</td>
<td>10%</td>
<td>17%</td>
<td>14%</td>
<td>14%</td>
<td>8%</td>
<td>33%</td>
<td>15%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>32%</td>
<td>3%</td>
<td>2%</td>
<td>14%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>N</td>
<td>489</td>
<td>2</td>
<td>34</td>
<td>103</td>
<td>22</td>
<td>39</td>
<td>41</td>
<td>44</td>
<td>7</td>
<td>24</td>
<td>3</td>
<td>54</td>
<td>83</td>
<td>7</td>
</tr>
</tbody>
</table>

- 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

Graduates Reporting Current or Secured Employment in Their Fields

<table>
<thead>
<tr>
<th>Course</th>
<th>All</th>
<th>Anth</th>
<th>Art</th>
<th>Communication Disorders</th>
<th>Economics</th>
<th>English</th>
<th>History</th>
<th>Modern &amp; Classical</th>
<th>Music</th>
<th>Philosophy</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
<th>Spanish (Hispanic Studies)</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment in my field</td>
<td>18%</td>
<td>0%</td>
<td>31%</td>
<td>24%</td>
<td>15%</td>
<td>8%</td>
<td>11%</td>
<td>12%</td>
<td>14%</td>
<td>30%</td>
<td>0%</td>
<td>13%</td>
<td>12%</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>Have accepted employment in my field</td>
<td>9%</td>
<td>0%</td>
<td>8%</td>
<td>10%</td>
<td>26%</td>
<td>13%</td>
<td>13%</td>
<td>5%</td>
<td>14%</td>
<td>4%</td>
<td>0%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>24%</td>
</tr>
<tr>
<td>Seeking employment in my field</td>
<td>51%</td>
<td>100%</td>
<td>56%</td>
<td>57%</td>
<td>41%</td>
<td>55%</td>
<td>58%</td>
<td>57%</td>
<td>43%</td>
<td>48%</td>
<td>0%</td>
<td>42%</td>
<td>46%</td>
<td>67%</td>
<td>35%</td>
</tr>
<tr>
<td>No plans for employment in my field</td>
<td>14%</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>11%</td>
<td>17%</td>
<td>29%</td>
<td>13%</td>
<td>100%</td>
<td>23%</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>19%</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>19%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>N</td>
<td>474</td>
<td>2</td>
<td>36</td>
<td>104</td>
<td>27</td>
<td>40</td>
<td>38</td>
<td>42</td>
<td>7</td>
<td>23</td>
<td>3</td>
<td>48</td>
<td>74</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

- 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

![Graduates Reporting Current or Secured Employment in non-major Fields]

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

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Anth</th>
<th>Art</th>
<th>Comm</th>
<th>Ent</th>
<th>Eng</th>
<th>Hist</th>
<th>Mod &amp; Class</th>
<th>Mus</th>
<th>Phil</th>
<th>Pol</th>
<th>Psych</th>
<th>Soci</th>
<th>Span</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in other</td>
<td>22%</td>
<td>0%</td>
<td>24%</td>
<td>20%</td>
<td>12%</td>
<td>23%</td>
<td>28%</td>
<td>23%</td>
<td>14%</td>
<td>19%</td>
<td>0%</td>
<td>22%</td>
<td>24%</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td>fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have accepted</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
<td>14%</td>
<td>5%</td>
<td>33%</td>
<td>10%</td>
<td>4%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>employment in other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking employment</td>
<td>22%</td>
<td>50%</td>
<td>14%</td>
<td>22%</td>
<td>8%</td>
<td>41%</td>
<td>14%</td>
<td>18%</td>
<td>29%</td>
<td>5%</td>
<td>67%</td>
<td>20%</td>
<td>31%</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>in other fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No plans for</td>
<td>46%</td>
<td>50%</td>
<td>57%</td>
<td>51%</td>
<td>68%</td>
<td>28%</td>
<td>47%</td>
<td>48%</td>
<td>43%</td>
<td>67%</td>
<td>0%</td>
<td>44%</td>
<td>35%</td>
<td>17%</td>
<td>41%</td>
</tr>
<tr>
<td>employment in other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>12%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>N</td>
<td>461</td>
<td>2</td>
<td>37</td>
<td>99</td>
<td>25</td>
<td>39</td>
<td>36</td>
<td>40</td>
<td>7</td>
<td>21</td>
<td>3</td>
<td>50</td>
<td>71</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>
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

![Bar chart showing percentages of graduates teaching in various fields.]

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

| 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

![Graduates Teaching/Planning/Certified to Teach in Non-major Fields](chart)

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

<table>
<thead>
<tr>
<th>Have accepted a teaching position in other fields</th>
<th>2% 0% 3% 2% 0% 0% 3% 0% 5% 0% 4% 4% 0% 0% 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to find a teaching position in other fields</td>
<td>9% 50% 3% 7% 4% 10% 11% 19% 14% 0% 0% 6% 9% 0% 24% 0%</td>
</tr>
<tr>
<td>Have been certified to teach in other fields</td>
<td>2% 0% 3% 0% 0% 3% 0% 8% 0% 0% 0% 2% 4% 0% 6% 0%</td>
</tr>
<tr>
<td>Do not plan to teach in other fields</td>
<td>81% 50% 82% 84% 92% 87% 89% 65% 71% 86% 100% 83% 77% 100% 59% 88%</td>
</tr>
<tr>
<td>Other</td>
<td>6% 0% 9% 7% 4% 0% 0% 5% 14% 9% 0% 4% 6% 0% 12% 13%</td>
</tr>
<tr>
<td>N</td>
<td>451 2 34 98 24 39 36 37 7 22 3 48 70 6 17 8</td>
</tr>
</tbody>
</table>

23
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

Attended 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

<table>
<thead>
<tr>
<th>Age</th>
<th>All</th>
<th>Anti</th>
<th>Art</th>
<th>Comm</th>
<th>Conn</th>
<th>Eq.</th>
<th>Eng</th>
<th>Hist</th>
<th>Eng</th>
<th>Mid</th>
<th>Phil</th>
<th>Poli</th>
<th>Psy</th>
<th>Soc</th>
<th>Soc</th>
<th>Thea</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 22</td>
<td>30%</td>
<td>0%</td>
<td>6%</td>
<td>42%</td>
<td>19%</td>
<td>16%</td>
<td>24%</td>
<td>26%</td>
<td>14%</td>
<td>39%</td>
<td>0%</td>
<td>44%</td>
<td>35%</td>
<td>50%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>23-26</td>
<td>46%</td>
<td>0%</td>
<td>68%</td>
<td>48%</td>
<td>50%</td>
<td>65%</td>
<td>41%</td>
<td>37%</td>
<td>43%</td>
<td>48%</td>
<td>67%</td>
<td>47%</td>
<td>35%</td>
<td>50%</td>
<td>33%</td>
<td>38%</td>
</tr>
<tr>
<td>27-30</td>
<td>13%</td>
<td>0%</td>
<td>19%</td>
<td>7%</td>
<td>19%</td>
<td>11%</td>
<td>16%</td>
<td>9%</td>
<td>14%</td>
<td>9%</td>
<td>0%</td>
<td>4%</td>
<td>26%</td>
<td>0%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>31-39</td>
<td>7%</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>8%</td>
<td>11%</td>
<td>23%</td>
<td>14%</td>
<td>4%</td>
<td>33%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>&gt;= 40</td>
<td>3%</td>
<td>100%</td>
<td>3%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
<td>8%</td>
<td>5%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>N</td>
<td>459</td>
<td>2</td>
<td>31</td>
<td>104</td>
<td>26</td>
<td>37</td>
<td>37</td>
<td>43</td>
<td>7</td>
<td>23</td>
<td>3</td>
<td>45</td>
<td>69</td>
<td>6</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All</th>
<th>Anti</th>
<th>Art</th>
<th>Comm</th>
<th>Conn</th>
<th>Eq.</th>
<th>Eng</th>
<th>Hist</th>
<th>Eng</th>
<th>Mid</th>
<th>Phil</th>
<th>Poli</th>
<th>Psy</th>
<th>Soc</th>
<th>Soc</th>
<th>Thea</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>47%</td>
<td>50%</td>
<td>47%</td>
<td>37%</td>
<td>58%</td>
<td>31%</td>
<td>70%</td>
<td>50%</td>
<td>57%</td>
<td>77%</td>
<td>67%</td>
<td>58%</td>
<td>43%</td>
<td>17%</td>
<td>11%</td>
<td>88%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>15%</td>
<td>21%</td>
<td>3%</td>
<td>7%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>11%</td>
<td>13%</td>
<td>33%</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>25%</td>
<td>50%</td>
<td>22%</td>
<td>29%</td>
<td>18%</td>
<td>31%</td>
<td>8%</td>
<td>19%</td>
<td>29%</td>
<td>5%</td>
<td>33%</td>
<td>20%</td>
<td>28%</td>
<td>50%</td>
<td>76%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11%</td>
<td>0%</td>
<td>31%</td>
<td>13%</td>
<td>4%</td>
<td>18%</td>
<td>5%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>10%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Middle Easter</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Native Am. or Alaskan</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
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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