



College of Liberal Arts and Social Sciences
Office of the Dean

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2011

University of Houston
baccalaureate graduates in the
College of Liberal Arts and
Social Sciences rated their
academic experiences, described
their future plans, identified
positive experiences and
support, and offered
suggestions.

Report **Undergraduate Exit Survey**

November 14, 2011



CLASS

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

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College of Liberal Arts and Social Sciences

Undergraduate Exit Survey, 2011

Introduction

This report details the responses from College of Liberal Arts and Social Sciences (CLASS) exit surveys that were completed by 599 graduating CLASS baccalaureates in Spring and Summer 2011. Students answered questions related to their educational experience in CLASS, as well as plans after graduation. A total of 22 closed and open-ended questions were asked. This report presents the findings, including comments in the students' own words.

Changes to this Year's Survey

A number of changes were made to the exit survey between last year's report and this one. Please keep these changes in mind when comparing past data with what appears in this report.

In previous years, students have completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. This year the process has been moved completely on-line. The new on-line format enables the college to have more control over the survey questions and reports, and, perhaps more importantly, allows the college to survey graduating students each semester instead of only each May. This report represents baccalaureate students who applied to graduate in Spring and Summer 2011. Future reports will follow the academic year and include Fall, Spring and Summer semesters.

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. In past years, the response rate for the survey has hovered around 70%. This year, 42.3% of the undergraduate students who were invited to participate did so. Since the college was able to survey in both Spring and Summer, however, the number of students remained very close: 624 in 2010 and 599 in 2011. The numbers and response rates should increase as the college includes Fall Commencement and builds participation in the on-line format.

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

Another first, the college has included a question (see question 10, page 16) so that the future plans of our students can be compared to others across the university and nationwide. This inclusion necessitated further changes in the wording of follow-up questions as well as the elimination of others. These are subtle but important changes. Future versions of this report will include how CLASS compares across the university and nationwide.

The 2011 Survey Report also includes one new department and one new major in the College of Liberal Arts and Social Sciences: Health and Human Performance, which was formerly part of the College of Education, and Liberal Studies, a newly created major.

With the change to an on-line format, the college is also able to add on department-specific items to the survey. In Spring and Summer 2011, 52 students who identified themselves as English majors were asked an additional 4 open-ended questions. Other departments will be adding items in the future. The results of the department-specific items will not be reported here.

Highlights of the Findings

Advising:

A number of questions focused on how students feel about their advisors, questions 1-3. The items with the highest percentage of respondents who responded positively were both about advising: 86% of baccalaureate students responded positively with, "I had access to an advisor when I needed one," (question 1, see page 10) and, "the advisor(s) I consulted with clearly explained my graduation requirements" (question 3, see page 12). Additionally, students frequently and positively mentioned advising and advisors, often by name, throughout the comments to the open-ended questions. When asked, "what specific programs, services, or people assisted you in achieving your academic goals," advising was generally mentioned 70 times and 32 advisors were specifically named, quite a few repeatedly.

Student Satisfaction with choice of Courses: Closely behind advising, 85% of students responded positively about their satisfaction with the courses they took in their major (question 4, see page 6). 82% responded positively about courses throughout the College of Liberal Arts and Social Sciences (question 5, page 7). Just as with advisors, students frequently identified professors as part of what assisted them in achieving their academic goals: professors were generally mentioned over 70 times and 140 professors were specifically named in that prompt alone.

Comments:

With the move on-line, the responses to the open-ended questions were both more numerous and lengthier. Students were very thoughtful in providing responses. The verbatim comments have been included in this report (beginning page 34). While they are disaggregated by department, students were likely to make comments that reflected on other departments as well as the university as a whole.

Neither Agree nor Disagree:

Respondents were generally positive, but with the addition of the neutral option to the answers in the scaled items, the number of students answering positively did drop, sometimes significantly. For example, in 2010 93% of students answered positively when asked if they felt prepared to work and 7% responded negatively. This year, only 69% of students answered positively (question 6, page 8). Only 11% answered negatively, however, with a larger portion, 20% choosing to answer, “neither agree nor disagree.” This ambivalence certainly reflects some of the anxieties about the current job market. Please keep this change in mind when comparing past results to those in this year’s survey.

Notes on Methods

The findings from the surveys are presented in three sections: scale items, future plans, and responses to open-ended items. Students were also asked to provide their major academic plan, expected graduation date, and certain demographic information.

The scale items asked graduating baccalaureates to choose a level of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) for the following statements:

1. I had access to an advisor when I needed one.
2. The advisors in my major were effective in guiding me through my academic requirements.
3. The advisor(s) I consulted with clearly explained my graduation requirements.
4. I am satisfied with the courses I took in my major.
5. I am satisfied with the courses I took in CLASS.
6. I feel prepared to work in the field of my major.
7. I believe I made the right decision in choosing my major.
8. The Writing Center helped me improve my writing skills.
9. The Language Acquisition Center helped me improve my world language skills.

Again, this is the first year that students were able to select a neutral answer (neither agree nor disagree).

Students who marked “NA” or “Did not use” for the scale items are not included in the tabulations or percentages for that item.

Students were then asked a series of questions about future plans. These questions have been changed slightly from years past and included items that were both closed and open-ended.

10. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? There were a number of available responses: Employment, full-time paid; Employment, part-time paid; Graduate or professional school, full-time; Graduate or professional school, part-time; Additional undergraduate coursework; Military service; Voluntary activity (e.g., Peace Corps); Starting or raising a family.
11. If planning to attend graduate / professional school, in which school will you enroll? (open-ended)
12. If you are not planning to attend now, do you plan to attend graduate/professional school in the future? (yes/no)

Students were further asked a series of questions about their post-baccalaureate plans for teaching in his/her field (questions 13 and 14), or teaching in other fields (questions 15 and 16).

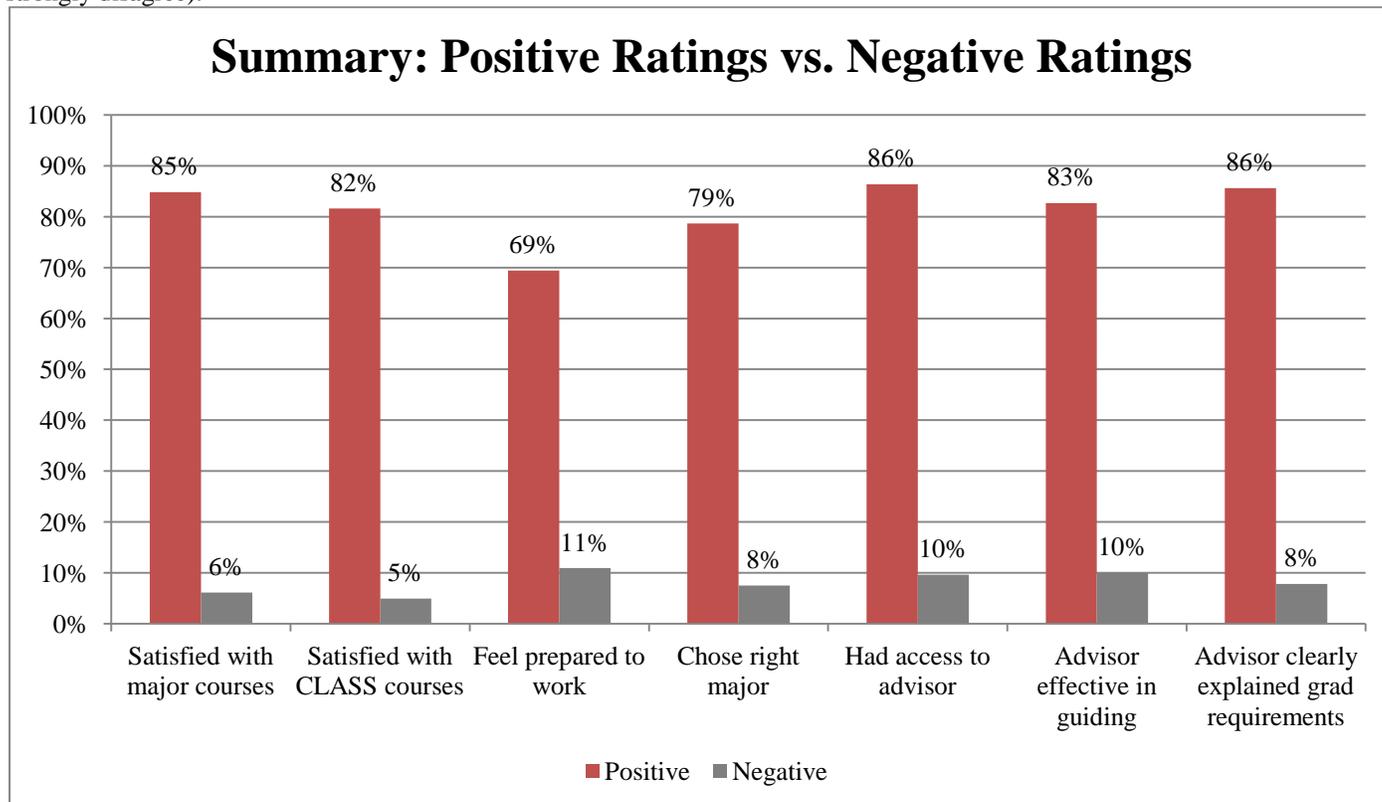
Students were also asked a few demographic questions to establish a student profile: mostly full-time or mostly part-time enrollment (question 17), how many hours students worked while enrolled (question 18), and age (question 19).

The survey ended with open-ended questions as follow:

20. Name the two most positive aspects of your learning experience in CLASS.
21. Tell us about academic or administrative areas that need improvement. Do you have any suggestions for how we might improve in those areas? (i.e. Advising, Class (size, availability, degree planning, etc.))
22. What specific programs, services or people assisted you in achieving your academic goals?

Summary of Ratings

Summary Chart 1. For questions 1-7, percents of all respondents choosing positive (strongly agree or agree) vs. negative (disagree or strongly disagree).



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

	Satisfied with major courses	Satisfied with CLASS courses	Feel prepared to work	Chose right major	Had access to advisor	Advisor effective in guiding	Advisor clearly explained grad requirements
Strongly Agree	38.2%	31.9%	27%	45.6%	41.4%	43.1%	51%
Agree	46.6%	49.7%	42.4%	33.1%	45%	39.6%	34.6%
Neither Agree nor Disagree	9%	13.5%	19.7%	13.8%	4.1%	7.4%	6.5%
Disagree	4.6%	4.2%	8.7%	4.9%	6.2%	6.2%	5.6%
Strongly Disagree	1.5%	0.7%	2.2%	2.6%	3.4%	3.8%	2.2%
Number responding	586	576	578	586	585	583	586

- Students were very positive about their experience in CLASS. Please note, this is the first year that students were given a neutral option, “neither agree nor disagree,” and therefore the positive and negative ratings do not add to 100%.
- As in previous years, students felt strongest that they had chosen the right major: 45.6% of students strongly agreed. Overall, however, students assigned the highest positive ratings, 86% agreed or strongly agreed, about having access to advisors when they needed one (question 1) and the ability of CLASS advisors to clearly explain graduation requirements (question 3).
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-7 individually and disaggregate the results by department.

Satisfaction with Majors and Courses

Major Courses

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

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

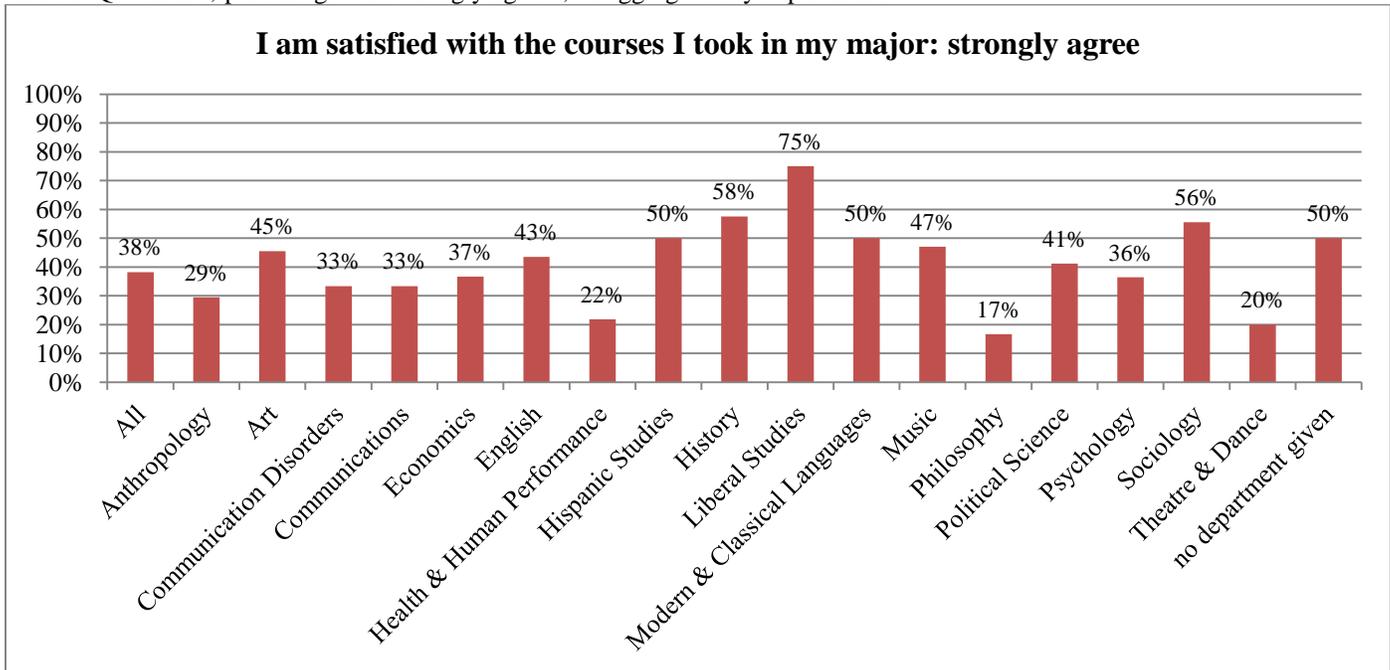


Table 1: Details: All responses for question 4, disaggregated by department.

Department	St Agree	Agree	Neither Agree nor Disagree	Disagree	St Disagree	Total (N)
All	38.2%	46.6%	9%	4.6%	1.5%	586
Anthropology	29.4%	47.1%	5.9%	11.8%	5.9%	17
Art	45.5%	36.4%	11.4%	4.5%	2.3%	44
Communication Science & Disorders	33.3%	55.6%	11.1%			9
Communications	33.3%	40.6%	13.5%	9.4%	3.1%	96
Economics	36.7%	50%	6.7%	6.7%		30
English	43.5%	52.2%	4.3%			46
Health & Human Performance	21.9%	56.3%	14.1%	6.3%	1.6%	64
Hispanic Studies	50%	50%				2
History	57.6%	33.3%	6.1%		3%	33
Liberal Studies	75%	25%				8
Modern & Classical Languages	50%	33.3%	16.7%			6
Music	47.1%	35.3%	17.6%			17
Philosophy	16.7%	16.7%	33.3%	16.7%	16.7%	6
Political Science	41.2%	39.2%	11.8%	7.8%		51
Psychology	36.4%	57.6%	4.5%	0.8%	0.8%	132
Sociology	55.6%	44.4%				18
Theatre & Dance	20%	40%		40%		5
no department given	50%	50%				2

- This item had the second highest number of students who responded positively, 85% of all respondents agreed or strongly agreed with this statement.
- 7 departments had no students who responded negatively to this question and 3 departments had 100% of their students who agreed or strongly agreed: Hispanic Studies, Liberal Studies, and Sociology
- Students also praised the courses in their major in the open-ended questions. See their verbatim comments starting page 34.

Courses in CLASS

Question 5 asks students if they were satisfied with the courses they took in the College of Liberal Arts and Social Sciences.

Chart 2: Question 5, percentage who strongly agreed, disaggregated by department.

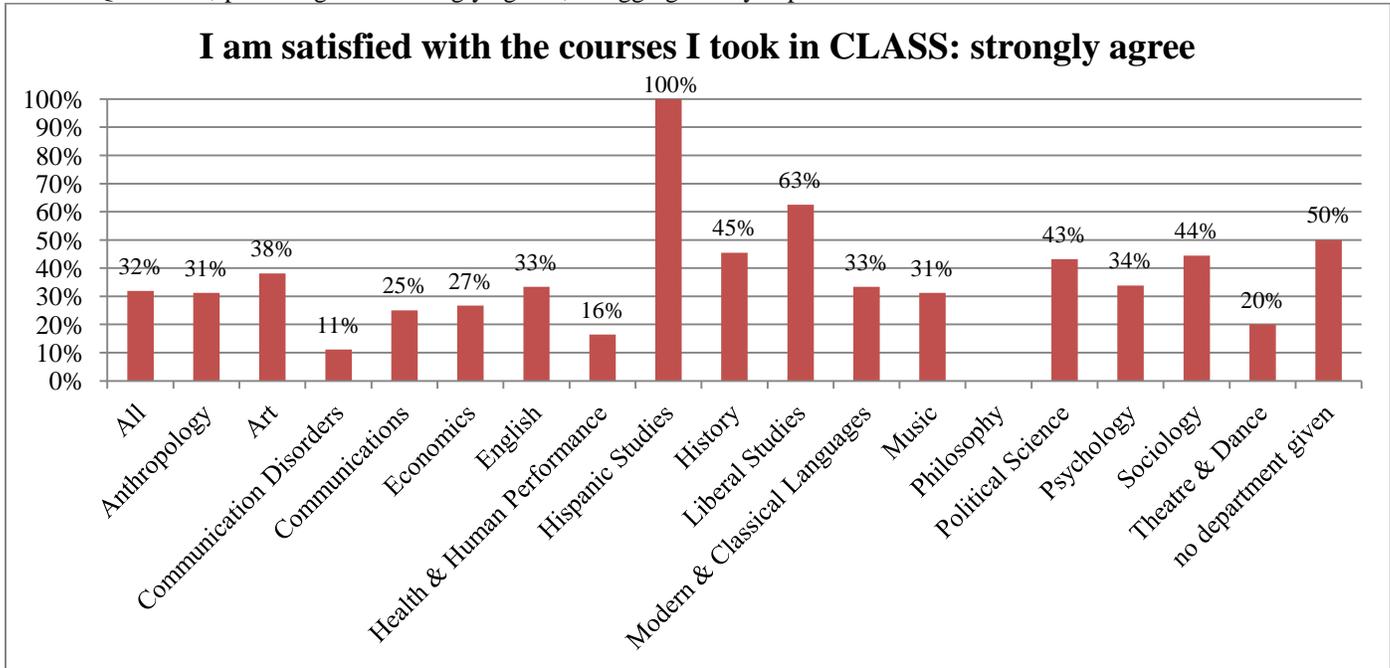


Table 2: Details: All responses for question 5, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	31.9%	49.7%	13.5%	4.2%	0.7%	576
Anthropology	31.3%	43.8%	12.5%	12.5%		16
Art	38.1%	52.4%	7.1%	2.4%		42
Communication Science & Disorders	11.1%	66.7%	22.2%			9
Communications	25%	50%	18.8%	3.1%	3.1%	96
Economics	26.7%	46.7%	13.3%	13.3%		30
English	33.3%	57.8%	6.7%	2.2%		45
Health & Human Performance	16.4%	57.4%	21.3%	4.9%		61
Hispanic Studies	100%					2
History	45.5%	45.5%	3%	3%	3%	33
Liberal Studies	62.5%	25%	12.5%			8
Modern & Classical Languages	33.3%	50%	16.7%			6
Music	31.3%	43.8%	25%			16
Philosophy		33.3%	50%	16.7%		6
Political Science	43.1%	31.4%	15.7%	9.8%		51
Psychology	33.8%	54.6%	9.2%	2.3%		130
Sociology	44.4%	50%	5.6%			18
Theatre & Dance	20%	40%	40%			5
no department given	50%	50%				2

- This item had the fewest number of students who gave negative responses. No students in 7 departments gave negative responses: Communication Science & Disorders, Hispanic Studies, Liberal Studies, Modern & Classical Studies, Music, Sociology, and Theatre & Dance.
- 100% of students in Hispanic Studies strongly agreed. While no one in Philosophy strongly agreed, only one student responded negatively.
- Again, many students praised courses and professors across the college in the open-ended questions. See their verbatim comments starting page 34.

Preparation for work in major

Question 6 asks students if they feel prepared to work in the field of their major.

Chart 3: Question 6, percentage who strongly agreed, disaggregated by major.

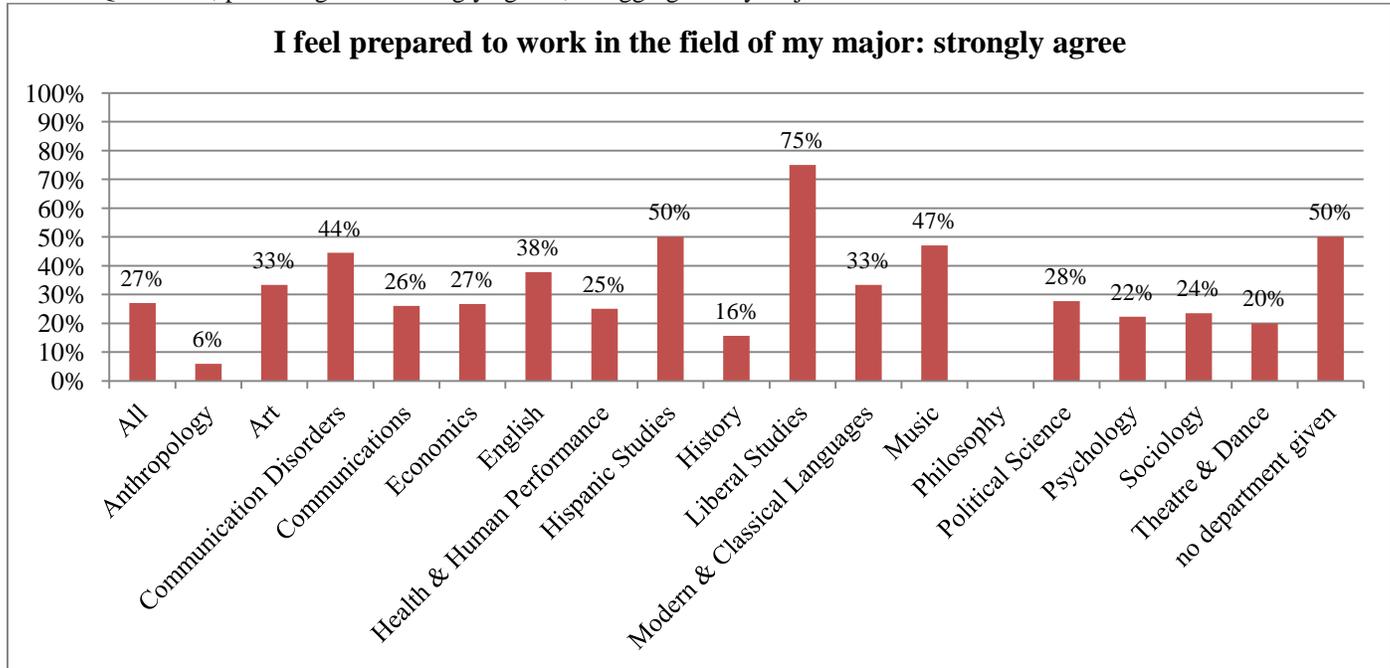


Table 3: Details: All responses for question 6, disaggregated by major.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	27%	42.4%	19.7%	8.7%	2.2%	578
Anthropology	5.9%	35.3%	47.1%	5.9%	5.9%	17
Art	33.3%	40%	15.6%	8.9%	2.2%	45
Communication Science & Disorders	44.4%	22.2%	33.3%			9
Communications	26%	41.7%	18.8%	8.3%	5.2%	96
Economics	26.7%	46.7%	20%	6.7%		30
English	37.8%	44.4%	17.8%			45
Health & Human Performance	25%	48.4%	18.8%	7.8%		64
Hispanic Studies	50%		50%			2
History	15.6%	56.3%	18.8%	6.3%	3.1%	32
Liberal Studies	75%	12.5%	12.5%			8
Modern & Classical Languages	33.3%	16.7%	16.7%	33.3%		6
Music	47.1%	29.4%	23.5%			17
Philosophy		33.3%	33.3%	16.7%	16.7%	6
Political Science	27.7%	40.4%	17%	12.8%	2.1%	47
Psychology	22.3%	41.5%	20%	14.6%	1.5%	130
Sociology	23.5%	64.7%	11.8%			17
Theatre & Dance	20%	40%	20%		20%	5
no department given	50%	50%				2

- This question had the lowest positive ratings of any of the scaled items. Furthermore, many students, nearly 20%, neither agreed nor disagreed.
- Despite lower ratings, 6 departments had no negative responses: Communication Science & Disorders, English, Hispanic Studies, Liberal Studies, Music, and Sociology.
- Related to this question, see the section on Future Plans, starting on page 16.

Right Choice in Major

Question 7 asks students if they believe they made the right decision in choosing their major.

Chart 4: Question 7, percentage who strongly agreed, disaggregated by department.

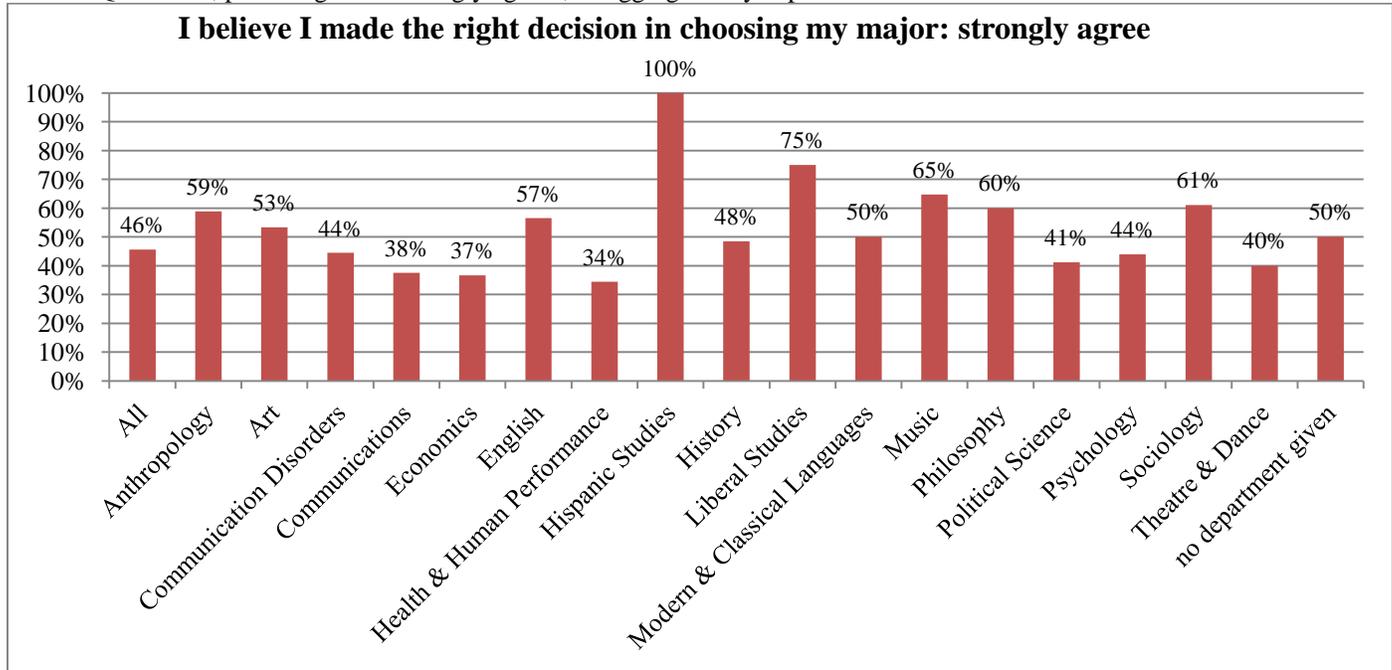


Table 4: Details: All responses for question 7, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	45.6%	33.1%	13.8%	4.9%	2.6%	586
Anthropology	58.8%	11.8%	29.4%			17
Art	53.3%	28.9%	15.6%	2.2%		45
Communication Science & Disorders	44.4%	55.6%				9
Communications	37.5%	39.6%	11.5%	9.4%	2.1%	96
Economics	36.7%	53.3%	3.3%	3.3%	3.3%	30
English	56.5%	23.9%	15.2%	4.3%		46
Health & Human Performance	34.4%	45.3%	10.9%	4.7%	4.7%	64
Hispanic Studies	100%					2
History	48.5%	30.3%	21.2%			33
Liberal Studies	75%	12.5%	12.5%			8
Modern & Classical Languages	50%	33.3%			16.7%	6
Music	64.7%	17.6%	17.6%			17
Philosophy	60%		20%	20%		5
Political Science	41.2%	27.5%	13.7%	9.8%	7.8%	51
Psychology	43.9%	33.3%	15.2%	4.5%	3%	132
Sociology	61.1%	22.2%	16.7%			18
Theatre & Dance	40%	20%	20%	20%		5
no department given	50%	50%				2

- In past years, this question has had the highest percents of positive ratings. This year it has been one of the lower items, even though 79% of students agreed or strongly agreed. Less than 8% of students responded negatively.
- 100% of Communication Science & Disorders and Hispanic Studies' students strongly agreed, and 5 additional departments had no negative responses: Anthropology, History, Liberal Studies, Music, and Sociology.

Advising

Access to Advisor

Question 1 asks students if they had access to an advisor when they needed one.

Chart 5: Question 1, percentage who strongly agreed, disaggregated by department.

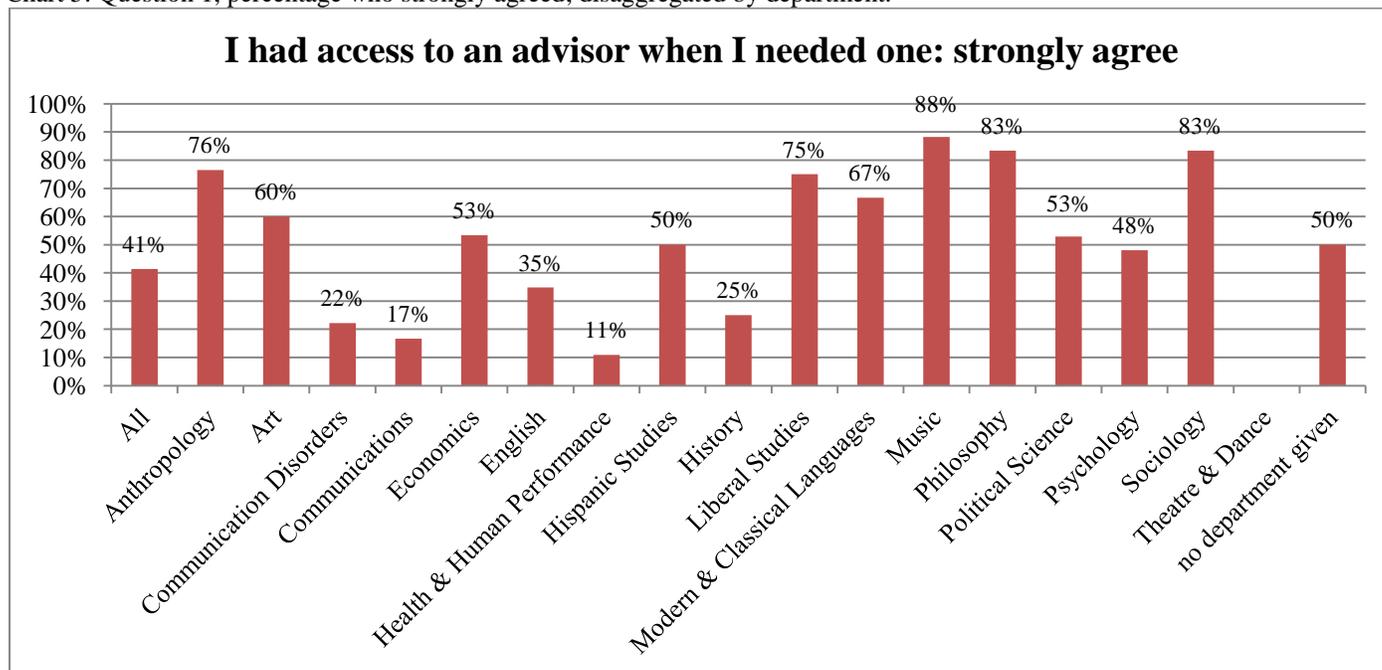


Table 5: Details: All responses for question 1, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	41.4%	45.0%	4.1%	6.2%	3.4%	585
Anthropology	76.5%	23.5%				17
Art	60%	35.6%		4.4%		45
Communication Science & Disorders	22.2%	77.8%				9
Communications	16.7%	57.3%	7.3%	12.5%	6.3%	96
Economics	53.3%	43.3%			3.3%	30
English	34.8%	47.8%	6.5%	8.7%	2.2%	46
Health & Human Performance	10.9%	56.3%	6.3%	15.6%	10.9%	64
Hispanic Studies	50%	50%				2
History	25%	56.3%	6.3%	6.3%	6.3%	32
Liberal Studies	75%	25%				8
Modern & Classical Languages	66.7%	33.3%				6
Music	88.2%	11.8%				17
Philosophy	83.3%	16.7%				6
Political Science	52.9%	41.2%	2%	2%	2%	51
Psychology	48.1%	43.5%	3.8%	3.8%	0.8%	131
Sociology	83.3%	11.1%	5.6%			18
Theatre & Dance		60%	20%		20%	5
no department given	50%	50%				2

- Overall, more than 500 students agreed or strongly agreed with this statement. At 86%, this tied it with question 3 for the highest percentage of all students assigning a positive rating.
- Three departments had over 80% of their students who strongly agreed: Music, Philosophy, and Sociology.
- While no one in Theatre & Dance strongly agreed, 60% agreed with the statement and only 1 student gave a negative response.
- Advisors, both as a group and individually, appear most frequently in the open-ended questions. See students' verbatim comments on advisors and advising starting page 34.

Effective guidance with academic requirements

Question 2 asks students if the advisors in their major were effective in guiding them through the academic requirements.

Chart 6. Question 2, percentage who strongly agreed, disaggregated by major.

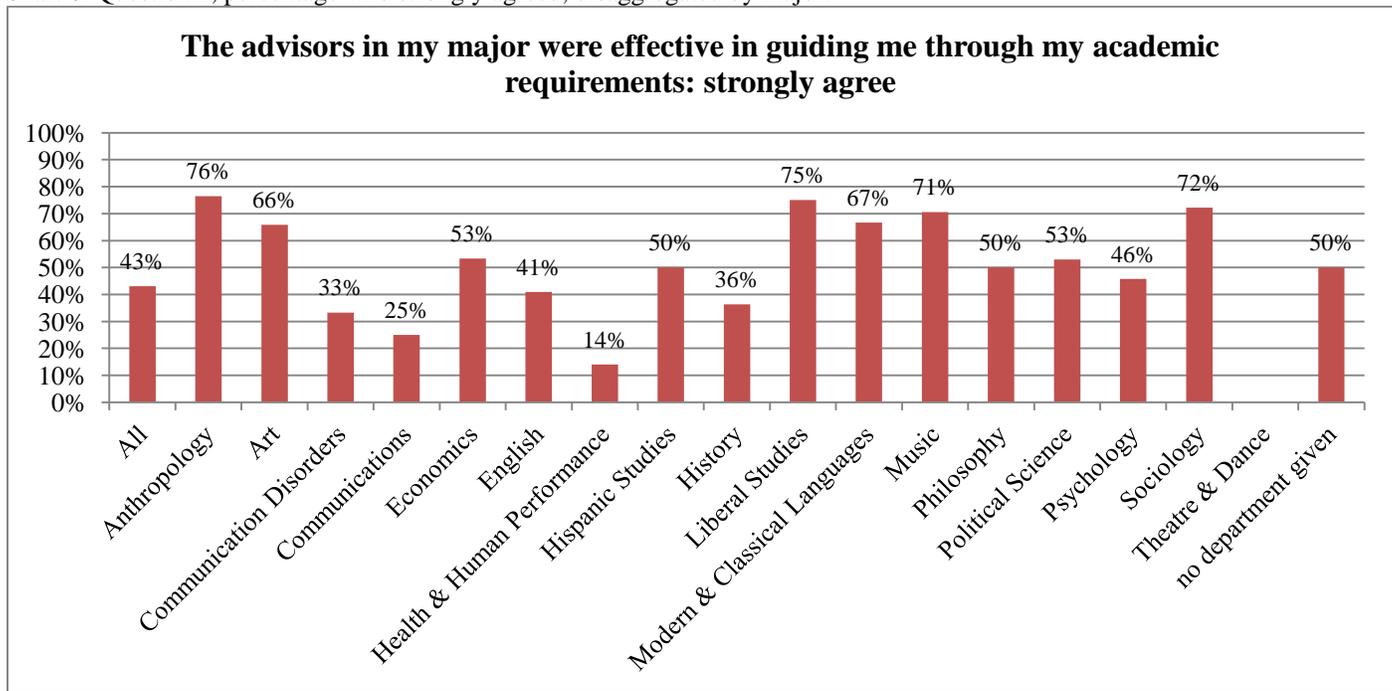


Table 6: Details: All responses for question 2, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	43.1%	39.6%	7.4%	6.2%	3.8%	583
Anthropology	76.5%	17.6%	5.9%			17
Art	65.9%	27.3%	6.8%			44
Communication Science & Disorders	33.3%	55.6%	11.1%			9
Communications	25%	57.3%	9.4%	4.2%	4.2%	96
Economics	53.3%	40%	3.3%		3.3%	30
English	40.9%	40.9%	6.8%	11.4%		44
Health & Human Performance	14.1%	48.4%	10.9%	10.9%	15.6%	64
Hispanic Studies	50%		50%			2
History	36.4%	39.4%	6.1%	12.1%	6.1%	33
Liberal Studies	75%	25%				8
Modern & Classical Languages	66.7%	16.7%		16.7%		6
Music	70.6%	17.6%	5.9%	5.9%		17
Philosophy	50%	50%				6
Political Science	52.9%	33.3%	5.9%	5.9%	2%	51
Psychology	45.8%	37.4%	6.9%	7.6%	2.3%	131
Sociology	72.2%	16.7%	5.6%		5.6%	18
Theatre & Dance		60%	20%	20%		5
no department given	50%	50%				2

- Students were overwhelmingly positive for all of the questions on advisors: 83% agreed or strongly agreed with this statement. 100% of students in Liberal Studies and Philosophy agreed or strongly agreed, as well.
- While no one in Theatre & Dance strongly agreed, 60% agreed and only one person responded negatively.

Clearly explained graduation requirements

Question 3 asks students if the advisor(s) they consulted with clearly explained the graduation requirements.

Chart 7. Question 3, percentage who strongly agreed, disaggregated by major.

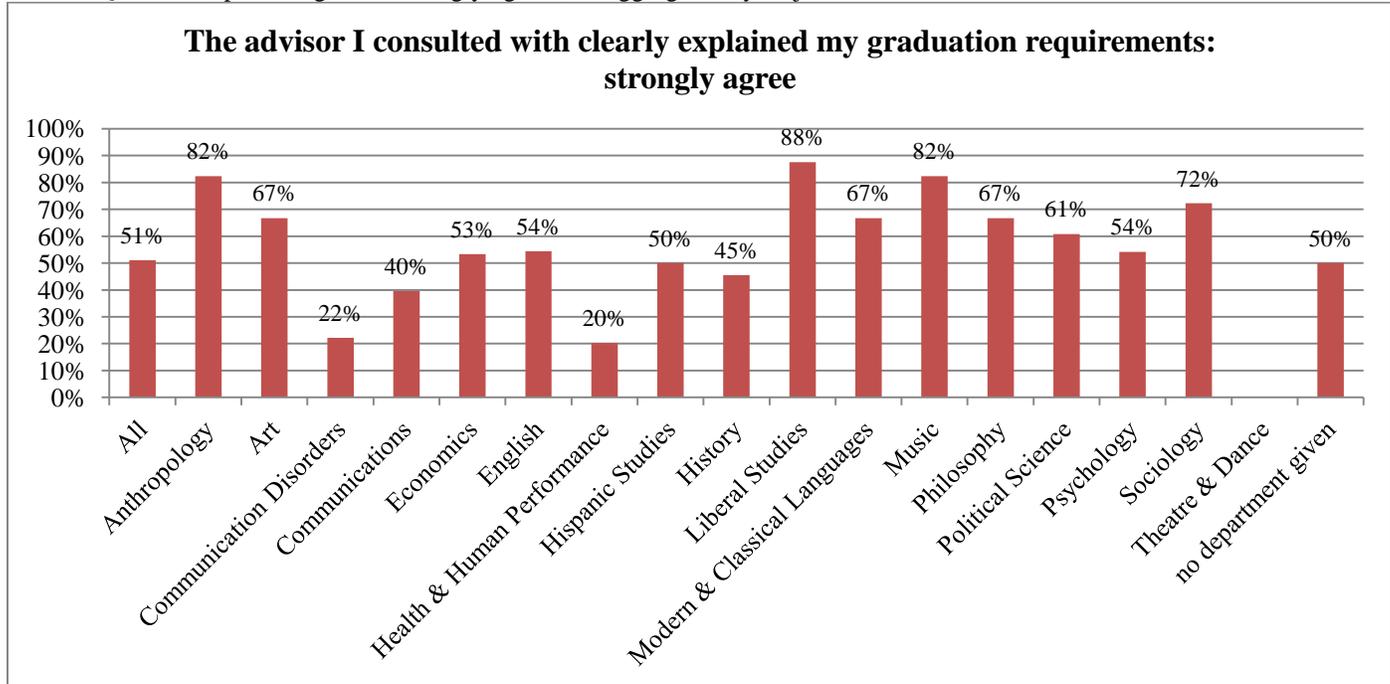


Table 7: Details: All responses for question 3, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)
All	51%	34.6%	6.5%	5.6%	2.2%	586
Anthropology	82.4%	11.8%	5.9%			17
Art	66.7%	22.2%	6.7%	4.4%		45
Communication Science & Disorders	22.2%	55.6%	22.2%			9
Communications	39.6%	49%	4.2%	5.2%	2.1%	96
Economics	53.3%	43.3%			3.3%	30
English	54.3%	30.4%	6.5%	4.3%	4.3%	46
Health & Human Performance	20.3%	51.6%	7.8%	15.6%	4.7%	64
Hispanic Studies	50%		50%			2
History	45.5%	33.3%	12.1%	9.1%		33
Liberal Studies	87.5%	12.5%				8
Modern & Classical Languages	66.7%	16.7%	16.7%			6
Music	82.4%	11.8%	5.9%			17
Philosophy	66.7%	16.7%		16.7%		6
Political Science	60.8%	25.5%	7.8%	3.9%	2.0%	51
Psychology	54.2%	33.6%	5.3%	4.6%	2.3%	131
Sociology	72.2%	16.7%	5.6%		5.6%	18
Theatre & Dance		40%	20%	40%		5
no department given	50%	50%				2

- Like question 1, over 500 students agreed or strongly agreed the advisor clearly explained his or her graduation requirements.
- Three departments had more than 80% of students who strongly agreed: Anthropology, Liberal Studies, and Music.
- 32 advisors were mentioned by name as being amongst the specific programs, services, or people who assisted students in achieving their academic goals. See student's verbatim comments on advisors and advising, starting page 34.

Writing Center and Language Acquisition Center

Use of the Writing Center and Language Acquisition Center

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

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

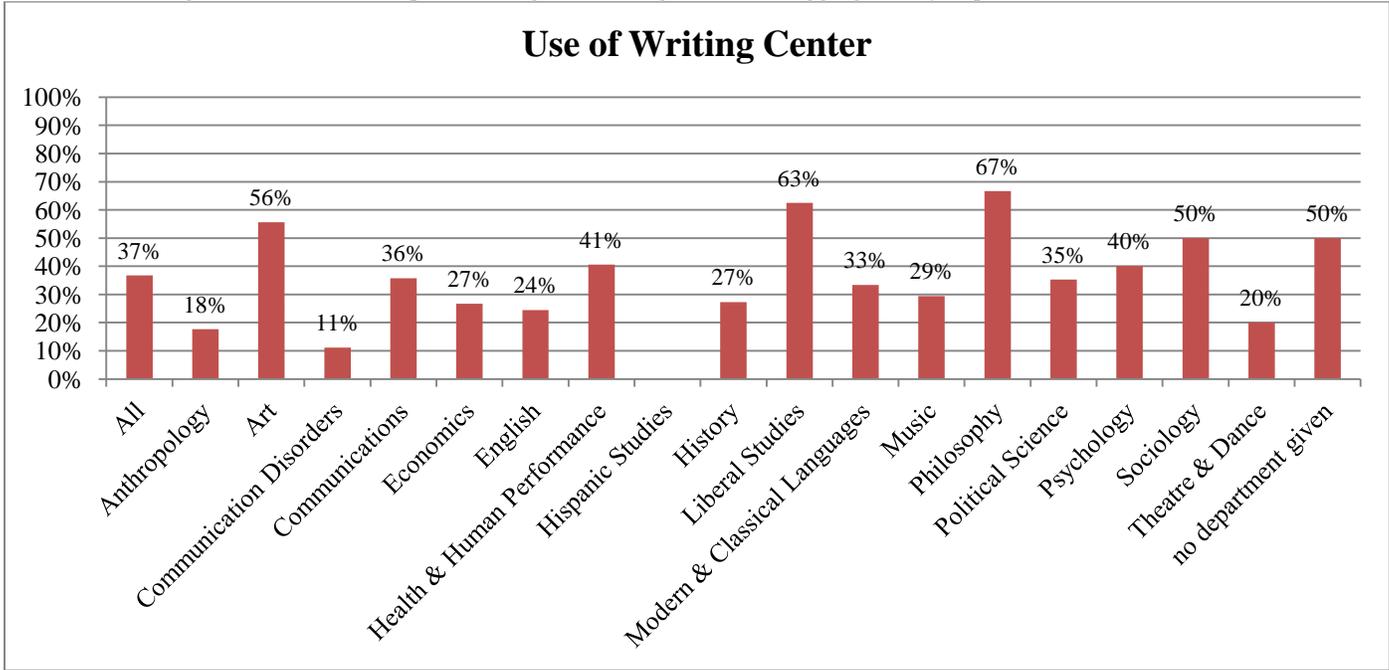
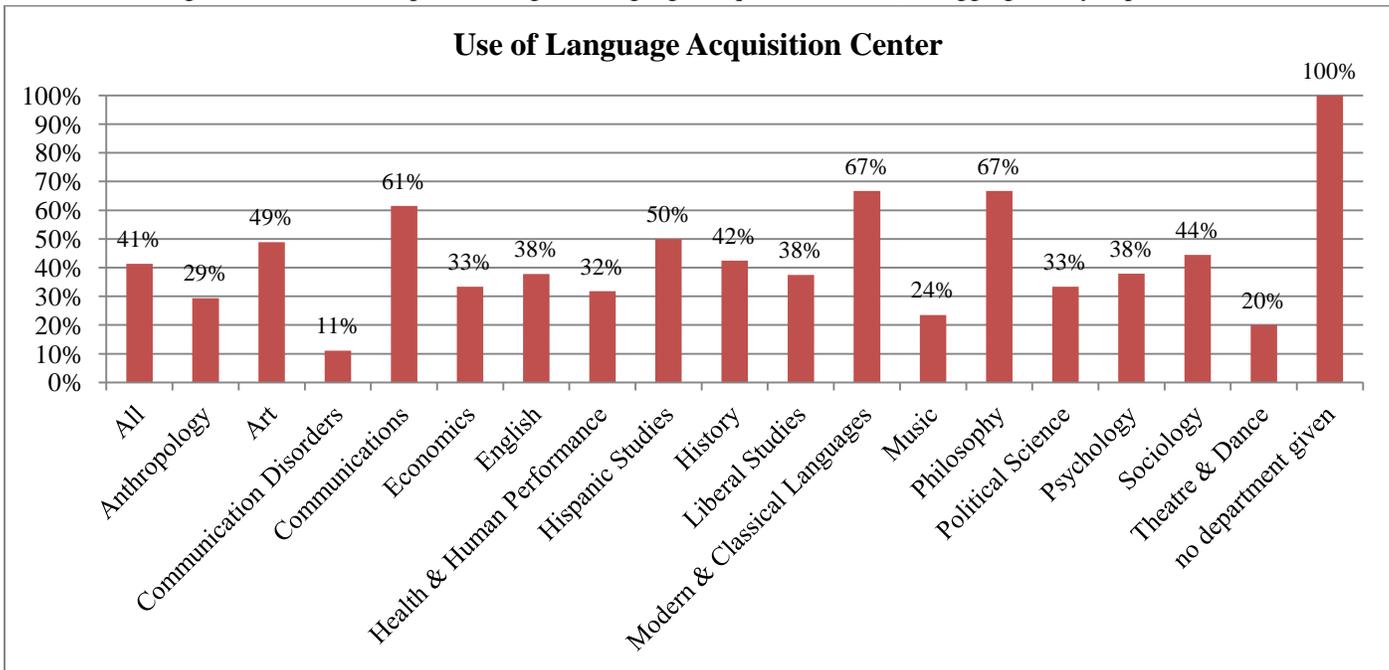


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



- Use of the Writing Center by CLASS students continues to slowly grow from 31% in 2008 to 34% in 2010. The most likely to use were Art, Philosophy, and Liberal Studies, all of whom had more than half of their students using the center. 10 students named the Writing Center among the specific programs, services, or people who assisted students in achieving their academic goals.
- Use of the Language Acquisition Center has increased from 36% in 2010. Philosophy, Modern & Classical Languages, and Communications had more than 60% of their students using the center.

Users' Satisfaction with the Writing Center.

Question 8 asks users of the Writing Center if the center had helped them improve their writing skills.

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

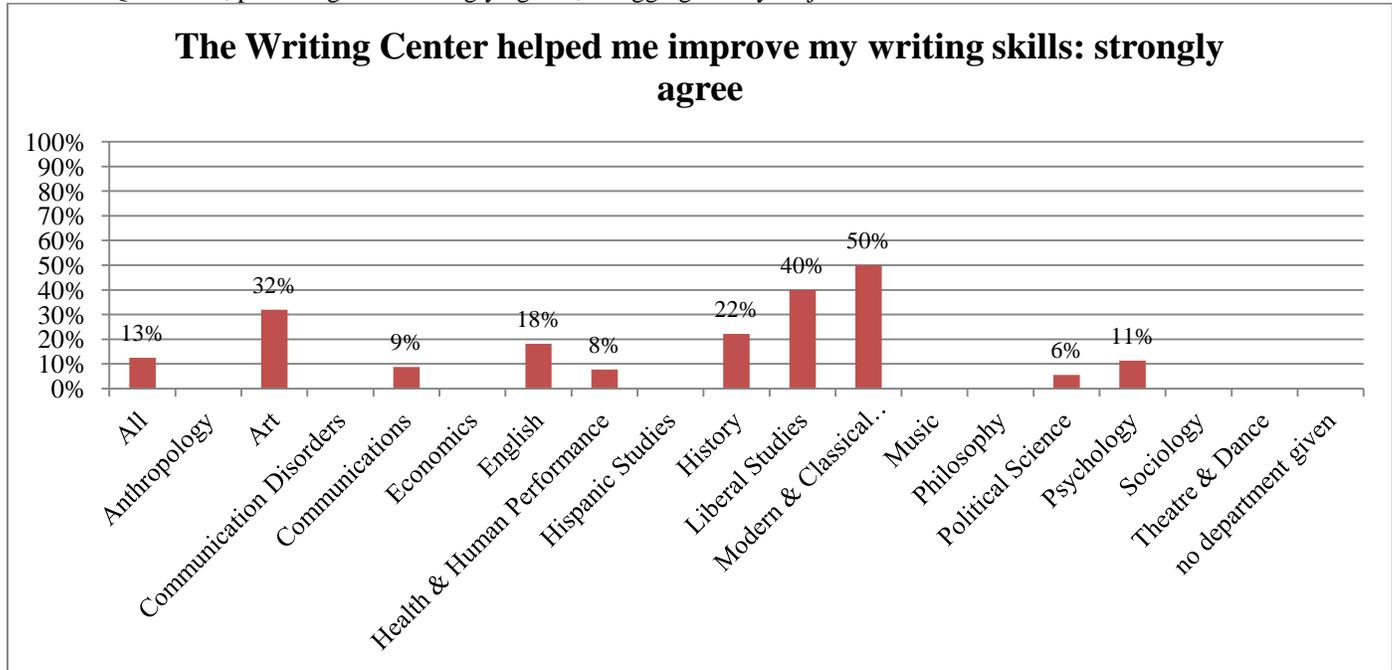


Table 8: Details: All responses for question 8, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)	General N†
All	12.6%	18.1%	50.7%	14.4%	4.2%	215	599
Anthropology		33.3%	66.7%			3	17
Art	32%	32%	24%	8%	4%	25	48
Communication Science & Disorders			100%			1	9
Communications	8.8%	17.6%	55.9%	8.8%	8.8%	34	97
Economics			12.5%	87.5%		8	30
English	18.2%	45.5%	9.1%	18.2%	9.1%	11	46
Health & Human Performance	7.7%	11.5%	57.7%	11.5%	11.5%	26	66
Hispanic Studies						0	2
History	22.2%		66.7%	11.1%		9	33
Liberal Studies	40%		60%			5	8
Modern & Classical Languages	50%		50%			2	6
Music		60%	20%	20%		5	17
Philosophy		50%	50%			4	6
Political Science	5.6%	11.1%	72.2%	11.1%		18	52
Psychology	11.3%	13.2%	60.4%	13.2%	1.9%	53	132
Sociology			66.7%	33.3%		9	19
Theatre & Dance		100%				1	5
no department given		100%				1	6

- The students from 6 departments had 50% or more that agreed or strongly agreed: Theatre & Dance (100%), Art (64%), English (64%), Music (60%), Modern & Classical Languages (50%), and Philosophy (50%).

†In general, student use remains low and the N's can be rather small. The column on the far right, General N, reminds readers how many students *could* have used the center. Students who did not use the center did not answer this question.

Users' Satisfaction with the Language Acquisition Center

Question 9 asks users of the Language Acquisition Center if the center had helped them improve their world language skills.

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

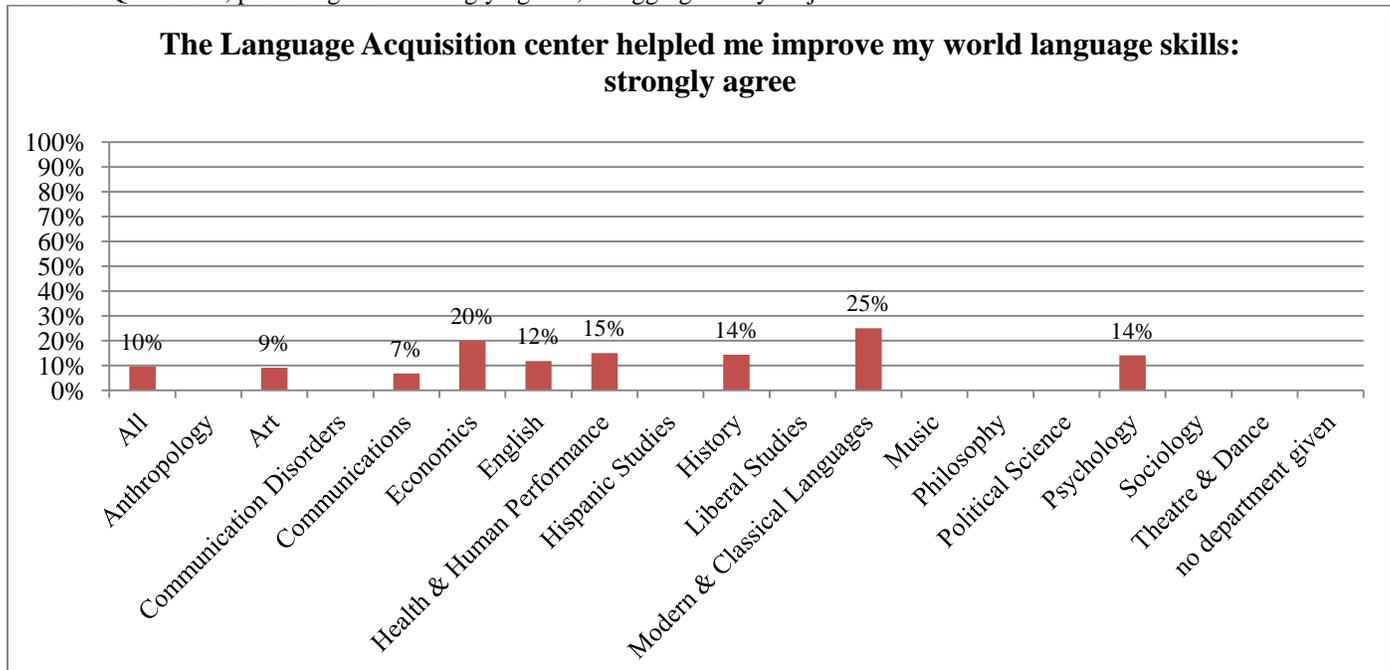


Table 9: Details: All responses for question 9, disaggregated by department.

Department	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total (N)	General N†
All	9.5%	18.2%	57.9%	9.9%	4.5%	242	599
Anthropology			40%	40%	20%	5	17
Art	9.1%	18.2%	54.5%	13.6%	4.5%	22	48
Communication Science & Disorders			100%			1	9
Communications	6.8%	16.9%	57.6%	8.5%	10.2%	59	97
Economics	20%	10%	70%			10	30
English	11.8%	41.2%	29.4%	11.8%	5.9%	17	46
Health & Human Performance	15%	5%	70%	5%	5%	20	66
Hispanic Studies			100%			1	2
History	14.3%	7.1%	50%	28.6%		14	33
Liberal Studies		66.7%	33.3%			3	8
Modern & Classical Languages	25%	50%	25%			4	6
Music		25%	50%	25%		4	17
Philosophy		50%	50%			4	6
Political Science		23.5%	76.5%			17	52
Psychology	14%	14%	64%	8%		50	132
Sociology			75%	12.5%	12.5%	8	19
Theatre & Dance				100%		1	5
no department given		100%				2	6

- The students from 4 departments had 50% or more that agreed or strongly agreed: Modern & Classical Languages (75%), Liberal Studies (67%), English (53%), and Philosophy (50%). 7 departments had no negative ratings: Communication Science & Disorders, Economics, Hispanic Studies, Liberal Studies, MCL, Philosophy, and Political Science.

†In general, student use remains low and the N's can be rather small. The column on the far right, General N, reminds readers how many students *could* have used the center. Students who did not use the center did not answer this question.

Future Plans of Graduating Baccalaureates

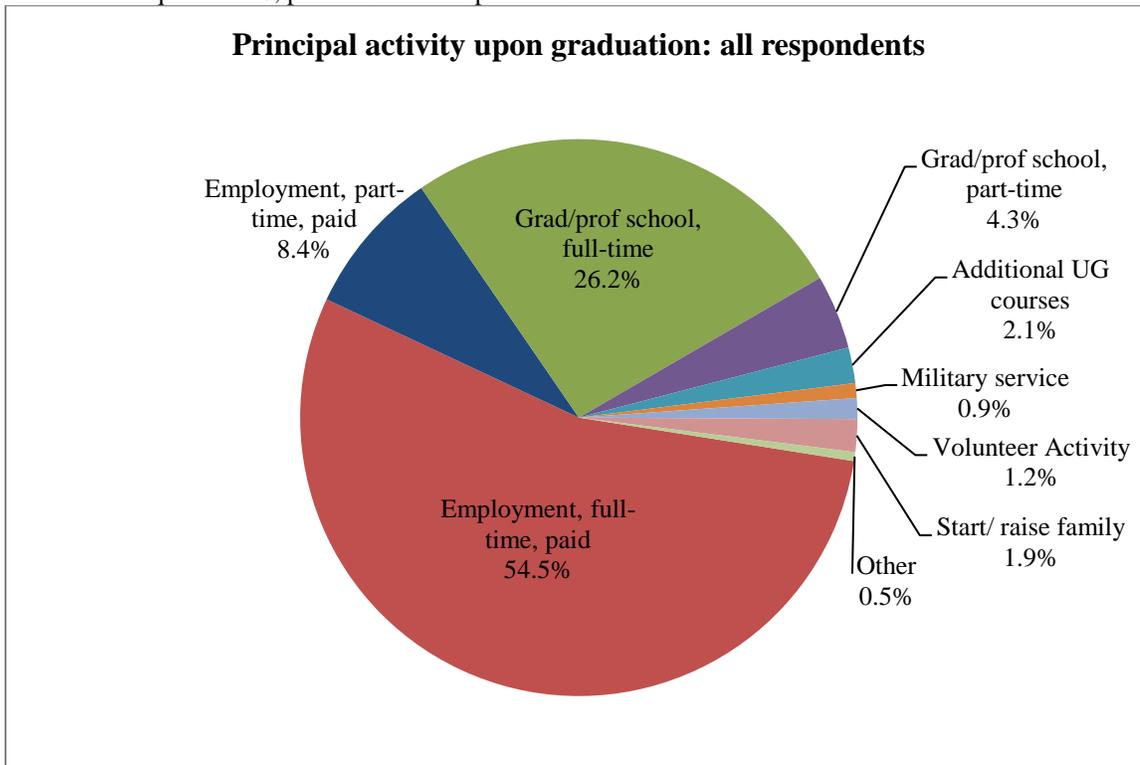
Principal Activity upon Graduation

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

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

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

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



- Please note that question 10 has been changed significantly from past years. This was done in order to get more specific information. Also, this question is being asked nationally, and in the future the college will be able to compare the answers of our students with those around the university and the nation.
- Students were given more options than past years, and from the comments it is clear that students wanted to choose more than one option. Many respondents who answered employment or graduate/professional school also made comments about their desire to work while preparing for or attending graduate/ professional school. See the verbatim comments on the next page.
- Even though students showed anxiety about their ability to work in their field (see question 6, page 8), an overwhelming percentage of students were heading into the workforce.

Table 10: For Question 10, all responses, disaggregated by department.

Department	Employment, full-time, paid	Employment, part-time, paid	Grad/prof school, full-time	Grad/prof school, part-time	Additional UG courses	Military service	Volunteer Activity	Start/raise family	Other	Total
All	54.5%	8.4%	26.2%	4.3%	2.1%	0.9%	1.2%	1.9%	0.5%	580
Anthropology	29.4%		52.9%	5.9%					11.8%	17
Art	60%	15.6%	11.1%	2.2%		2.2%	2.2%	4.4%	2.2%	45
Communication Disorders	11.1%	11.1%	77.8%							9
Communications	74.5%	10.6%	6.4%	5.3%	1.1%			2.1%		94
Economics	73.3%		26.7%							30
English	52.2%	17.4%	21.7%		4.3%			4.3%		46
HHP	42.9%	4.8%	39.7%	6.3%	3.2%	1.6%		1.6%		63
Hispanic Studies	100%									2
History	66.7%	6.1%	15.2%	3%	3%		3%	3%		33
Liberal Studies	62.5%			12.5%	12.5%	12.5%				8
MCL	50%	33.3%						16.7%		6
Music	35.3%	5.9%	58.8%							17
Philosophy	60%	40%								5
Political Science	39.2%		47.1%	2%	2%	3.9%	3.9%	2.0%		51
Psychology	50.4%	7.6%	30.5%	6.9%	2.3%		1.5%	0.8%		131
Sociology	62.5%	12.5%	6.3%	6.3%	6.3%		6.3%			16
Theatre	40%	20%	40%							5
no dept given	50%			50%						2

41 students wrote in comments, including students who left the standardized answers blank. Many of the respondents clearly wanted to choose multiple answers. The verbatim comments have been given along with the respondent's chosen answer and department:

Anthropology

- *Employment first but then grad school in a year.* (answer blank)
- *Doing more work in Archaeology before deciding whether to pursue graduate school.* (answer blank)

Art

- *Summer off working on paintings and building a children art portfolio then looking for a job in August.* (answer blank)
- *Part time paid employment, part time graduate school, & starting a family.* (answered family)

Communication

- *While attending graduate school, I plan to work full- or part-time, depending on my class load.* (answered part-time grad school)
- *I would like doing internship then back to my country, Vietnam.* (answer blank)
- *Pursuing a writing career.* (answered family)
- *Unsure.* (answered full-time employment)
- *I plan on attending Houston Graduate School of Theology and going into non-profit for the Houston Buyers Club and working at my church.* (answered part-time grad school)
- *I will be certified to teach, so hopefully I will find a teaching position.* (answered full-time employment)
- *Or finish prerequisites for grad/professional school.* (answered full-time employment)
- *Paid internship.* (answered full-time employment)
- *Full-time employee and graduate school part-time.* (answered full-time employment)
- *Volunteering work.* (answered part-time employment)

Communication Science & Disorders

- *But also part-time volunteering and preparing for graduate school.* (answered part-time employment)

English

- *In a different field.* (answered full-time grad school)
- *Internship- unpaid.* (answered full-time employment)
- *And studying for Graduate level tests.* (answered part-time employment)

History

- *And part time employment.* (answered full-time grad school)
- *But not in my degree field.* (answered full-time employment)

Health & Human Performance

- *Paid internship Duke University.* (answered part-time grad school)
- *Not sure but, maybe.* (answered part-time grad school)

Liberal Studies

- *Along w part time work in my related field.* (answered part-time grad school)

Modern& Classical Languages

- *Archaeology field school.* (answered part-time employment)

Philosophy

- *Factotum.* (answer blank)

Political Science

- *AmeriCorps.* (answered volunteer activity)
- *Work and join navy reserve.* (answered military service)
- *I will also work part time.* (answered additional undergraduate work)
- *...and take care of my family, and employment, full- or part-time.* (answered full-time grad school)

Psychology

- *Employment full time, to then continue the next year on to a Graduate school.* (answered full-time employment)
- *I am planning to get my graduate degree at the same time I am working.* (answered full-time employment)
- *Nursing School.* (answered full-time grad school)
- *As well as Graduate School, full-time.* (answered full-time employment)
- *Teaching English overseas.* (answered full-time employment)
- *Nursing School.* (answered full-time grad school)
- *Additionally, graduate school after a year of employment.* (answered full-time employment)
- *Finishing an American sign language interpreter training program.* (answered part-time employment)
- *Graduate school, full time.* (answered full-time employment)
- *Both work and begin graduate school.* (answered full-time employment)

Sociology

- *Cosmetology School @ HCC.* (answered additional undergraduate work)
- *GRE classes, build research experience for a year and apply for graduate school the following fall.* (answer blank)

Graduate/ Professional School

Question 11 asks students if they are planning to attend graduate or professional school, in which school they might enroll giving them space to write in their answers. 264 responded and comments have been given verbatim below.

Anthropology

- *Texas State University.*
- *Dental.*
- *Unknown at this moment.*
- *UTMB PhD in Medical Humanities.*
- *George Washington University.*
- *University of Houston.*
- *Texas State.*
- *St. Thomas.*
- *Not UH.*
- *Texas College of Traditional Chinese Medicine, Austin, TX.*
- *University of South Florida.*
- *Graduate school.*
- *Optometry school.*

Art

- *School of Education*
- *University of Texas at Austin*
- *none of your business*
- *University of North Texas*
- *University of Houston*
- *Not sure yet*
- *University of North Texas Health Science Center - Texas College of Medicine*
- *N/A*
- *Southern Baptist Theological Seminary*
- *Ilfie University*
- *University of North Texas Health Science Center - Texas College of Medicine*
- *NA*
- *University of Texas at San Antonio*
- *n/a*
- *UH*

Communication

- *Colorado State University.*
- *University of Houston.*
- *FIFA Master program.*
- *Unknown.*
- *Rice University (or UH, if I don't get into Rice).*
- *Liberal Arts.*
- *The New School, New York City, NY.*
- *Houston Graduate School of Theology.*
- *Dental.*
- *I don't know.*
- *UHD- School of Education.*
- *Bauer school of business. University of Houston.*
- *NURSING.*
- *I dont know yet.*
- *Jack J. Valenti School of Communication.*
- *N/A.*
- *tbd.*
- *University of Houston.*
- *Business School.*
- *n/a.*
- *Rice University.*

- *N/A.*
- *undecided.*
- *N/A.*
- *UHCL.*
- *Applying to Rice, Tulane, University of Texas.*
- *University of Houston.*
- *Unsure.*
- *University of Texas School of Law*
- *UH UT.*
- *Law school.*
- *University of Houston.*
- *Theodore Marshall Law.*
- *next fall.*
- *University of Texas in Austin or University of Houston.*

Communication Science & Disorders

- *Lamar University.*
- *University of Houston.*
- *University of Houston Main.*
- *University of Houston.*
- *University of Houston.*
- *Speech-language Pathology.*
- *University of Houston.*
- *University of Houston COMD/SLP Program.*

Economics

- *University of Houston.*
- *Any law school.*
- *Not decided.*
- *Have not yet decided.*
- *University of Texas, Rice, or hopefully NYU.*
- *N/A.*
- *University of Houston, Department of Economics.*
- *University of Houston Clear Lake.*
- *Texas Southern University.*
- *University of Houston.*
- *CSUMB.*
- *UH.*

English

- *UHCL.*
- *University of Colorado at Boulder.*
- *University of Houston Main.*
- *University of Houston.*
- *CU Boulder.*
- *Not sure.*
- *n/a.*
- *2013.*
- *Baylor.*
- *St. Mary's.*
- *Hopefully UT, UTD, UH, or Baylor.*
- *Rice University.*
- *UH law school.*
- *South Texas College of Law.*

Health & Human Performance

- *Prairie View A&M University.*
- *The University of Houston.*
- *Dental schools across the US.*
- *UTMB.*
- *University of Houston.*
- *UTD.*
- *Texas Christian University.*
- *TWU.*
- *Texas Woman's University.*
- *UNIVERSITY OF HOUSTON.*
- *Undecided.*
- *UTMB physical therapy school in Galveston.*
- *Duke University.*
- *University of Houston.*
- *Texas Women's University.*
- *TWU.*
- *Texas Women's University.*
- *Houston community college.*
- *University of Houston.*
- *Physical Therapy School.*
- *utmb, twu.*
- *University of Houston.*
- *University of Houston- Clearlake.*
- *Physical Therapy/ Occupational Therapy.*
- *Texas Woman's University School of Physical Therapy.*
- *physical therapy.*
- *UH.*
- *N/A.*
- *Texas Womens.*
- *UTMB at Galveston or TWU in Houston.*

History

- *Texas Southern University.*
- *Rice University (Ph.D. History).*
- *psychology.*
- *University of Houston.*
- *See question 1: Peace Corps.*
- *n/a.*
- *South Texas School of Law.*
- *University of Houston.*
- *University of Leicester, Leicester, England.*

Liberal Studies

- *2012.*
- *Business.*

Music

- *UH.*
- *New York University Tisch School for the Arts.*
- *Boston University.*
- *The University of Texas at Austin.*
- *University of Louisville.*
- *Rice University.*
- *San Francisco Conservatory of Music.*
- *Rice University, Sheperd School of Music.*

- *Yale University.*
- *uh.*

Philosophy

- *After working for a while plan to attend University of Maryland for MLS.*
- *University of Texas.*

Political Science

- *UH.*
- *UT Houston Medical School.*
- *University of Houston or University of Texas.*
- *TSU law school.*
- *University of Houston, GCSW.*
- *not sure.*
- *University of Houston or University of Texas.*
- *Law School.*
- *University of Houston.*
- *St.Mary's Law School.*
- *Applying to UH Law School, South Texas, and SMU.*
- *University of Houston Law School.*
- *A Houston area law school.*
- *Hopefully, University of Houston.*
- *University of Houston Law Center.*
- *The University of Miami School of Law.*
- *Dont know yet.*
- *n/a.*
- *Michigan State Law.*
- *University of Houston.*
- *University of Houston.*
- *UT.*
- *Thurgood Marshall School of Law.*
- *Law school.*
- *University of Houston Law.*
- *UH Law Center or South Texas College of Law.*
- *South Texas College of Law.*
- *Not sure as of yet.*

Psychology

- *University of houston.*
- *University of Houston - main campus.*
- *University of Houston.*
- *Educational Psychology.*
- *St. Louis College of Pharmacy.*
- *Florida State University.*
- *University of Houston.*
- *Unsure.*
- *Graduate college of Social work.*
- *Not applicable.*
- *Houston Community College Coleman Center.*
- *University of houston.*
- *University of Houston - Clear Lake.*
- *University of Texas Medical Branch.*
- *n/a.*
- *The University of Houston.*
- *UT Public Health.*
- *University of Houston.*
- *Naropa University.*
- *UH Clear Lake.*

- *U of H or University of TN at Knoxville (both are graduate schools of Social Work).*
- *University of Houston Victoria.*
- *Dont know yet.*
- *University of Houston.*
- *UT Health Science Center Houston.*
- *Real Estate.*
- *UH Clear Lake.*
- *University of Houston.*
- *UH.*
- *Medical school.*
- *PA SCHOOL UNDECIDED.*
- *Baylor College of Medicine.*
- *University of Texas, University of Houston.*
- *Law School.*
- *Not planning to enroll right now.*
- *UTMB or TWU for Occupational Therapy.*
- *University of Houston.*
- *Dallas Theological Seminary - Houston Branch.*
- *University of Houston, Oxford University.*
- *University of Houston-Main.*
- *University of Houston Pharmacology PhD.*
- *University of Houston.*
- *University of Houston.*
- *I have not decided yet.*
- *Unsure.*
- *Sam Houston State, University of Houston, UofH Clear Lake.*
- *Not Sure yet.*
- *Universidad Nacional Autónoma de México.*
- *Uh law school.*
- *n/a.*
- *Texas Tech School of Law.*
- *UT-HSC SON downtown and galveston, UH-Victoria; whoever accepts me.*
- *Argosy University.*
- *N/A.*
- *Applied to UH Bauer MBA program.*
- *Fall 2011.*
- *Baylor.*
- *University of Houston.*
- *University of Texas Dental Branch.*
- *University of Houston.*
- *Graduate College of Social Work.*
- *Undecided.*
- *Education.*
- *St Marys School of Law*
- *No.*
- *Nursing school.*
- *College of Psychology for their I/O Program.*
- *UH- Clear Lake.*
- *Schools that allow me to earn master in Psychology. I am undecided in which field.*
- *HBU.*
- *Psychology.*
- *Social work or psychology.*
- *Med School*
- *University of Houston.*

Sociology

- *University Texas at San Antonio.*
- *Graduate School of Social Work (accepted)/Law Center (pending).*
- *IDK.*
- *n/a.*
- *NA.*
- *Cosmetology School @ HCC.*
- *University of Houston.*

Spanish (Hispanic Studies)

- *I am not planning to attend any now.*

Theatre & Dance

- *The Ailey School.*
- *Texas Tech.*

no department given

- *I dont know yet.*
- *MBA.*

Teaching in Major Field

Question 12 asks students if they are not planning to attend now, did they plan to attend graduate/ professional school in the future.

Chart 13: For question 12, percentage of those answering in the affirmative, disaggregated by department.

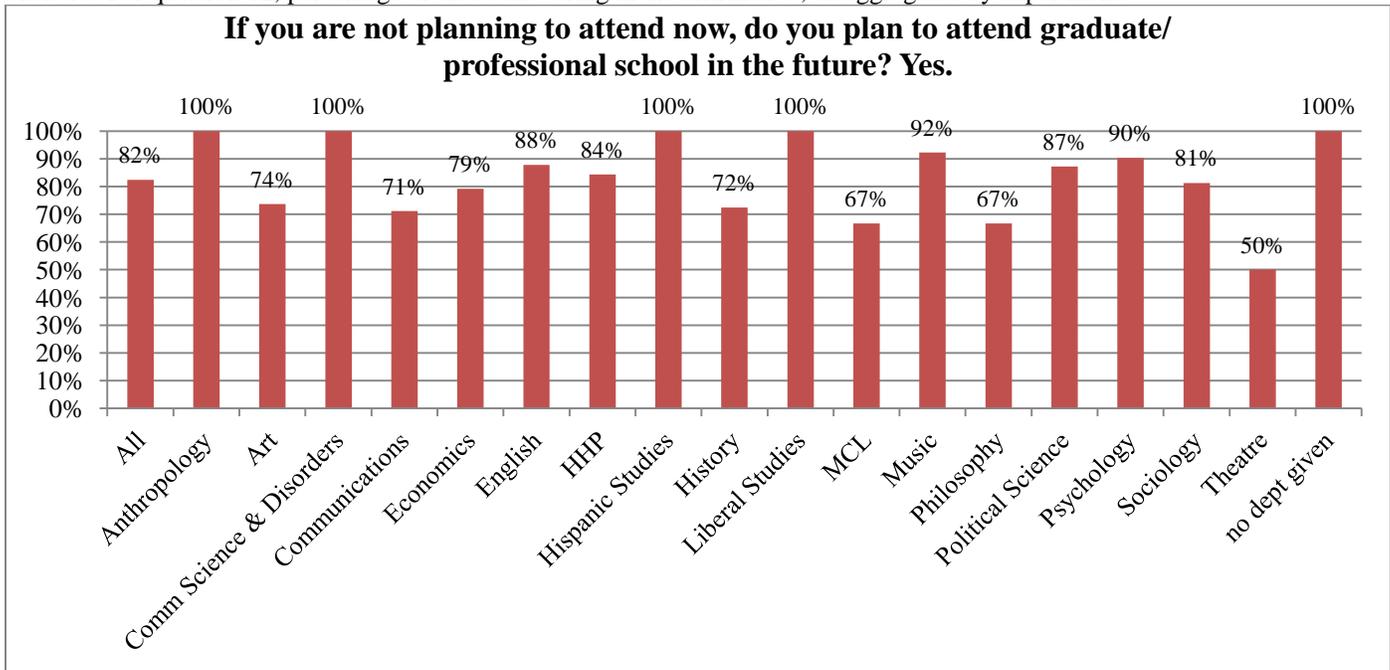


Table 11: For Question 10, all responses, disaggregated by department.

Department	Yes	No	Total N	# Blank
All	82.4%	17.6%	501	98
Anthropology	100%		12	5
Art	73.7%	26.3%	38	10
Communication Science & Disorders	100%		7	2
Communications	71.1%	28.9%	90	7
Economics	79.2%	20.8%	24	6
English	87.8%	12.2%	41	5
Health & Human Performance	84.3%	15.7%	51	15
Hispanic Studies	100%		2	
History	72.4%	27.6%	29	4
Liberal Studies	100%		8	
MCL	66.7%	33.3%	6	
Music	92.3%	7.7%	13	4
Philosophy	66.7%	33.3%	6	
Political Science	87.2%	12.8%	39	13
Psychology	90.4%	9.6%	114	18
Sociology	81.3%	18.8%	16	3
Theatre	50%	50%	4	1
no dept given	100%		1	5

- This question was altered in order to bring it more in-line with the new question 10. Since many students left the question blank, 98 out of 599 or 16%, the responses to this question are not as meaningful. The inclusion of the number of students who left the question blank on the far right restores some of that meaning. This question will be altered in the future to bring it more in line with the previous version of this survey.

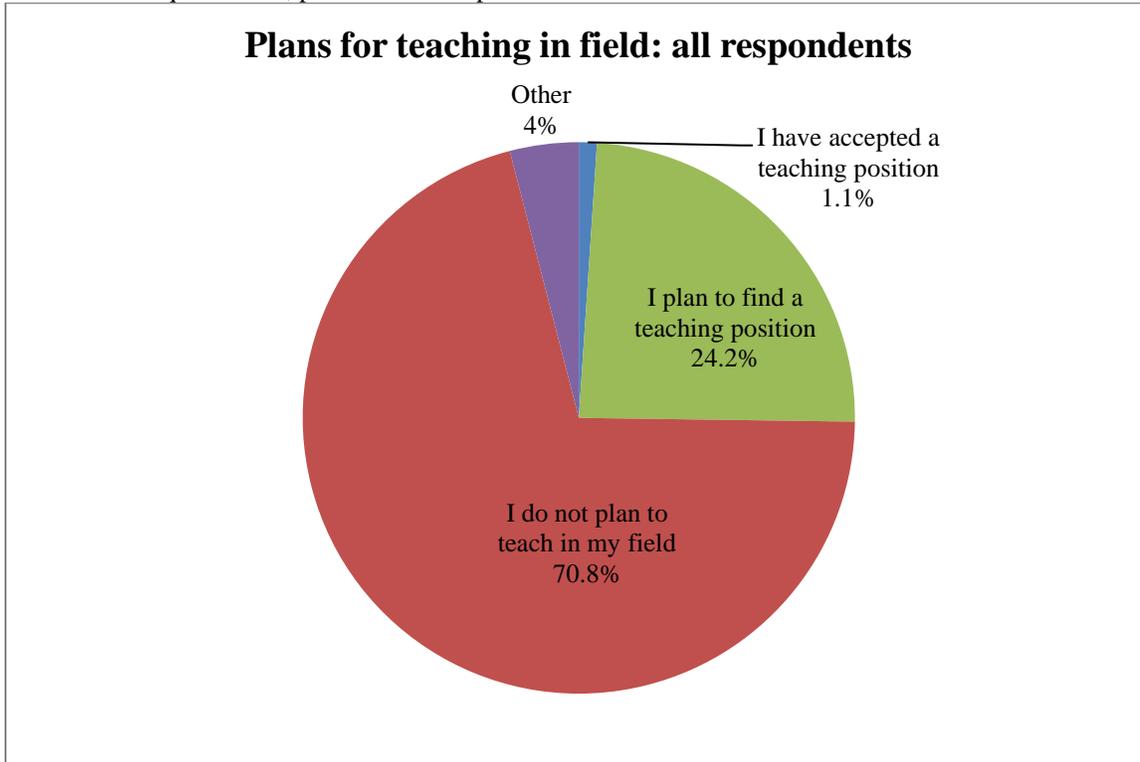
Teaching in Major Field

Question 13 asks students about their plans regarding teaching in their field; students could chose:

- I have accepted a teaching position in my field;
- I plan to find a teaching position in my field;
- I do not plan to teach in my field.

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

Chart 14: For question 13, percent of all respondents.



- The number of graduating baccalaureates who have accepted teaching positions in their field has been gradually dropped: 7% in 2008; 5% in 2009; 3% in 2010; and 1% this year. Along with this, there was a large rise in the number of respondents who did not plan to teach, hovering around 60% over the last few years and rising to 71% this year. These numbers assuredly reflect the hiring freezes of a number of area school districts.
- Many comments reflected that students remained open to teaching in their field although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.

Table 12: Details: All responses for question 13, disaggregated by department.

Department	I have accepted a teaching position	I plan to find a teaching position	I do not plan to teach	Other	Total (N)
All	1.1%	24.2%	70.8%	4%	571
Anthropology		23.5%	64.7%	11.8%	17
Art		45.2%	52.4%	2.4%	42
Communication Science & Disorders			100%		8
Communications		13.7%	84.2%	2.1%	95
Economics		14.3%	85.7%		28
English	4.3%	45.7%	41.3%	8.7%	46
Health & Human Performance	1.6%	19%	76.2%	3.2%	63
Hispanic Studies		50%	50%		2
History	3%	39.4%	51.5%	6.1%	33
Liberal Studies		25%	75%		8
Modern & Classical Languages	16.7%	33.3%	33.3%	16.7%	6
Music	5.9%	58.8%	35.3%		17
Philosophy		20%	80%		5
Political Science		8.2%	89.8%	2%	49
Psychology		17.8%	76.7%	5.4%	129
Sociology		25%	75%		16
Theatre & Dance		80%		20%	5
no department given		50%	50%		2

34 students wrote comments following this question; 24 of those 34 did not choose an answer but left the question blank before writing in their comments. All of the comments for question 13 are given verbatim below. If they answered the question, those answers are indicated next to their comment as well.

Anthropology

- *I am unsure of what exactly I shall do in the field just yet.*
- *I might.*

Art

- *If position available, I will greatly consider it.*

Communication

- *Or maybe I will.* (answered do not plan to teach)
- *Not right off the bat, but eventually I would like to teach.* (answered plan to find a teaching position)
- *I plan to teach in another field.* (answered do not plan to teach)
- *I plan to get my certification to allow myself the opportunity to pursue teaching if I so desire in the future.*
- *I would teach in my field later in life, but want to find full-time employment in my field for a while.*

Communication Science & Disorders

- *However, this possibility has not been discarded.* (answered do not plan to teach)
- *I will be working under a teaching assistant fellowship.* (answered do not plan to teach)
- *N/A.*

English

- *I plan on teaching English as a Second Language abroad.*
- *It's a distinct possibility.*

- *I hope to look for a teaching position, but I am having trouble.*
- *Eventually.*

Health & Human Performance

- *Might teach.*
- *Teaching in a clinical setting.*

History

- *I am undecided at this point.*
- *There are no jobs in teaching.* (answered plan to find a teaching position)
- *I'm certified to teach secondary school now (with my education minor) but I'll be teaching at the college level.* (answered plan to find a teaching position)
- *May substitute in the next few years.* (answered do not plan to teach)
- *Esl masters.*

Modern & Classical Languages

- *Tutor private classes in ESL, Spanish, and French.*

Political Science

- *I may seek a position.*

Psychology

- *I have thought about teaching but not completely sure.*
- *Bilingual teacher elementary.*
- *I am going through an alternative teaching certification plan for special education.* (answered do not plan to teach)
- *If i could teach, yes i would like to take this position.*
- *I have not decided yet whether I would like to teach or not.*
- *I'm not sure if I plan to teach in my field.*
- *If that was an easy option and teachers were not be laid-off right now, I wouldn't mind teaching.*
- *I wouldn't mind teaching in my field.*

Theatre & Dance

- *I will teach later, during or after my career*
- *Not until I retire.* (answered plan to find a teaching position)

Question 14 asks students if they had been certified to teach in their field. 28 students reported being certified in the following majors:

Art (8),
 Communications (1),
 Economics (1),
 English (5),
 Health & Human Performance (2)
 History (3),
 Music (4), and
 Psychology (4).

None of the respondents who had accepted teaching positions were certified to teach in their field. Only 15% of students who were planning to find a teaching job in their field were certified to teach in their field. 7 students who were certified did not have immediate plans to teach.

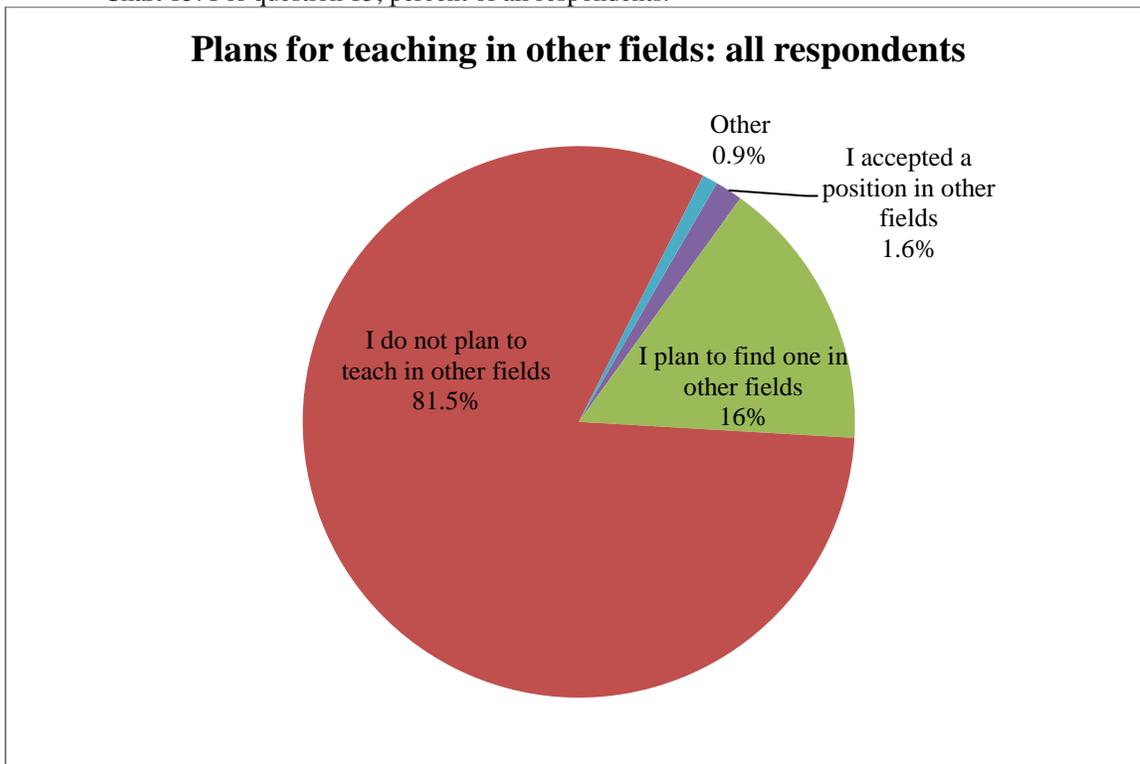
Teaching in non-major fields

Question 15 asks students about their plans regarding teaching in other fields; students could choose:

- I have accepted a teaching position in other fields;
- I plan to find a teaching position in other fields;
- I do not plan to teach in other fields.

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

Chart 15: For question 15, percent of all respondents.



- While the responses of those planning to teach in their field have changed significantly, the number of respondents who had accepted positions or who did not plan to teach in other fields have remained relatively static.
- Students from 3 departments had 60% or more respondents who had accepted a position or were planning to find a position teaching in other fields: Anthropology, Hispanic Studies, and Theatre & Dance.
- Many comments reflected that students remained open to teaching in other fields although it was not in their immediate plans. Few were certified to teach in other fields. Verbatim comments are given below, following the disaggregated table.

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

Department	I accepted a teaching position in other fields	I plan to find one in other fields	I do not plan to teach in other fields	Other	Total (N)
All	1.6%	16%	81.5%	0.9%	557
Anthropology	11.8%	82.4%	5.9%		17
Art		23.1%	76.9%		39
Communication Science & Disorders			100%		8
Communications	2.1%	10.6%	85.1%	2.1%	94
Economics			100%		27
English	2.2%	17.4%	73.9%	6.5%	46
Health & Human Performance		8.3%	91.7%		60
Hispanic Studies		100%			2
History		15.6%	84.4%		32
Liberal Studies			100%		7
Modern & Classical Languages		33.3%	66.7%		6
Music		23.5%	76.5%		17
Philosophy			100%		5
Political Science		4%	96.0%		50
Psychology	2.4%	16.9%	80.6%		124
Sociology	6.3%	18.8%	75%		16
Theatre & Dance		60%	40%		5
no department given		50%	50%		2

Students were again given space to write in comments, although fewer (10) did. Many of the students who made comments had left their answer blank. Their comments are given verbatim below.

Art

- *If the Ft. Bend area removes the hiring freeze.*
- *I plan to start finding a job as an art educator by the end of summer if I am still not able to I will take my PPR EC-6 and try to find a teaching regular teaching position.*
- *If I cannot find a teaching job in my field, I plan to find a substitute teacher job position.*

Communication

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

English

- *I plan on being tennis instructor certified.* (answered plan to find a teaching position)
- *Special Education.* (answered have accepted teaching position; identified as certified)

Health & Human Performance

- *Substitute teaching until the right job becomes available.* (identified as certified to teach in other fields)

Psychology

- *Im open to the idea.*
- *Im open.* (identified as certified to teach in other fields)

Theatre & Dance

- *Not until I retire.* (answered plan to find a teaching position)

Question 16 asks students if they had been certified to teach in other fields. 8 students reported being certified in the following majors:

English (1 identified certified in Special Education),
 Health & Human Performance (1 identified certified in EC-6 Generalist)
 History (1 identified certified in, “other social sciences, like economics, government, and the ologies.”),
 Modern & Classical Languages (1 identified certified in Bilingual EC-12 and Generalist EC-6), and
 Psychology (4- 1 identified as certified in “French and Social Studies;” another identified EC-6 Bilingual ESL Spanish).

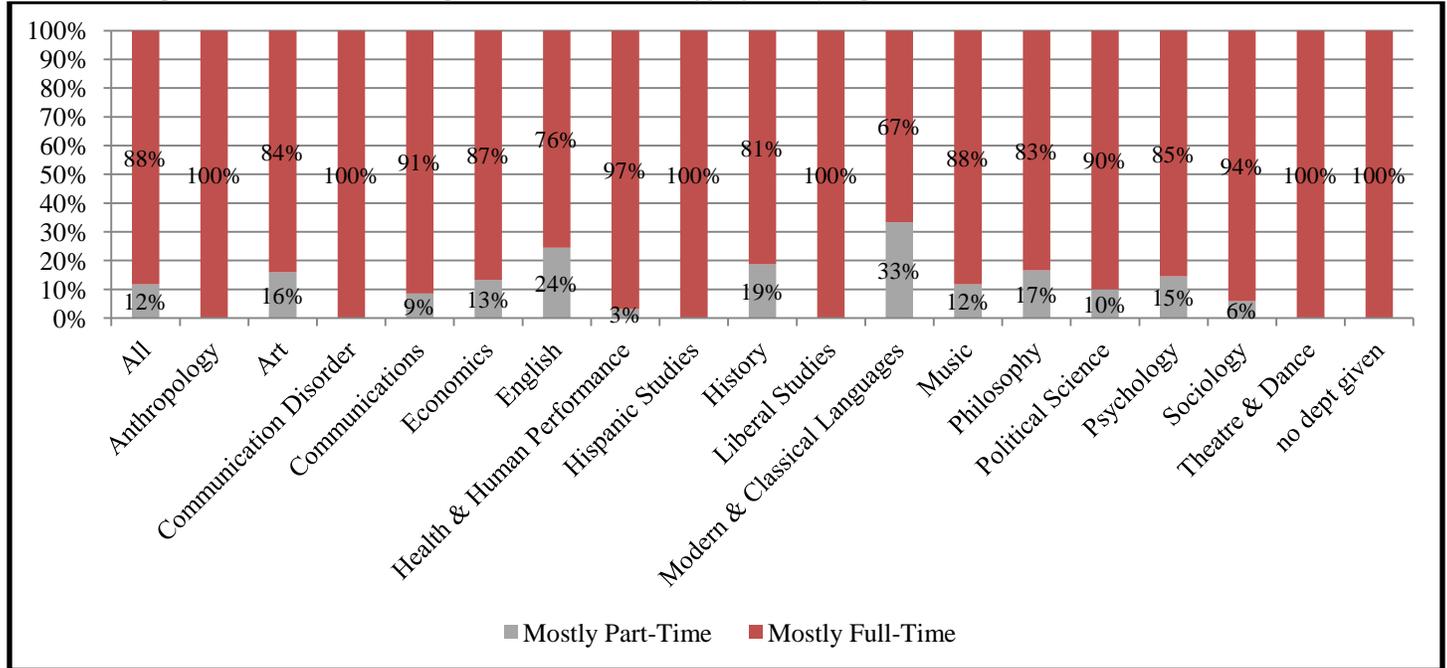
Demographics

Students and Work

Question 17 asks respondents if, on average, they enrolled as:

Mostly a full-time (12 or more hours) student or Mostly a part-time (less than 12 hours) student.

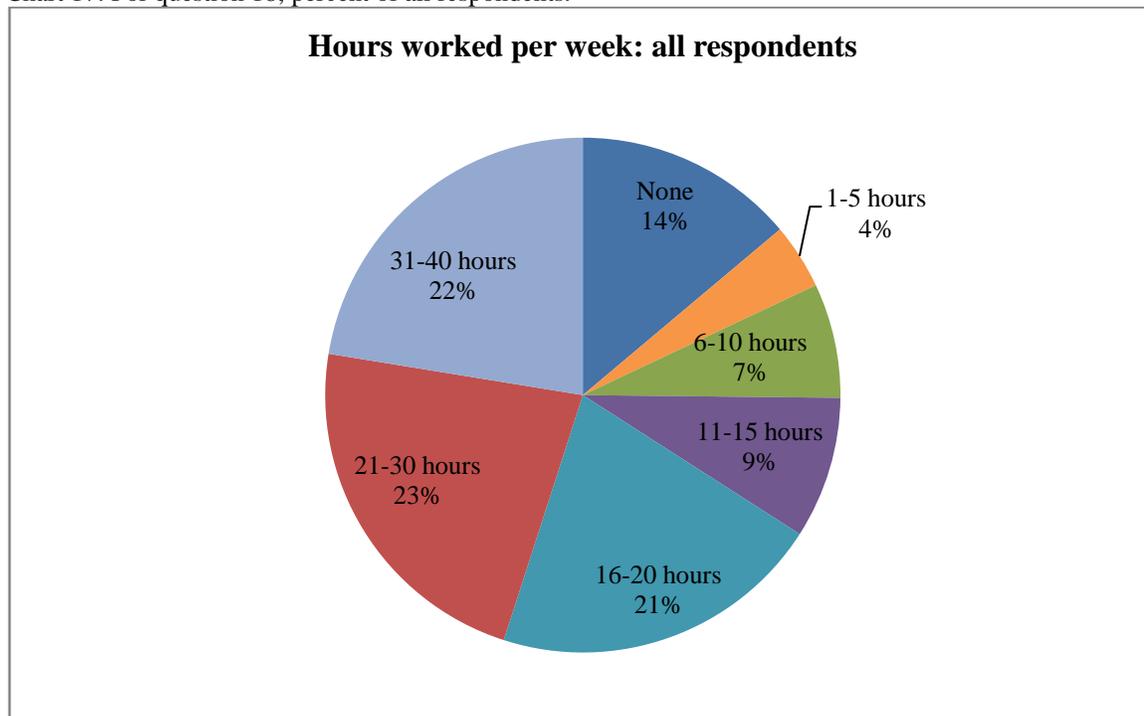
Chart 16: For question 17, full-time over part-time students, disaggregated by department.



Question 18, a new question this year, asks respondents, while enrolled, how many hours a week did they work?:

1-5; 6-10; 11-15; 16-20; 21-30; or 31-40.

Chart 17: For question 18, percent of all respondents.



- It is quite clear that the majority of our students are going to school full-time while simultaneously working 20 hours a week or more (45% worked 21-40 hours a week).

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

Department	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-30 hours	31-40 hours	Total
All	13.9%	4.1%	7.2%	8.9%	20.9%	22.6%	22.4%	584
Anthropology	11.8%	5.9%	11.8%	5.9%	29.4%	17.6%	17.6%	17
Art	15.6%		11.1%	15.6%	20%	20%	17.8%	45
Communication Science & Disorders	33.3%	11.1%		11.1%	33.3%		11.1%	9
Communications	4.2%	3.2%	3.2%	9.5%	23.2%	30.5%	26.3%	95
Economics	20.7%	3.4%		6.9%	13.8%	20.7%	34.5%	29
English	15.2%		4.3%	13%	28.3%	17.4%	21.7%	46
Health & Human Performance	18.8%	6.3%	7.8%	6.3%	25%	26.6%	9.4%	64
Hispanic Studies				50%	50%			2
History	12.1%	3%	9.1%	3%	12.1%	30.3%	30.3%	33
Liberal Studies	12.5%			12.5%	37.5%	12.5%	25%	8
Modern & Classical Languages	16.7%	16.7%			16.7%	33.3%	16.7%	6
Music	5.9%	23.5%	29.4%	5.9%	17.6%	5.9%	11.8%	17
Philosophy	16.7%				33.3%		50%	6
Political Science	15.7%	5.9%	9.8%	5.9%	15.7%	21.6%	25.5%	51
Psychology	15.9%	2.3%	7.6%	10.6%	18.2%	21.2%	24.2%	132
Sociology	17.6%	11.8%	11.8%		11.8%	29.4%	17.6%	17
Theatre & Dance				20%	20%	20%	40%	5
no dept given					50%	50%		2

- This is the first time that the College of Liberal Arts and Social Sciences has asked about the work habits of our students.
- There was some variation from department to department, but many of our students work and work frequently. More than half of the students in 6 departments report working 21-40 hours a week: History (61%), Theatre & Dance (60%), Communication (57%), Economics (55%), Modern & Classical Languages (50%, and Philosophy (50%).

Age

Question 19 asks students for their age:

22 or younger; 23-26; 27-30; 31-39; or 40 or older.

Chart 18: For question 19, percent of all respondents.

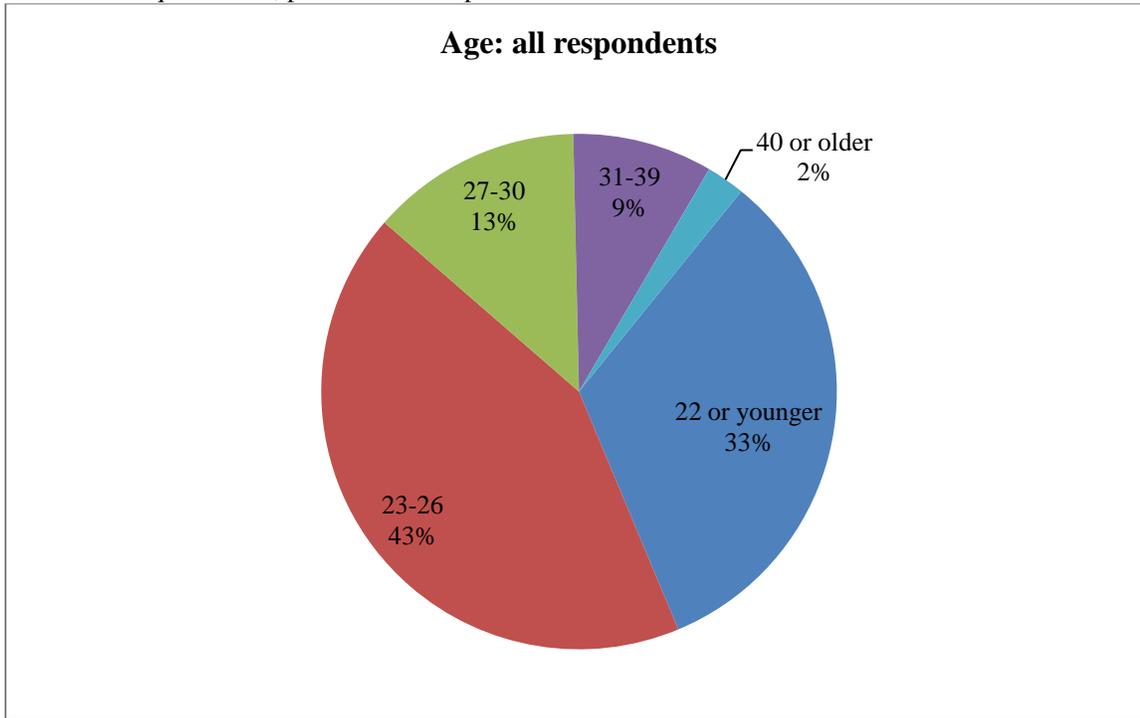


Table 15: Details: All responses for question 19, disaggregated by department.

Department	22 or younger	23-26	27-30	31-39	40 or older	Total
All	32.9%	42.7%	13.3%	8.8%	2.4%	581
Anthropology	35.3%	47.1%	11.8%	5.9%		17
Art	18.2%	50%	20.5%	11.4%		44
Communication Science & Disorders	55.6%	22.2%	11.1%		11.1%	9
Communications	40%	46.3%	10.5%	3.2%		95
Economics	27.6%	44.8%	20.7%	6.9%		29
English	37%	26.1%	21.7%	15.2%		46
Health & Human Performance	37.5%	46.9%	9.4%	4.7%	1.6%	64
Hispanic Studies	50%	50%				2
History	24.2%	39.4%	18.2%	15.2%	3%	33
Liberal Studies		50%	12.5%	25%	12.5%	8
Modern & Classical Languages	33.3%	16.7%	16.7%	16.7%	16.7%	6
Music	29.4%	47.1%	11.8%	5.9%	5.9%	17
Philosophy	20%	60%	20%			5
Political Science	41.2%	39.2%	3.9%	11.8%	3.9%	51
Psychology	32.8%	42.7%	10.7%	9.2%	4.6%	131
Sociology	17.6%	35.3%	29.4%	17.6%		17
Theatre & Dance		80%	20%			5
no dept given	50%	50%				2

Learning Experiences in CLASS: Verbatim Comments

The open-ended questions at the end of the survey were not changed as the college moved to the on-line format. Students were more likely to respond and give much longer answers to these questions, however. The verbatim comments on these questions last year covered 23 pages whereas this year's are approximately 60. As in the past, the comments are given verbatim and have been listed by the students' major although many comments refer to a variety of aspects within CLASS and even across the university and do not always correspond specifically to that department.

Two Most Positive Aspects

Question 20 asks students to name the two most positive aspects of their learning experiences in CLASS. 400 of the nearly 600 students surveyed responded to this question, over 66%.

Anthropology

•1) *The teachers, especially in the Anthropology department. Each one gave me something unique. Dr. Rasmussen changed how I thought about my life. The experience she brought to class affected me greatly. She doesn't just teach, she advocates for her work. If she wasn't personally dedicated to who and what she studied then I would not have had the insights I did in her classes as well as others. Dr. Hutchinson also changed how I thought about my life. She allowed me to see myself from a different perspective, and see how I integrated with society as a whole. I don't think I'll ever forget either one of them.* 2) *The small class sizes absolutely needed in anthropology. I would not have been able to learn what I did in a larger class size. The material demands self-examination and humility. This is not because of the workload, it is simply the nature of the field. Intimacy is needed to transmit this type of teaching, and that would not be possible in a larger class, in my opinion.*

•*Critical thinking in the Honors College -Mentorship from 2 professors*

•*I knowledge I have gained while being an Anthropology student, especially knowledge in osteology and archaeology. Meeting wonderful people that I can later network with and know in my professional life.*

•*I got to learn from some of the most interesting people I will probably ever meet and I got to take a wide variety of classes allowing me to figure out what I want to focus my anthropology career on.*

•*The flexibility in course selection Smaller departments which equaled more personal interaction with teachers and advisors.*

•*1. My advisor, Landis Odoms. 2. Dr. Widmer's classes.*

•*A few off my professors were very highly qualified and great mentors.*

•*always help and guidance available.*

•*My academic advisors and anthropology professors*

•*The Department of Modern and Classical Languages even though it is not my major nor my minor does an amazing job, especially the French section. Madame Panchang is a saint and so incredibly patient. She taught me so much my first year. Dr. Giachetti deserves similar praise for taking us abroad even though it is a lot of work. These are both amazing women who made my foreign language learning an amazing experience, and have instilled a love of French culture and inspired me to keep it up as much as possible.*

•*made me a better writer and a better thinker.*

•*Most of the professors in the CLASS were wonderful. I only experienced a few that didn't know what they were doing but unfortunately, they taught the upper level courses. My adviser, Landis Odams, was very helpful at every step along the way.*

•*Landis Odoms! The availability of the professors in my departments for extended conversations about what the future could hold and the best paths to achieve the outcome I desired.*

•*Dr Brown and Dr Storey*

Art

• Knowledgeable professors - Challenges

• >great small classes to build friendships and connections >good resources

• 1. advisers 2. topics

• Access to both faculty and facilities when needed.

• Cindy Bowden was a great Advisor. The Art History Professors I took classes with were also wonderful.

• Critical and conceptual thinking skills.

• Experimenting with different types of art/ Being exposed to the history of art and the art of other cultures

• Graphic Communication

• Great teachers and made a lot of friends

• I got a great education.

• I had a lot of positive aspects in my learning experience in CLASS. I would say that one of favorite memories is taking all the all art classes required for my major. I changed my major late and wanted to finish school quickly so I often took 15hrs and doing so really helped me find a balance between my personal life, work, and course load. I really learned how to be efficient with my time and work hard while still maintaining great grades. The other positive aspect of my learning experience in CLASS is the teaching classes especially the 2 courses I had with Dr. Mulholland and ARED course with Dr. Markello. I found that throughout the Quest program I found that I loved teaching more than I love art. I would say that deciding to become a art teacher was the best decision I had made.

• I had a number of passionate professors in CLASS from whom I learned a great deal and who made positive impacts on me - Timothy Howard (POLS), Dr. Candace Clements (ARTH), Dr. Rex Koontz (ARTH), Dr. Sharon Marquart (WCL). Their passion inspires me to pursue learning, to improve my writing and research skills, and to possibly attain a graduate degree. The Art History program enabled me to receive course credit for an internship at Blaffer Art Museum that provided invaluable real world experience. Once I became a Senior and was allowed to meet with Cindy Bowden, my advising experiences were fantastic.

• I have been more exposed to the art world and improved my drawing skills.

• I learned to communicate effectively and positively.

• I learned to do whatever makes you happy and go after your dream.

• I learned to socialize and how to adapt my way of living to this society.

• I really enjoyed my time in painting "block". It was a wonderful transition for students to slowly develop their level of independence in being a real world artists. It was also a great strategy to encourage discussion all times of the day as we were forced to become friends in a working environment. Art history was also a great required class because i would never have taken it otherwise, but i loved it. I learned the about most art and the world in these classes. It COMPLETELY changed my perspective on everything i thought i knew.

• Instructors considerate of students' unforeseen/special circumstances. Many minors.

• n/a

• 1. The teachers I had were helpful and knowledgeable. They pushed us to learn new things and try new things as well. 2. The ease of graduation in regards to scheduling classes. Lots of available times and courses without gaps in scheduling.

- *Painting block prepared me to work as hard as I know possible. Because of the broad array of courses in the art department, I am now extremely knowledgeable about many techniques that most people will never know.*
- *Refined writing abilities Broadened my exposure to various arts and cultures*
- *The classes which were offered enriched my time at U of H and granted me a better understanding of art and education. Secondly, the professors within CLASS are exception, top notch educators.*
- *The e-mails sent out by CLASS keep you well informed on new classes and department news.*
- *The facilities were available when needed and the teachers and advisors were always willing to help and answer questions.*
- *The teachers are very supportive and accommodating. Most of the classes I took I liked a lot.*
- *The well-roundedness and the Teaching staff.*
- *Time Management Hard Work Pays Off*
- *Wide variety of classes to choose from, and the ability to take courses outside my major.*

Communication

- *Courses applicable to real life - Understanding & passionate professors (particularly Buck & Masterson)*
- *1) For the most part, I had really good instructors. They knew the material and actually cared about their students. If the student showed and put forth effort, so did they. 2) I enjoyed the classes specific to my major i.e. Interpersonal Communication, Communication in the Family, Relational Communication...*
- *1). The professors. 2) The programs given in class that helped assimilate a real life job.*
- *1. Diversity- studying communications at a school as diverse as UH has been an enlightening experience. Having input from all the cultures that collide in the classroom prepared me for being in a global, diverse corporate world where communication is key. 2. the industry professors- my favorite professors were those from their industries; specifically, the professors I had for Comm Law (David McHam), Org Comm (Catherine Burch-Graham), and Newswriting (Jocelyn Lane). The fact that they had a great deal of experience out in the working world, rather than just being career academics, made a substantial impact on the way they taught the class. The lessons were much more applications-based and allowed me to use what I was being taught to enrich my working experience.*
- *1. The comm lab in the communication school is wonderful 2. Available equipment for free*
- *1. The help that my teachers gave me on a one on one basis in the Communication classes, specifically the Media Production classes. 2. The access I had to the software and equipment I needed in the Communication Lab and the equipment from the Media Production department, though new and more equipment (cameras, audio equipment, light kits, etc.) is desperately needed in the Media Production department.*
- *1. The Producing & Directing course I took with Craig Crowe 2. Having Craig Crowe as my instructor in more than one class. His knowledge was so helpful with what I am getting my degree in.*
- *1. the professors are wonderful 2. the classes were fun and a great educational experience*
- *A few professors that I had taken was one positive aspect and the other was learning some about what I want to do in the future.*
- *A lot of CLASS degree plans requires students to take the same classes, so I took a lot of classes with people I knew and it was easier going through the classes when you see familiar faces.*
- *Access to the COMM lab and all of the amenities it had to offer. Also, taking Italian was a great experience.*

- Charles Crixell's editing course & Clarke's graphic design course.
- COMM lab helpful, Prof McHam, Desel and Polk very helpful
- Comm. Lab and some professors
- Easy access.
- Excellent professors and help through other services like the writing center and LAC
- Faculty was great and always helpful and very knowledgeable. Resources were there to use and also suitable to turn in projects.
- Great professors - a lot of technology available.
- Great professors. Great discussions
- Having a great professor Dr. Jennifer Vardeman-Winter and loving my classes.
- having a hands on experience, and having access to the software a needed
- Helpful teachers Decent overall coursework
- I did get to have hands on experiences and understood more about the real world competitive from my professors.
- I discovered a cause that I'd like to pursue in the future through Women's Studies. I developed positive relationships with my teachers.
- I had a great advisor. I also had some good professors.
- I had access to advisors when I needed them. I was able to have close contact with my professors, as they were open to being sure questions were answered for their students.
- I like the fact that there was not that many people in the classes so you can focus.
- I loooooove my advisor, he was very helpful every step of the way. Even though he was new, he knew all the courses and expained everything. The advisor I preferred was Orlando Zamora, it used to be Oliver Lester, but I was a little intimidated, I felt more comfortable with Mr. Zamora. He guided me through the classes and as a responsible student, I always made sure to make an appointment every semester to speak to my advisor.
- I loved working with Professor Vardeman-Winter. She was so helpful and made learning fun.
- I really enjoyed the people I met and some of the professors. They really had a passion for what they taught. Mainly Profs Fix, Buck, and Barkley.
- I really enjoyed the professors who had specific knowledge of their courses based on experience, particularly Catherine Graham and Darryl Ewing. I also liked how helpful the advisors were.
- I thought the curriculum in the English department was very extensive, challenging and versatile. The professors are generally very engaging and knowledgeable in their field. The Communications Tech Lab (CTC) is very up to date. The computers are well kept.
- I was given the ability to apply myself in a diverse environment, and I was able to learn about subject that were not known to be previously.
- Introduction to Learning Theory
- It broadens the way i think and makes you consider other paradigms in life. Studying with others from different ethnicities reduced stereotypical thoughts.

•Jennifer Vardeman and Jacque Ogren

•Joining student organizations such as AAFUH and to a lesser degree, PRSSA.

•Journalism classes, internship

•Julie Fix is a great coordinator when I had her in 2008. I like my critical and rhetorical approach to PR course taught by a teacher who is no longer there.

•Learning to write for print media is the only thing I can think of

•Meeting great professors who had lots of experience in the communication field and getting great hands on experience.

•Most of the professors were phenomenal. And while it isn't technically a part of CLASS, The Daily Cougar and those involved with the school paper prepared me for a future in journalism.

•my advisor orlando zamera and the hands on experience for my degree

•My Digital Cinematography class with Keith Houk, and my Non-Linear Editing class with Craig Crowe. I am a media-production major and those 2 classes were the best by far and the most beneficial to me.

•My experience in professor Fix's classes, I took PR Campaigns and Organizational Crisis Communications, both classes i felt prepared me for "real world" experience in the field of PR. She is an amazing professor and very knowledgeable of the field. She was very helpful and always there when we needed guidance.

•My favorite, and most useful, is the order in which I took the classes. Looking back, how the pre-reqs added up to assist the next class was a very good feeling. I hope to see the public relations degree tougher to get, but at the same-time see students who don't have the capability to not advance in the program. That might sound harsh, but I and many others, respect our degree and we would like to keep the field competitive.

•NLE with Craig Crowe and the communications Computer lab.

•Professors were great and the programs were excellent gave me so much in real life aspect

•Social Aspects of Journalism with Joe Leydon and Feature Writing with David McHam. The professors and the classes were phenomenal and helped me improve exponentially.

•The class I took with professor Michael Tate Barkley, Communication Law and Ethics was one of the best courses I have taken in my college career. I really cannot say enough good things about his class. I cannot even think of second good thing, his class was my most positive experience at UH.

•The COMM lab increased my learning experience because it was available with all the necessities. The Language Acquisitions Center is where I did my outside tutoring with my professor and being able to access the Spanish language programs on there were very beneficial.

•The communications lab. Hands on courses.

•The diversity and the myriaf of academic options we were presented with

•The diversity of people and the school.

•The experienced professors at the Jack Valenti School of Communications-- they have given real life experiences and advice. The computer lab at the Jack Valenti School of Communications-- it is the most up to date lab on campus and it gave me many resources for my classes.

•The general classes in the beginning of my degree plan for PR were helpful in forming an overall grasp of the communication field. Specific classes near the end we're extremely helpful and I find I use these skills in my everyday life. Love the new Comm. Computer lab!!!

•The professors in all CLASS subjects I took were especially helpful, more so than any other department.

•THE TEACHERS

•the Teachers were great and some really got involved with the class. most projects are real life projects to help you to gain insite on the real world.

•Think outside the box -be taught by experienced professors.

•(1) Writing articles (2) Planning campaigns

•Professors, Comm lab

•Most of the professors were fantastic, and all of the coursework was informative and oftentimes fun to do.

•teachers' respect for the students is outstanding, the facilities and resources available to students are very beneficial.

•The professors had a real world experience in the topics that were taught. Projects consisted of real clients and real issues to solve, which prepared us to work in a company. The projects contributed to our portfolios.

•Getting to have hands on with projects and learning from teachers that actually do what I want to do one day.

•I learned a lot about the field of journalism and I improved on my writing.

Communication Science and Disorders

•1. Getting updated with current academic knowledge, since I had finished my first BA degree in 1990. 2. Getting acquainted with the American schooling system.

•1. Small classes for my major. 2. Professors that were available to answer and did answer questions.

•diversity of professors teaching classes

•Fast & Fun

•I like that the CLASS, specifically Communication Sciences was a very intimate major. I also liked the coursework in my major.

•The professors were often very knowledgeable and the classes effective.

Economics

•Challenging and enlightening.

•I enjoyed taking a few courses in other CLASS subjects. Also, I enjoyed learning specialized economic topics from industry professionals, such as the Economics of Energy course.

•I had the opportunity to take classes relevant to my major that I believe will be beneficial in my line of work and have prepared me for the professional school I will be attending.

•I have had wonderful professors and I have been extremely successful in completing my required coursework.

•Learning about different cultures in my women's studies minor and foreign language.

•Learning about economics and game theory.

•level of teaching and professors was good

•Mrs. Foley seems mean, but very nice in helping me in advising. Mosy econ electives are actually very good, except for the tenured profs, they are complete s***.

•professors and ease of talking to an adviser

•The classes offered were extremely diverse especially those in my RELS minor. I was able to not only focus on western religions but also learn about some aspects in eastern religions which in turn broadened my connections with religion and the analysis of it. Another great experience was just the diversity of the ECON classes and the vast majority of topics that were available to study with the use of economics.

•The classes were small enough that I felt like I had a personal connection to each teacher. It helped the students to make connections and work together. Also, the degree plan was flexible and allowed my to really customize my learning experience here.

•The classes were very manageable with my heavy course load. The professors were always willing to help and meet with their students if needed.

English

•- diversity of the professors -

•1) Critical thinking skills 2) Strong creative aspect in education

•1) The students in the CLASS programs are very eager to help each other out. 2) Some the teachers are incredibly eager to have their students succeed and will do anything they can to help students pass their classes.

•1. Great teachers with great advice. 2. Different aspects on various subjects.

•1. Strong professors 2. Diverse student body

•1. There are many great teachers in the English Department 2. Learning from the words of the literary greats who came before us helps give a jump start to the question "where do we go from here?"

•1. wonderful teachers 2. Courses offered in evening

•1.) There's a variety in the courses that are offered under CLASS, and I believe I learned enough background information from the courses I took to guide me or at least influence me in some way to keep learning about the world. 2.) The professors that taught some of these courses were very passionate individuals. As a student, it's always refreshing to learn from people who are very much involved and excited about their field of study.

•attitude and perseverance

•Courses with Dr. Aboul-Ela. He is an excellent teacher and his courses are interesting. Kimberly Williams is very good at her job.

•Great environment. Teachers that understood student needs.

•Great professors Good choice of classes

•I appreciated being able to take many classes outside of my major, in other CLASS departments. I feel that this encourages students to be well-rounded. I have also really appreciated the Arabic program, and would have loved to be able to major in it.

•I had relatively small classes that helped me work in teams and interact with peers

•I had some excellent professors in both my major area, as well as in CLASS in general.

•I really loved some of the professors I took classes from, and I had a good experience with the English internship program.

•Improving my creative writing skills and spanish speaking abilities

•Learning and reading new things.

•My Creative Writing teachers were amazing. I learned so much from them. The English department was always there to help, and I liked my English professors better than my Psychology teachers. I also commend the Office of International Studies for ensuring that students have good experiences and quality education abroad. I wouldn't have done so well without the MD Anderson library either.

•N/A

•Plenty of organizations with various focus points; I, for sure, was able to find a group of people that shared my same interests. Teachers; most, if not all, of the teachers I had throughout all my University life were some of the most intelligent, interesting and appealing teachers I have ever had. They've become role models.

•Professor Monroe and Professor Zaretsky

•Small workshops in English courses. Focus more of perspective/thought process, rather than data/misc.

•The English courses were very interesting. I enjoyed the lectures far more than in any other field. The instructors were always very approachable.

•The faculty have been by far the most positive aspects of my experience with CLASS, particularly the faculty of the English department, one of the major reasons I am continuing my education at UH Main. They have all been very helpful and have challenged me throughout my undergraduate career. I have also enjoyed the large variety of classes offered, and would like to continue to expand my knowledge in the Master's program.

•The faculty was outstanding, and also the availability of resources.

•The outstanding Creative Writing program and faculty and the availability of classes.

•The professor's availability and the spirit of the school.

•The Professors!

•The quality of the education was one of the best. The instructors within my major are top members of their fields.

•The teachers were very responsive and respectful of student ideas and opinions. The time slot for classes was arranged in a courteous manner.

•The two most positive aspects of my learning experience in CLASS were the faculty members in the creative writing program, and the variety of courses offered to undergraduate students.

•Varied Courses and The Senior Honors Thesis

•While in class I learned many rules to the linguistic nature of language. I prefer now to use these "rules" to further my academic knowledge on this subject and many others. I now have a thirst for correct grammar and knowledge in other subjects that I did not realize were topics of interest for me.

Health and Human Performance

•1. Learning Time Management. 2. Learning about areas in health that are have a demand for professionals

•1. The teachers because they were all so helpful and willing to meet and answer questions in a very timely manner. 2. Access to the hhp computer lab. The library would sometimes be overly packed with students and it would be difficult to find a computer at times so having the hhp computer lab for hhp students was very helpful.

•Access to the HHP computer lab and lounge for studying. The teaching style of Dr. Bloom.

•Although I was only in CLASS the my last semester my teachers and hands on classes were two positive aspects

- Brian McFarlin and Professor Wayne's classes, and learning about health.
- Completing my work and importance of attending class
- Fun classes
- Gaining valuable knowledge and preparation for my future career.
- Good instructors in hhp, focus on current research and methods.
- Hands on training protocols in Exercise Testing and being able to be in a research study.
- I am part of HHP and we just got transferred over to CLASS. I didnt get to really experience anything with CLASS.
- I didn't rally have any positive experience that I know of with my short experience with CLASS because my department changed over to CLASS from the College of Education last year.
- I enjoyed learning management and cadetship skills through commercial god production, it was a great learning experience.
- I really enjoyed the upper level kinesiology classes because I learned alot in them. I also really enjoyed how organized the entire CLASS program was.
- Most of the teachers, but definitely not at all, seemed so passionate about what they were teaching and made it very inspiring. Also, I believe the outlined syllabi that each teacher would provide was a wonderful outline of the course.
- My major is new to CLASS, but overall i have noticed that CLASS does well in notifying students on upcoming events/issues (email). In addition CLASS is a diverse group interested in the student's success.
- My major changed to CLASS my last year but overall great professors that had the knowledge as well as the teaching abilities. Kept us interested and got hands on experience.
- The Professors and what I learned.
- None. My major (Human Nutrition and Foods) did not become a part of CLASS until this semester so I really didn't have any positive learning experiences in this college.
- Nutritional science and health systems
- People, and Professors
- Professor Scott.
- Professors were nice. Feel I learned a lot.
- Since I am a part of HHP and HHP recently moved to CLASS I am not very familiar with the services offered by this college. However, I have not had a bad experience with CLASS so I guess that is a good thing! As far as I can tell CLASS is doing a good job.
- The department of Health and Human Performance
- The informative emails are nice.
- The professors were great. The advisor was very reliable.
- The teachers, hands-on experience.
- To be very attentive To be able to think critically
- Webct is easy to understand. Websites are useful and easily navigated.

Hispanic Studies (Spanish)

- *I really enjoyed the professor to student ratio. The small classes I have taken in Spanish and art have really helped me better understand the course material by being able to interact more with both classmates and the professors. I love that some of my courses had me do interactive projects outside of the classroom. Because of this I was able to attend lectures, museums, and screenings I would have never been exposed to otherwise.*
- *The professors were great and were always willing to help and the range of courses offered was great.*

History

- *1. The history department is unbelievable at UH. All of the professors are so knowledgeable in comparisons to other schools history departments. 2. The advisers for both the History and the English department are awesome.*
- *Dr. Behr, and the choices in history classes to choose from*
- *During my time there, the social sciences courses encouraged us to talk with our classmates and form our own opinions. This helped us to develop critical thinking skills, as well as framing persuasive arguments based on evidence. The staff was very supportive, and wanted us to succeed.*
- *Getting to investigate my family history and expanding my knowledge of the Spanish language.*
- *Good professors Variety of topics in history*
- *Great Professors Good advisors*
- *I enjoyed the classes I took. The people I meet were very nice.*
- *I had amazing professors which guided me in my intellectual growth. Dr.Hart, Dr.Fishman and Dr. Moretta made the History experience life changing.*
- *I loved the classes with Professor Cong (Professor of Chinese and Japanese history) and Professor Zaertsky (Professor of "Living with the Enemy" and "History of Histories"). They both created a definite amount of discussion which helped the students get to know one another, but more so to have a variety of perspectives to view the class and the readings. As a student that is older than the general class age, I was extremely glad at the constant warm reception from the faculty and staff. They made my experience at UH a definitely positive one.*
- *I loved the subjects I enrolled in. The professors are vey knowledgable and for the most part understand outside obligations that can potentially interfere with school and are willing to help when they can.*
- *I really enjoyed having Richard Frazier as my advisor, he was always extremely helpful. I also really loved taking a history class over the Vietnam War with Professor Buzzanco.*
- *My CAPSTONE course and other advanced courses in my respective disciplines.*
- *My history professors were all instrumental in helping me to reach the educational level I am currently at. Also, my minor field, African American Studies, was a positive experience.*
- *My professors and the diversity of types of courses offered in different departments.*
- *Professors capstone*
- *Professors and curriculum*

- Professors seemed very knowledgeable about their field Professors created a fair syllabus.
- quality of instructors in the history department and flexibility of classes
- Superb class selection. Satisfied with 80% of the professors I took classes with. I learned to be a better writer and researcher, though mostly through the help of other students. Most professors were readily available for personal help. The upper level history classes were superb.
- taking a class with Dr. Linda Reed.
- The teachers and the classes were both interesting and unique.
- The close contact I had with professors and how they were amazing mentors to me. Thanks to them, I found a job as a research assistant, successfully got into graduate school, and was able to finish an honors thesis. The other very positive aspect of my learning with CLASS has been the very interesting classes offered in my field of History and in other fields. I have truly enjoyed my coursework.
- The faculty in the History department are amazing. I learned much and took something valuable from every professor I have come in contact with.
- The relative ease of finding the necessary classes each semester. World class professors in the History and Political Science disciplines.
- I was completely fulfilled and my choice of a history major was strongly reinforced. Furthermore, I feel like as a student in the college of Liberal Arts and Social Sciences, I received a broader range of skills and knowledge that I can apply to multiple facets of my life as opposed to focusing in on one. For example, I was originally a mechanical engineering student, and I feel that I would not have achieved the same writing, interactive, and broad knowledge base had pursued that degree.
- The teachers in the Department of History were awesome. Well informed and very accessible.
- The two most positive aspects of my learning experience in CLASS was 1. the ability to take Distance Ed courses, either through DVD or online or both and 2. the ability to write a senior honors thesis in my field.
- there was nothing positive about it. I hate UH

Liberal Studies

- The professors, although some were difficult (as expected) they really made an effort to reach out and I know many of them I will never forget. The faculty's were wonderful, I feel that we have one of the best CLASS programs not only because of our great facilities but bc everyone is so helpful.
- Being able to study abroad.
- thinking and communication
- I took classes in the Hotel cleaning and Front Desk Operations.
- I learned a lot about English and also about literary criticism.
- 1. Meeting people in my major who have become life long friends. 2. Learning from professors who are still active in my major field.
- The course work and the professors
- The capstone class with Dr. Behr is pretty much priceless. I think everyone who has a clue about life should take his class. The second is the flexibility of the degree with other degree plans in higher education.

Modern and Classical Languages

•Excellent teachers Good textbooks

•Professors' availability and help.

•the professor are very kind, almost like family, they convince me to continue with my studies when it went hard. the professor never give up on their students.

Music

•1) building up my network to a point that I was happy with. 2) learning how to effectively and efficiently organize my life

•1. CLASS staff emailed students about events, financial aid, and any kind of updates which was really helpful. 2. I loved the CLASS courses

•Access to professors/networking. Music professors giving us access to successful tools to teach music.

•Getting to know professors outside my field of study. Feeling well rounded.

•How to set goals and meet them.

•I fell like I received a very well rounded education and enjoyed the classes I took in CLASS. Specifically my women's studies minor allowed me to take courses from many disciplines which gave me a broad educational experience. I love, love, love the diversity that make up the population of UH. The richness it brought to my liberal arts studies was invaluable,

•The ability to choose between large and small class sizes, respective of whether or not the student minds taking an evening class to take advantage of a smaller class size. Online content management for courses. - some professors were able to provide scanned copies of all reading material which has saved me at least a couple hundred dollars over the course of my degree because of not having to buy a text book.

•The faculty at the Moores School of Music--especially in the University Bands Department--is superb. You will be hard pressed to find a better department in the United States (trust me: I've looked!). The overall work ethic and academic prowess of the MSM faculty is truly of the highest caliber. Also, I feel that the Honors College really added a new dimension to my coursework in class by providing opportunities to explore academic subjects "outside" of our particular schools. Their involvement in the Honors Thesis program was an amazing experience which I will never forget,

•The Teachers Their commitment to the classes.

Philosophy

•I really enjoyed the community that CLASS is able to bring together. There is an engaged learning in the classes I took unlike the other departments. I also really enjoyed the professors and the availability they were willing to give for the students.

•1. Learning that I can only write under the intense pressure and fear of extreme last minutes circumstances.

•lots of writing practice. Lots of interesting courses.

•Professors Joshua Brown and Iain Morrison. Whatever you pay either of them, it should be doubled or trebled. On Josh Brown: Over several courses I took from him Professor Brown encouraged critical thinking and engagement with the materials. His courses were engaging, and discussion was highly encouraged. He was available to help students dig deeper and find understanding where they lacked it. His animated teaching style never fails to be appreciated by this student. On Professor Morrison: I have never delved deeper or read a text more critically than in Professor Morrison's classes. While he was a hard grader and a harder man to like his courses pushed me to develop my rhetorical speaking and writing skills like no other courses. In his class you were expected to speak up, and you were damn sure expected to be able to back up what you say. Gods help the student who has not done his reading. Jacklyn Vela as the undergraduate philosophy advisor rates a close third: she is the best advisor I have ever had at the University of Houston; I cannot stress this enough.

- Size of class Professors availability to be reached
- Some of the teachers challenged me to improve my writing skills and to think critically.

Political Science

- 1. Great political science faculty 2. Some very interesting upper level poli-sci courses
- 1. great teachers 2. great access to resources (library, IT, and guest speakers..etc)
- 1. I realized that non-military personnel & non-veterans do not have a concept on how to operate in group projects and group work.
2. My professors were well prepared for class.
- 1. The knowledge imparted by my Professors 2. The Internships I participated in.
- 1. It provided insight into various cultures and beliefs. 2. It gave me a good basis for law school regarding how the political systems work.
- 1. The faculty is very experienced and knowledgeable. All my professors had a strong background and many years of experience teaching. 2.
- Becoming versed with the aspects of governments that make the world go round.
- Being able to participate in the CHIP and networking with several other students who plan to attend law school
- development of my analytical skills and the ability to write a clear and concise paper.
- Dr. Kennedy was an amazing teacher and he really made his classes fun and exciting.
- great teachers who were willing to help you and guide you. advisors were amazing, always there when you needed them.
- Helped Me build confidence as a community leader. Gave me depth and perspective in my chosen field of work.
- helpful professors and classes that fit my schedule.
- I enhanced my writing skills, as well as was given an indirect positive affirmation in the major I chose to pursue my career in.
- I had great access to professors. I had classes at great times.
- I had some very good professors. Namely dr stone and dr rita griffin
- I liked the variety of subject matter to choose from among the POLS courses. I found all of the faculty to be respectful.
- I met and made some very good friends and mentors, and I enjoyed many lectures throughout my time at UH.
- interactive, fun
- Learned more about my future career in law. Learned how to think outside the box.
- Learning how to write papers Taking notes
- my professors and internship experience
- Networking, learning
- NONE!!
- Norma Sides, was the only advisor that I ever saw. She was amazing and she always encouraged me and made sure I was moving towards graduation. Also I had some very good political science professors that taught me a lot like Christina Huges and Nancy Sims.

- Political theory courses are good. My minors in other CLASS subjects taught me a great deal.
- Several of the professors were very valuable.
- Some teachers were amazing and I liked the class sizes; they were small and it made it more personal.
- Teachers who were informative and worked with their students.
- The classes and the subjects covered. Some of the professors had real world experience in their fields.
- The College of Liberal Arts allowed me to diversify my education I chose a double Major in Political Science in addition to Art History. The diverse fields of study CLASS offers allows students to attempt multiple studies and develop themselves into a more well rounded students. The second most positive aspect of my learning experience was the advising they really did their best to show me the steps to achieve my goals Norma S., Edouard M. and Cindy B. They had a plan for me that fit my needs they spoke to me when I needed help and I really think that the kind of attention they took with me and other students made a difference in my learning experience.
- The highlight would have to be classes that I took with professor Lutz. He is the only teacher I had at UH that really made an impact on me. He is very passionate about teaching and about what he teaches.
- The Political Science Adviser Sandra Gold-Singleton and Kairn Klieman the history professor.
- The professors were very knowledgeable. The professors were actively engaged in research and working to advance the status of UH.
- Variety of topics/electives Wonderful teachers

Psychology

- 1) The diversity of coursework is appreciated. It's very possible to take the field of study (for me, in particular) in many different directions and I appreciated the opportunity to fully involve myself in specific niches of the degree that are usually reserved for graduate instruction. 2) For the Psychology department, the List-Serv is one of the most valuable tools for successful training. Constantly being informed about different research opportunities (both within or outside campus) and other chances to get involved in the field (in addition, workshops and lectures) were very helpful.
- 1. ability to discuss topics 2. better understanding of topics
- 1. Dr. Christina Hughes! And other knowledgable professors 2. Interesting courses
- 1. enjoying 2. great classes
- 1. I came across some professors that were passionate about their subject. 2. The information was indeed interesting
- 1. The upper level psychology courses I took were very informational and valuable to my education. 2. Most of my professors were helpful and effective teachers. They really helped me to learn the material.
- 1.) Non-droning voices of most psych professors 2.) More likely to provide effective communications towards their students than NSM
- 1.) the teachers, 2.) university
- advisors were helpful wide variety of classes
- Advisors were very helpful in planning enrollment and graduation. Classes were always interesting and taught by helpful professors.
- All of my psychology classes except Cognitive and The wide array of classes to choose from.
- Barbara Woodward in psych advising department.

- Challenging courses and competent professors.
- Challenging coursework that made me try harder to succeed, and great teachers who were willing to help and make sure I learned what I needed to.
- Class choices and class sizes
- Classes and good advisors
- Class size were smaller than usual which was helpful for having really great in class discussions. The diversity of classes offered was great.
- classes that were smaller were more intimate and it seemed like sometimes the teachers cared more about you. I am a sociology minor and I feel like the sociology teachers are very passionate about what they teach
- computer lab and clubs
- cultural diversity pertinent real world knowledge
- Discovering I wanted to be a Psych major vs. a Biochemistry major My adviser was one of the only people willing to help and readily available. Our of all the employers, she didn't give me the run around.
- Diversity and convenience
- Diversity of class options and the faculty.
- Educational Useful
- Enthusiastic teachers, interesting subjects
- Excellent, knowledgeable instructors; variety of classes
- Good classes and good prof.
- Good professors Friendly classmates unlike NSM College.
- Great advisers I enjoyed the wide selection of online courses in my major (psychology)
- great classes with psychology professors - Dr. Inman, Dr. Hiscock, & Dr. Leasure
- great professors and plenty of classes to choose from
- Great teacher and great learning experience
- Great teachers mostly -learning about Psychology
- group involvement learning the material from the professor and not just from the book
- Having a advisor who showed me in a clear and concise manner what I needed which made my experience more efficient and less stressful. Learning from some amazing professors who had a wonderful wealth of knowledge in their fields.
- Having guests speak in class was always positive and informative. I also would consider reviews a positive aspect of my learning experience.
- I aquired knowledge I need for the future. Now I have a degree to get a better job.
- I enjoyed being able to take some acting classes as electives. I did theatre in highschool, so it was nice to be able to do it again just for fun in college. I am also very pleased with the required classes for my major, all of them have prepared me well for the practice of my future psychological work.

- *I enjoyed learning about the material in my field and working with my professors the most.*
- *I enjoyed some of the psychology and philosophy professors greatly. They were inspirational. I also really enjoyed the research experiences I gained through CLASS research.*
- *I enjoyed studying liberal arts and social sciences, and some teachers were good at teaching, relating to, and inspiring students.*
- *I feel like there was a good variety of classes to choose from, and my professors really had their acts together and did a good job teaching the classes.*
- *I got a degree that enables me to achieve higher level positioning I got the education of a top class School, UH*
- *I had extremely talented professors in every single class I took. They were truly caring individuals that wanted students to succeed.*
- *I had very positive experiences at the advising center. I also liked most of the classes I took.*
- *I have no idea what to say here.*
- *I learned ALOT, most of the teachers were great, except for a couple. My absolutely FAVORITES were Professor Jennifer Leasure who taught physiological psychology and Dr. Witt, who taught I/O Psych.*
- *I learned primarily about myself and how to work with others.*
- *I learned to*
- *I like the class sizes because it was never too large which made learning easier! Also the professors were nice and interesting.*
- *I love everything about psychology and have learned so much in all of my classes. The teachers were always helpful.*
- *I loved the teachers and the assignments benefited my writing skills.*
- *I took many interesting classes. UH prepared me for employment while I took classes that gave me a leg up as I worked throughout school.*
- *I was able to fall in love with psychology through courses with Kasschau, Stacy Meier, and Lisa Penny. I gained insight on the history, effects, and techniques used in the various fields of this course.*
- *I was allowed to take 2 graduate courses as an undergraduate, which I feel really prepared me for graduate school when I apply next year. Also, the faculty in Psychology were more than willing to guide me through the steps necessary to excel and stand out in the field. I really want to thank everybody for that.*
- *I was impressed with some of the teachers we have on campus, they are very knowledgeable and great at what they do. The classes were also very interesting and made my experience and much better. I felt that I was at least paying for a good education.*
- *I was pleasantly surprised with how liberal many professors were in their lectures while others were more "by the book". So whatever your preference, there were professors that would suit your needs. One of my favorite things throughout my education was my internship at Justice For Children. I learned much more than expected in all areas of life and it was an experience I will always remember.*
- *I had some really great professors.*
- *Interactive classroom environment, Great teachers*
- *It felt more like a tight knit community than in other colleges. And wonderful teachers.*
- *It gives you the ability to use what you learn in different areas of your career, for example associating with different people, communicating, and understanding them. Overall a college that maintained productivity.*

- Knowledge obtained and my interaction amongst others.*
- Learn a great deal about mental health and my learning experiences open many doors towards my future career.*
- Learning about human conditions and interactions Social Psychology seems to be a very interesting class.*
- Learning that there are many different scientific ways of viewing things. The more I learn, the more I realize there is so much more out there to learn.*
- Lectures and Note taking...*
- Love for Psychology a a profession The great successful experiences of my professors. (Great role models)*
- Most of my professors were very engaging and entertaining. The material was, for the most part, pretty interesting and the tests and coursework weren't too difficult.*
- Most of the professors were very knowledgeable of their fields. Lectures offer great information.*
- My overall experience at the University of Houston has been great. I really enjoyed several professors from the Psychology Dept and Health Education Dept.*
- My professors were easy to learn from and made the material connect to real life experiences. The courses that I took reaffirmed my choice in my major.*
- NA*
- One of the positive aspects was that the Psychology department had many incredible professors that helped me with anything that I needed from understanding class material and guiding me through graduation to helping me find jobs in my field after graduation. Another positive aspect is that the advisors in CLASS are very kind and open to answers.*
- Proficient writing skills and a broad, and sometimes specializes knowledge, in practical psychology.*
- Research experience and opportunities Availability of teachers*
- research opportunities and advisers.*
- some of the teachers and some of the psychology classes*
- Some professors were really funny. Some courses were very interesting.*
- Taking classes that I have a interest in. Being taught by graduate students who can better relate to life as a student.*
- The advisor and administrators were always helpful and willing to get me to where I needed to be. The courses were well planned out and pertained to the importance of the course.*
- The classes Some of the psychology teachers*
- The classes in psychology were helpful and interesting. The dean's office helped me so much with sorting out issues that put extreme amount of stress on me.*
- The classes were flexible and the staff was friendly.*
- The coursework was interesting. Psychology is something that you can use in the workplace when dealing with people.*
- The interesting class lectures and the interaction between the students and the professors.*
- The Spanish professors were very good and all of my psychology classes were interesting and applicable.*

- The two most positive aspects of my learning experience in CLASS were: having the opportunity to network with other peers, which opened up new doors to other opportunities - and having the resources available upon my needs.
- The various English classes have been the eye opening and amazing part of my experience in CLASS. Dr. Guajardo's Travel literature created a world of possibilities to me and enlightened my view of life, writing, culture, and academic pursuits. I use every part of my english classes for my daily life in communicating with the world.
- There were always open discussions which made the classes more interesting, lively and gave me more of a chance to learn aspects of the courses not directly involving the textbook. -I like how it's encouraged that one uses personal experiences to more
- There were great classes offered and the professors were very nice and helpful.
- Took some interesting classes. Ran across some passionate teachers.
- Upper level psych courses Email access to communicate with my advisor
- variety of class options
- Variety of classes available was great. Times of classes was great too.
- Wide range of courses that meet my interests and the coursework helped to relate to real-world applications.
- Working with Barbara Woodard. I have not met another person at UH that was more caring or helpful. I have enjoyed the CLASS professors and how they have challenged me in all areas of my life.

Sociology

- 1. Learning about the many different topics that Sociology researches. 2. Advisor gave me clear requirements needed for a B.A in Sociology.
- I would have to say my advisng experience because I was able to get a better understanding of what was going on. My professors were also one of the best parts of being in CLASS they were very thourough but they made sure you understood all that was going on.
- it was very interesting i feel as if each class taught something different and unique
- Landis Odums
- LEARNING ABOUT MEXICAN AMERICAN FAMILIES. ALSO, HAVING THE OPPORTUNITY TO INTERACT WITH MY PROFESSORS.
- Sic of work and American culture.
- Sociology classes were outstanding.
- Some professors were outstanding, as well as the books they recommended. Landis Odoms, my advisor, was great.
- The advisor, professors, and staff of the Sociology Department are by far some of the most wonderful people I have ever worked with. In eight years of college study, I have never felt so proud, blessed, and fulfilled as a college student as I was working with this department.
- The broad scope of classes that I could take helped me widen my understanding of different topics that I wouldn't normally be inclined to learn about.
- The Chinese program is excellent!! Kudos to the entire Chinese Studies department. Also Landis Odom (Sociology advisor) was extremely helpful during my entire time in the program.
- The sociological courses offered and the adviser Landis Odom. He is a jewel that has made a huge impact in my experience at U of H.

•The sociology professors are outstanding. Seriously. They are awesome and you should give them all raises, and put more money into that department.

•The support from Advisors and Faculty. Choice of Class times.

•There were so many I don't want to give credit to just one.

Theatre and Dance

•I learned that if I want something that I have to do it myself and ask questions later. (I don't know how positive that is.)

•The encouragement to think independently. The availability of particular staff and faculty.

•The teachers were readily available. There was a sense of community.

No Department Given

•One of the my positive experiences, is that I got to work in groups.

•the open discussions held within the Honors College.

Areas that need improvement

Question 21 asks students to tell us about academic or administrative areas that need improvement and if they have any suggestions for how we might improve those areas (i.e. Advising, Class-size, availability, degree planning, etc). 376 students responded. Many students tempered their complaints with thoughtful comments and occasionally more praise, while over 40 students responded with “n/a,” “no’s,” dashes, or other comments that indicated no improvement was needed.

Anthropology

- *Class availability is a problem. There are many courses on the books that are rarely offered.*
- *There were several professors that clearly didn't know how to teach a class of any kind. One of them was barely able to teach her class due to number of students and before the third week of classes had all but 3 students drop. As a suggestion to improve in the hiring of professors, I have no advice because I am unfamiliar with how the school chooses whom to hire and whom to let go.*
- *Hire anthropology professors who are doing active research. More ethnography and qualitative research courses. Do not know why anthropology was so neglected in its offices, supplies and resources. Computer lab for anthro majors uses computers that are 10 years old with obsolete software. I was very disappointed that my major was not supported more by the university and more that it has been merged under a department with other "comparative cultural" studies. In a city as diverse as Houston, the major public university in the area should have been able to maintain a cultural/social anthropology program to take advantage.*
- *Classes, size, availability, degree planning etc.*
- *A more rigorous cultural anthropology program is needed, in my opinion. As valuable as the classes are, something is missing. There is a gap between the classes at the university, the work of applied anthropology, and the field/research work. All three need to connect, and I feel that more connections to applied anthropology and field/research work are needed in the university. Anthropology has connections to so many other departments in the university as a field of study, and it would be disappointing if they were not able to benefit from this.*
- *more funding, better communication, better scholarships...*
- *I know this probably won't matter any more since y'all are getting rid of the Anthropology department but I feel that Theories of Culture (I believe ANTHRO 4310) ought to be split up between two semesters. I know that it would suck to take a year long course of that but it would give students a better grasp of the theories with out having to race through them because the course is being crammed into a semester.*
- *Everything and everyone I interacted with has been awesome.*
- *Increase the size and funding of the department. Also, get a better website. It doesn't really look that informative and interesting when one visits it. Also, if more people showed up at orientations or in UScholar's workshops, I'm pretty sure our department would grow.*
- *The course offerings in anthropology were lacking at times. The college should commit more money to the program, instead of trying to hide it away in the corner of a run-down building with crappy equipment.*
- *Everything was great, I had a great educational experience.*
- *The current CLASS administration needs to understand that Anthropology is a Social Science, not unlike Psychology, Sociology, or even Political Science. Also, it needs to realize that the Anthropology department at this university is more focused on Archaeology and Medical Anthropology. Finally, the administration needs to recognize that these are "hard" sciences, even more so than the other Social Sciences. As such, it needs to be treated like one, instead of demoted to the Department of Comparative Cultural Studies, which intends to take a humanities approach to Anthropology. It would be much more appropriate to foster a relationship with the biology program than religious studies. If I had not graduated this semester, I would leave this university because of this issue, as I have left another university before for a similar issue. Our department, while it has its faults, namely a lame duck department head who has never done anything for us, does a good job with its students and sending them off to even higher education in this field. Many times this semester while watching a new science building built to block out McElhinney, I have asked myself, Tier One is good for who exactly?*

•better classes offered in the Anthropology department.

•I believe that the Theories of Culture class required for Anthropology majors to take, ought to be split between the two semesters.

Art

•Advising on artists as professionals. A class that goes through the business side and legal side of being an artist such as copywriting, fraud, contracts, finances, etc.

•Advising! Myself and almost every other college student I talk to have had at least one case where an advisor has advised them to take the wrong class, and they did so in blind trust. When it came out that it was the wrong class, the student took the fall (wasting time, money, etc) while the advisor got away with it with no consequences. There should be some penalty in place for that sort of thing. Personally, I kept my eyes open and avoided taking the wrong classes by thoroughly studying suggestions made by advisors, but many people are not as aware of the issue as I am/was.

•Advisors should be more involved with degree planning. Students need guidance for their futures. I was not informed about the Block Process correctly by my advisors or my professors.

•Art courses need to be spaced out more. Students who are in Block take three mandatory courses on Tuesdays and Thursdays from 8 am until 5 pm. This makes it difficult for them to select other courses to take since more art courses are offered on TTh than on Monday and Wednesday.

•class times seems to be a bit scattered, for those who want to take up to 6 classes find it hard to make a good schedule.

•An organization that organizes museum visits and classes/guest speakers who have monthly lessons on how to apply for grad schools (what to do til graduation), how to get connections for local shows, etc.. Get the students (espically the ones who are not experienced artists) more involved in participation in Houston art.

•Expand the art building!!!

•I am an art education major who felt I did not get the proper information necessary to complete all my education class requirements. I sometimes felt like the art and education departments did not communicate well what was ever expected from me; especially in preparing me for the PPR EC-12 Qualifier test (which I ended up taking over ten times before passing). Everytime I would go to a counselor on either side (art or education departments) to ask questions, they would always ask me to ask the other department for my answer; which only left me more confused because I felt like I had no one to turn to for help. In return, I became very stressed on how to complete the education part of the program due to a miss communication between both departments; which were suppose to be working together to provide me with the RIGHT information. The whole system seemed very disorganized; however since I an extremely determined person I eventually had to take action into my own hands to get the information I needed. I asked my fellow colleagues, as well as, my professors to see if they could help me. Even though I ended up graduating and finally completing all the art education requirements, I know many of my fellow classmates who had to stay behind a semester or two because of the the miscommunications amongst these two departments. Im not quite sure how you could improve this problem, I just hope it gets done so that future students won't have to go through what I went through my last 1 1/2 of school year; which was nothing but more stress after more stress.

•I am not sure if this would fall under this category, but it is the only thing that I can think could use improvement since my experience in the School of Fine Arts was a positive one. As a Graphic Communications student, I used the PaperCut service frequently for printing in the studio or general use lab. I think this system could use improvement. It would greatly benefit graphic students to be able to purchase PaperCut credit online with a credit card due to the fact that we are on campus at all hours of the day/night. We desperately depend on the ability to print on campus, but sometimes unforeseen printer errors and the like, leave us still needing to print, all out of PaperCut funds, and without the ability to purchase more when the art office is closed. Having the ability to buy more credits online would be the best solution to this problem in my opinion.

•I could have been learned more in fundamentals and a foundations course.

•I feel that more elective classes should be available throughout the year not only seasonally if there is enough students requesting the class. For example certain classes are only available during the fall because the university only has one teacher.

•I think IART classes would've been my favorite but the they were poorly executed at times. The idea and potential for them was incredible and really inspiring. It was challenging to think outside the box and integrate all sorts of fields towards one goal. I think that collaboration is really effective in preparing students to face the real world. Availability for these classes are sparsely advertised and limited. The way the classes are run could be restructured so that we can feel we got more out of them instead of just a spark. Maybe then, students would tell each other how wonderful it is and availability would be demanded more.

•I think it is fine just the way it is.

•In art history, it would be nice to have more theory based classes instead of surveys of major historical periods. The nature of the field is evolving and it is important that the department keeps up with the pace of the rest of the world.

•In terms of improvement I would say that there needs to be more classes available for Quest 2 because often I found that there would be one professor teaching a course and only one time slot available making this really hard to work around. Also, I often had questions and was directed to talk to the advisors in the education department and they were never helpful when it came to needs to art educators, if it was not for Cindy Bowden in the art department I would be really lost. Advisors in Farish Hall need to be more informed of the art educators degree plan so that they can assist us if needed.

•More advisors during peak periods.

•More faculty and space availability in block for Art Majors. 50 students who spend +/- \$25,000 for an Art degree should not have to fight for 10 spaces in Painting/Sculpture/Photo Block. Subjectivity of some Art Instructors.

•My Advisor changed a couple of times. Kristina is by far the best advisor I have had since being at U of H. I believe that the Spanish department needs work. Joseph Yoo is a fantastic profesor, but he doesn't create the test. And the test need some work. I wish you didnt have to take a foriegn language for a degree in art. And I wish the art department focused more on craft and skill versus being "innovative".

•My minor was English and it was very hard to get an appointment whenever I needed one. For example, my apps were frequently scheduled incorrectly then I was told that I had missed my appointment and would have to wait or reschedule. I spoke with two other students one day when this happened and they said they had been through the same situation.

•NA

•need more variety of classes and classes that will help prepare students for the work field. ex. artists need classes that teach them how to write about their work instead of just art classes.

•Nope.They were all good. However, I do think that the college of Art needs a mentorship program for incoming freshman and transfer students.

•Once I became a Senior and was allowed to meet with Cindy Bowden, my advising experiences were fantastic. Before that, they were horrendous. I went many semesters without meeting with an advisor because I would attempt to make appointments and would be told they were too busy and to come back later in the semester. Twice when I made appointments, they were cancelled. I had no guidance with my degree plan and was making F's in the art department for several semesters. When I finally met with Tamara Cobb in 2009, after being in CLASS for 4 years, she informed me of the degree plan I needed to follow for Art History. She was helpful in some ways, but I mostly remember that she was unfriendly and that I did not want to meet with her again. She gave poor advice about how to fulfill some of my core requirements and ought to have mentioned that, in Art History, the language you choose should be one that relates to your preferred field of study. Now that I am looking at grad schools, I find that I will have to go back and take French and German. It is my responsibility to find these things out, but I hear about advisors at other schools and am aghast and how much more information they impart to their students (they also encourage them to study abroad and help them find internships). As I said before, once I began meeting with Ms Bowden it was a very different experience. She is extremely knowledgeable, personable, helpful, and kind. I often had trouble trying to enroll for classes that I needed or wanted, but I would not want classes much larger than they are. I've been at UH long enough that I migrated from the old system to PeopleSoft and I appreciate the innovations in enrolling that happened. I do wish there were better ways to learn about special topics classes and about interesting classes from other departments. Some of my favorites classes have been in those categories and I usually found out about them by accident or from a friend.

•The facilities need some work.

•The only complaint about my advisor was that it was changed 3 times. I wish I had one consistent advisor, though, all three were very helpful.

•The senior hold is counter productive.

•There should be an online advising available for those with Senior Holds. I only enrolled in classes part-time for the last 30 hours of my degree due to work and class schedule conflicts with the necessary classes to fulfill my degree requirements. With that said, I had a Senior Hold placed on my acct for the last 4 consecutive semesters. Advising availability is extremely limited around the end of the semester, so I would often have to wait up to 2 weeks before meeting with an advisor to remove the hold so I could then register for classes. At this point in my college career, and after previous advising sessions, it was very clear to me regarding the classes needed for my degree requirements. The Senior advising sessions were a complete waste of time, and seemed to be more of a formality and paper work than actual advising. I believe that after the 1st Senior Hold, seniors should have the option to complete advising requirements over the internet or email. This will allow those students requiring in depth advising sessions to meet with their advisor with a shorter wait list.

•There was only one experience where my advisor did not tell me about a class requirement to move up to the next level of QUEST teacher education program, so I had to fill out a petition for the class.

•Unfortunately, the degree planning and advising for the students who were majoring in both art and education (Art Education) was lacking in quality. I felt that we as art education students were constantly back and forth from the education and art building and given different answers on important issues (i.e. certification and class information). Fortunately, there was advisers which helped these issues out, but manly CLASS and U of H need to tighten up their systems of operations with their majors. Everyone should get the same treatment and consistency, no matter how unique the major situation is.

Communication

•- clear instructions for how to enroll for advising (On our peoplesoft it says we can sign up for advising, but for the COMM department, we cannot. We have to go to the Valenti website to sign up for an advising appointment, which is not clear.) - appropriate amount of seating for the number of students enrolled in the class (if there are 35 students enrolled in the course, there should be 35 seats.)

•- There are some interesting classes that have never open (e.g.: investigate reporting...)

•Advising availability was a little crazy because we would have to schedule appointments a month or so in advance to be able to get an appointment. Luckily my advisor Salima always was great at answering emails so that if i had a question that required immediate attention she would be able to get to to me quickly. The Spanish requirement was such a hassle and some of the professors were just awful. The grading practices of the final and the way the test were set up were not in tune with what we actually were learning.

•Advising for the school of communication works just fine. I never used advising for CLASS. Class sizes were also fine.

•Advising is HORRIBLE! I went to an advisor every semester since I joined CLASS which was about 2 1/2 years ago and up until last semester when I went to meet with an advisor to figure out my schedule for my final semester, I learned about requirements that I had NO IDEA about, but I apparently met. Some I didn't meet and that required me to take extra classes. Every advisor told me something different and they weren't on the same page. I could have graduated sooner if I had known some things earlier on.

•Advising is terrible! I was given incorrect advice by one advisor in the communication department requiring me to take 2 additional classes and delaying my graduation for 2 semesters. However, Les Oliver and Orlando Zamora were very helpful in advising me on how to fix the problem created by a previous advisor (who no longer works for the UofH Comm. Dept). Also, it is difficult to schedule an appointment because they are always busy. When you do schedule an appointment it must be weeks out and when you show up for the apointment you must wait for a very long time.

•Advising needs to be available more often its always full.

•Advising- There should be more advisors. Sometimes is hard to schedule an appointment

- Advising, degree plan guides, when I enrolled I had 3 advisors tell me 3 different things. Meeting with an advisor required scheduling weeks in advance. Degree plans had some classes with little or no relevance to my major. I don't feel like the classes prepared me to find a job upon graduation.
- Advising, Less books to much money.
- Availability for more hands-on courses, especially for broadcast majors!
- Bigger classrooms for the media production classes, the upper level production classes fill up so fast Get available learning centers to teach media prod students how to use the equipment accurately, the only time we learn is in class, that isn't enough! More advisors, some fresh faces different opinions Provide work study with the athletic uh video dept for media prod students, it will really help them in their production classes with already being familiar with the equipment.
- Class availability.
- Class availability -The university needs to do a better job weeding out the people that does not have any business attending a tier 1 university.
- Class sizes good, remodeling looks promising.
- Class availability, Advising availability. Most of my courses are petitioned courses,very few are actually a part of my major. Many times I had to wait over 2 months to see an adviser. Not particularly helpful when trying to graduate.
- N/A
- Communication within in the communication school is severally lacking. I was suppose to graduate in 2008, but I was poorly advised by an advisor who is no longer there. It took me 2 years to try to straighten everything out and will FINALLY be graduating. Everyone needs to be communicating the same thing to each student. There are a lot of people who never know what's going on. And JRs should have at risk advisory to let them know ALL class left. Advisors should NOT lose files of students and then claim they never filed paper work. Transfers should be signed up right away for a catalog and copies should be made and given to the students.
- Degree planning can be confusing
- For me, all of the advising, classes, and other necessities worked out to my benefit.
- I am glad that advising went to appointments. I had a difficult time to see an advisor because I would verify the time. When I arrived, I was told that the advisors did not have time to see because they needed to complete their paperwork. I left work early to see someone. Degree planning - I wish that the validation on minor and major degree plans would be simpler. Class availability - More classes online, evenings and weekends.
- I believe you can add the classes that are written in the requirements electives or just delete them; and not offer them at all in the peoplesoft but still keep them on the sheet.
- I really think the satellite classes at University Park are going to aid in improving UH. Aside from that, I think the only issue I had these semesters is the parking situation.
- I think degree planning needs to be more organized. Also, I think online paperwork should be responded to faster.
- I think that career advising should also be considered.
- I was satisfied with this college
- I would have appreciated Advisors who actually want to see students graduate. I would also appreciate more classes to be offered during both semesters. Degree planning should be available online. Most students are adults so the need for an advisor is really for signatures on paperwork.
- I would love it if advising was handled at a more faster time frame. There were only 2 advisors on campus.

- N/A
- If at all possible, another adviser to the group would be great! Its hard to get in there to see them!
- In regards to advising, in the beginning I was not given clear advisement. Due to that, I had to stay an extra semester to graduate. I would like to see that information per student is relayed correctly so errors can be avoided and academic surprises will not arise when they could have been taken care of ant an earlier date if addressed. I also felt there should have been more slots for availability for undergraduate advising. Furthermore, undergrad students should not be able to sign up for graduate advising spots at all. Even if the undergrad student clicks on the vacant spot on accident, they should not be allowed to proceed in further reservation process. A prompt should come up or something.
- In the Fine Arts Department, the Advising is very poor. You can never get in to see an advisor when you need to, then when you do get in, there is never anything they can do to helo you. Also, for those who are minors in the ART department, have a very tough time getting into classes. this really needs to be addressed and fixed, in order to help gradutating seniors get into classes they need with out having a panic attack like i did my last 3 semesters.
- In the School of Communication, I didn't feel as if the classes were challenging enough. I also felt like grading was sometimes arbitrary, and there wasn't enough feedback to make things better. Also, I felt like the department websites for various departments needed to be redone. There information wasn't organized enough and It took me
- Make sure all the professors are always helpful and believe in guidance for students because a few times I didn't quite feel that. The courses shouldn't be so complicated and difficult on the assignments and projects assigned; they should be very clear.
- more advisors.
- More classes. There are some awesome communication classes in the course catalog but many of them are not offered.
- More comm advisors to make getting an appointment quicker.
- More opportunity to network during graduation semester. For example, the Business department conducts career fairs for Bauer students. CLASS does not provide tools for when a student gets out in the real world.
- My communication advisor was really hard to reach. Sometimes we needed to book an appointment 2 or 3 weeks in advance. I would also try to make sure students know that there are jobs out there. Many teachers say that we are not going to make it, or that we might be working in other positions rather than our major(s). I think that is a rude from the teachers and the department should not allow that to happen.
- My major was PR. I think some of the professors I had were not up to speed as far as the industry goes. For example, in the aspect of social media (currently a huge part of PR) was not covered. There wasn't enough of what we learn being put to practice in the classroom.
- N/A
- Please get more advisors. At times they would be booked for 2 weeks....it's ridiculous. And as far as degree planning goes, I think as a freshmen students need more attention as to guiding them to pick the right major etc, and figuring out their path to avoid surprises in the future.
- Revise the school of communication advising appointment system so it is available more than one day a week.
- Scheduling advising appointments online -- it is very inconvenient, because it is always booked.
- The advisers are at times... lost. I feel that they need to work on their communication (especially in the communication department). Also, transferring credits is another task in it self. It took the staff over a year to transfer credits that took me only a semester to complete. Also, some help with classes and professors would be nice. It feels as though we're just thrown into an ibis with no guide or instructions.

- The advisers were nearly inaccessible, and they were of no help when I made a degree plan. They told me what classes I needed to take, but they didn't help me choose which ones to take from semester to semester.
- The CLASS classes were distributed in weird places in different building, far away than usual. Out of all of my four years in the CLASS, I only took 2 classes in the COMM building. I wished I would have been able to use it when it was finished with remodeling or before remodeling began. I didnt like the experience. All the classes were scattered.
- "The Communication department is in need of more staff/teaching positions. There are very few courses offered for Media Production majors. Some of the upper level courses such as COMM COMM 4381 Digital Cinematography and Narrative Storytelling require COMM 4323 Multimedia Production I as a prerequisite for example, yet the prerequisites are rarely available, or only available one semester during the academic year. Other courses such as COMM 3323 Multimedia Production II or 4353 Communication and Information Technologies have not been offered in recent semesters. Those who would like to specialize more in these areas cannot. Degree planning within the school could use improvement as well."
- NA
- The foreign language program needs improvement. The Spanish program is hard to follow and leaps beyond the level of most students' comprehension; leaving many students behind.
- The introduction classes I took at UH for Communication were very frustrating. I did not like that I could not take the classes in person. The fact that some were only offered online was one of the most frustrating things about my time at UH.
- The one thing I did not like about being in the communications school is the requirement of a foreign language. I feel the time and discipline it takes to learn a foreign language places too much of a burden on a student, and takes time away from them being diligent in the classes for their major. It was the biggest stress by far on me at UH.
- the Spanish department is next to worthless. the teachers i have had are all very rude, barely know English and they think reading from the book teaches someone how to speak a language. i feel that the 16 hours i took of Spanish at UH was a waste of money and i am very disappointed and would never recommend it to anyone.
- The UH bookstore on campus really needs improvement on communication. They don't communicate well with students or professors. I had a problem every semester with getting the right books. Twice the wrong books were listed on the online lists. No one ever answers the phone when you call the bookstore, either. And when I go into the bookstore to get assistance besides just working at the registers, the employees are exasperated as if they are put out by having to assist you. **BOOKSTORE NEEDS MAJOR ORG COMM HELP!!**
- there needs to be more advisors, or maybe a system in which the student's needs are filtered and narrowed down to very small numbers so that various advisors can handle specific questions. overall i was NOT satisfied with the availability of advisors.
- There needs to be more advisors. I took some extra classes due to poor advising as well.
- They just need to work with the financial and course advisors more.
- We need more advisor . Sometimes it is hard to get one, especially during exams.
- While most of the time I had thought ahead so that I could get an advisor when I needed to in my last few years, it was nearly impossible to get an advisor around enrollment time. The advising department did start posting signs around the Communication building about when holds were put on people's account, which was helpful, but the holds either need to be put on earlier, the holds don't need to be put on accounts every single semester, or there needs to be more advisors for us to see. This was probably the most frustrating thing about my time at the University of Houston.
- Writing Center needs to actually help students and not "help form ideas" because that's useless
- Yes advising should be more open and there should be more classes available for certain classes

Communication Science and Disorders

- *Communication Sciences and Disorders is a great intimate major. However there was a specific professor, Laura Cizek, that several students felt was unfair in her grading and her respect level for certain students. Other than that, I enjoyed my time in the Communication Sciences and Disorders major.*
- *It would have been a smoother transition for me if we had a professional advisor as opposed to a part-time inexperienced one. My advisor did the best she could and I am very grateful for her dedication and effort, but her abilities were limited.*
- *more opportunities to have reviews and Q&A time with professors*
- *NA*
- *None*
- *The Admissions department needs to be more organized as well as the Welcome Center. I was often led to the wrong department to finish my admissions and for other questions I had concerning my enrollment at UH. It would take a few hours to finally be directed to the right department. Furthermore, freshmen advisors should be able to assist you in enrolling in your major courses when you are still undeclared.*

Economics

- *Advising was difficult to schedule since many times there were several people waiting to be advised by only one advisor.*
- *All I would say is to incorporate some business classes in the economics program. Unless you plan to go onto to graduate school id imagine it be hard to market just a bachelors in economics.*
- *All important economics classes are at 1-4pm TTh, what the hell are you retarded? I have other classes and now I'm forced to take the ONLY remaining s*** economics elective class at 8:30-10am because of your s*** scheduling. Also don't tenure your professors, they are horrible at teaching and the ones that are actually good are the younger ones, villegas-sanchez, the econometrics prof, etc.*
- *Class size would help significantly if classes were smaller. Online classes would work better for the people that work if they did not have deadlines throughout the semester, In my opinion it is better when everything is due at the end of the semester so that people that work can work on their school material accordingly to their needs.*
- *Courses in CLASS too easy, not challenging enough therefore boring.*
- *Degree planning and class availability.*
- *Have more tutoring available for classes in Game Theory and Economics.*
- *I was largely unaware of most of the services available until my junior year. If you guys could send out emails/pamphlets about the services, it would help.*
- *Instituting another Economics adviser would be very helpful.*
- *My only real complaint would be regarding the university as whole: I wish grades would be posted and degrees offered during the actual graduation ceremony.*
- *None.*
- *Really the only issue I had was in regards to the availability of some RELS classes. I know at one point a class was cancelled due to lack of enrollment in the summer and another instance in which the time of the class was changed a couple weeks or so prior to the start of the semester. That was kind of a tough situation because I was forced to take other classes I was not really interested in due to my school and work schedules conflicting. I definitely understand that the enrollment is a big part of the issue but it was an issue nonetheless. Other than that everything between ECON and RELS was flawless and enjoyable.*

•Sometimes I felt that getting an appointment with my advisor was difficult to do. Once I was in to see her, everything went very well, but getting in to see her was sometimes difficult. Also, on multiple occasions I would go in to see teachers during office hours but they would not be in their office. Faculty must be held accountable for being in their office during public office hours.

•There seemed to be a lot of unnecessary paper work involved at every step. I'd suggest peoplesoft could be upgraded to take care of a lot of stuff department advisors are currently responsible for. For example, I don't see why the general petition can't be submitted electronically by the students to the relevant departmental/college office. Though strictly not related to CLASS, but there were seemed to be a lack of coordination between the CLASS Dean's office and, lets say, the Office of Financial Aid. Though my scholarships/waivers were all applied on-time, I personally know a couple of fellow international students who were CLASS majors and who had to go knock on a bunch of doors in Agnes Arnorld as well as the Welcome Center to get their financial aid awards sorted out. Another big issue that I noticed, which seemed to be prevalent in both CLASS as well as NSM classes, was that course pre-requisites were not enforced by professors. Peoplesoft can EASILY take of that; or maybe the 9.0 already can, I don't know, I'm graduating this semester and the 9.0 only went online a couple of weeks back. Last but not the least, I'd like CLASS to move up the world in terms of it not being a college of choice for those lethargic douchebags who got thrown out of other colleges, like NSM, Bauer or Engineering. One look at CLASS' faculty would reveal numerous Ivy League alumni; its kind of sad that they have to tone everything down so much when they go through their courses; though I'm pretty sure that this changes when it comes to graduate programs in CLASS.

English

•1. English advisors are overbooked and do not respond to emails 2. Thesis and internship guidelines should be streamlined

•1. Higher standards for enrollment 2. More accessible information for transfer students, especially when orientation is.

•Advising in both minor (classics) and major (English) was disastrous. Minor: did not inform me of crucial info or abt necessary paperwork, possibly did not even file her own paperwork. Major: left the petitions I submitted unfiled for a YEAR, continual communication failures including between the two advisors between whom I was shuttled without explanation. Did not follow up with me as promised re potential problem with graduation. Basically all three of my advisors seemed to be wildly incompetent.

•After being absent from U of H for more than five years, I returned to finish my degree. During the five year hiatus I spoke to an advisor many times about the requirements to complete my degree. Additionally, upon my return to U of H I spoke with an advisor at the beginning of each semester. It was not until my third of four semesters that I was informed that I would need to take classes that I did not know that I would need. This procided a lot of avoidable stress that could have been addressed upon my initial return to active status.

•As a part time student who works full time, it would be great to have had more choices for online classes, particularly in the upper level.

•As an older student with significant transfer credit issues, I would like to see a better system for looking at units for credit. It might be easy for younger students to have syllabi available from classes they want to count towards their degree requirements, but those of us who attended university decades ago don't have that kind of access. It felt to me as if UH just wanted my money. They wanted me to pay for as many classes as they could, even though I had previously taken the same classes, or even worked towards a degree under an older plan that was no longer being utilized. My advisor seemed useless in the process. Considering how many older people are on campus, I wouldn't think my issues were unusual, and yet their didn't seem to be any system in place to deal with things efficiently.

•Class availability is the biggest issue. I understand the need to schedule "enrollment appointments," But it often left me stuck when the classes filled up before I could enroll, and without many choices, especially at the upperclass level, where students mainly need certain kinds of classes to finish fulfilling requirements for graduation. And once those classes fill, not all professors are willing to add students, even when they are majors. This happened to me several times. It would also help if advisors in other departments were more accessible. My major advisor was awesome, but my advisor for one of my minors was very difficult to reach, and although I've only seen her 2-3 times in my undergrad career, I was very underwhelmed.

•Class sizes were good. I really do not have any complaints.

•Currently, there are only two English MAJOR advisors who take care of students who either go into the Creative Writing or Literature concentration route. I believe it would be more effective if a 3rd advisor was hired for that department. The student to academic advisor ratio comes off as too unbalanced. By the end of each semester, both advisors can't accommodate every student that walks into the office in an expedited fashion which then results in complaints from disgruntled students. There should be more of an effort to relieve some of the tension that both the advisors and students feel because of the limitations placed on this issue.

•degree planning should be done and outlined before enrolling in classes. Make sure the classes are offered in both semesters to fit a degree plan.

•For Transfer Students, it's especially hard to know what is right and wrong at a new school. There needs to be improvement on that. My degree plan was changed and I was never aware about it until I went to see my adviser. There also needs to be more options for classes in the English department. Also, when students complain about a course multiple times, there needs to be something done about it. It's rather frustrating.

•I don't know. Sometimes I felt kind of like I could have easily slipped between the cracks at UH. Got a bit confused about the degree planning aspect, though luckily I did a lot of research and got some good advising my senior year. I realize there are a lot of students, but I think keeping a better eye on them would be helpful. Maybe advertising English Dept. events more and requiring advising more? Not sure. I only had an English Dept. advising hold on my account one time.

•I would say that the need for correct summaries of classes (what the classes are about) would be the best major improvement that could be completed. Size, availability, and so on seem about right for the school for now. As this school become their one, there may be a need for change. For now though, it is all right.

•Improve on class availability

•It can take a while to get an appointment to see an advisor. It was also inconvenient to have to meet with an advisor about graduating so many times; we covered everything in one meeting and the other was a waste of my time.

•It was a constant inconvenience that the university does not accept Visa for certain payments. Most students, like myself, carry Visa debit and credit cards and rely on them for most of our financial transactions.

•It's very difficult to see or communicate with an advisor. I emailed advisors repeatedly with no response. Also, CW classes are way too big. 12-15 students is the limit in a CW workshop. Grad students need teaching positions. This problem is easily solved. Just take money away from the business and athletic departments and voila.

•More advisors with more training; they frequently didn't find mistakes or process petitions properly which could have led me to not graduate on time were it not for my own volition.

•More teachers for creative writing workshops. more times to choose from in those workshop classes.

•My advisor, Kimberly Williams, has not Responded to my emails which contain very important graduation information. Responsiveness could be a lot better.

•N/A

•open a real 24hr study area.

•Some classes are accepted as some credits yet need a petition to get the credit, so it would help if the petition could be skipped such as Native American Literature for American literature before 1900's credit.

•The advisers are exceptionally helpful, but the English Department requires more of them. It is very difficult to get an appointment and fulfill my student responsibilities.

•The Advising department. It was rare to get an appointment fixed whenever I asked for one. I guess; more advisors would facilitate the overload of students per advisor.

•The advising is sometime difficult to obtain because of the scheduling methods that are used in the English department; for example, many times slots would be very limited, and there was only a brief window of time one could obtain an appointment by calling or going by around Friday mid-day, when they received the schedule for the following week. Also, at times I would have to wait a decent amount of time when I arrived for my appointment on time; I once waited 15 or 20 minutes after my scheduled time to see someone, which is difficult for students who have class schedules as well. Otherwise, the advisors have been very polite and have answered all my questions thoroughly.

•The advisors in the PSYC department need better understanding of the entire degree process.

•The availability of classes can be increased. Class size can allow a few more students than required, such as five or six more seats.

•The four thousand-level creative writing classes would be more effective if they were smaller. The advising staff would be more effective if there were more of them, as this would mean that each advisor would be responsible for fewer students.

•The whole English Dept. Team was always great to work with. Things wound up being much more frustrating with the History Dept regarding my minor. The whole process seemed flawed with them.

•Undergraduate advising in the English department is a nightmare. My advisor, Ms. Williams, was fantastic and helpful, and I always enjoyed meeting with her. However, it was nearly impossible to get an appointment with her, because the department would only book advising appointments one week in advance, which is just not feasible with the number of students the English department serves. They NEED to schedule appointments further in advance, so that they're actually available to students. At the very least, there needs to be some kind of exception for seniors, because they often need to set up early advising appointments so they can enroll in the classes they need before said classes fill up.

•When students come in to declare their major, have the advisers teach them how to do their own advising/degree planning. The advisers are obviously doing too much work with too little time and cannot get everything right when it most needs to be; these are kids lives. Simply because my transfer credits did not show up when the adviser counted, my adviser told me I had almost an entire semester more to go than I actually did. As a result, I signed up for classes and went through an entire semester thinking I was going to be here longer than I needed. I checked the math later, realized they were wrong, and it made my final semester here way more difficult than it needed to be because I had been planning for a different schedule due to 1 tiny mistake in someone else's math. Teach the students how to track their own progression and I guarantee the advisers will be called upon much less, giving them more time to help the kids who come in for help. Also, the idea that seniors have to come in for advising every semester or else a hold is put on their account is the stupidest thing I've ever heard or been a part of. Due my problems with y'all's advising, I trusted my own advising more, and because this every-semester-seniors-must-come-in-requirement was never told to me, I was put in a situation where I knew exactly which classes I needed to graduate but the senior hold wouldn't allow me to take advantage of the fact that I was a senior in order to apply for classes when they are open. You're wasting everyone's time, as not every senior NEEDS to see an adviser, and the advisers already have too much on their plates.

Health and Human Performance

•Advising

•Advising can be a lot more effective if the advisors actually take to time to help you and communication on commencement is really sparse.

•Advising needs improvement for sure. Ms. Presley the general advisor was very easy to get a hold of and very helpful. Ms. Gonzalaz on the other hand would never reply to emails, phone calls, voicemails, or direct letters left to be given to her. I would have to email her 4 or 5 times repeatedly before getting a reply from her and even then her reply would be brief and very unhelpful. It was nearly impossible to get a hold of her and it was very frustrating. She would have advising appointments available only 5-6 times a month therefore it would take 2-3 months to get an appointment with her.

•Advising schedule availability

- Advising was very difficult because the times were very limited and emails were rarely answered. Advising is one of the most important aspect in completing a degree so it should be more accessible for students. Should have more than 1 adviser per degree. Some of the online classes are better off being in class lecture because the quizzes were so difficult.
- Advising. My advisor, countless times was unfriendly and hard to talk with. Worst experiences ever- going to see her. She never returns emails either.
- Advisors in hhp need more availability or more advisors as they are frequently booked half a semester in advance. Graduation process also needs work. After applying to graduate, nothing is heard one way or the other. From a student perspective, you are just supposed to show up and hope your name is called?
- Again, I am not familiar with CLASS's administration because I didn't really use the services.
- As far as advising goes, in the HHP department, it was very difficult to speak with my advisor. She only had maybe 5 slots available per day and in order to see her you HAD to sign up online. However, the assistant at the front desk, Sherine, was very helpful and responded back to my emails as soon as she could and every time. My advisor, Alma, on the other hand did not. I realize she is busy, but she also has a specific time for online questions on Tuesdays and was never there for that either. Our department is very big, so maybe if we had more advisors to help us with scheduling and degree plan issues, then maybe more people could see her. I know of many other students who had problems with this as well. Most of which were graduating seniors.
- Availability of classes. Did not like waiting a semester before I could take a certain class.
- Better job explaining options
- Classes that are basically repeats like Food Science II.
- I am a transfer student and I came to UH to finish my last 2 years of my undergraduate degree. I was misinformed by my academic adviser, on several occasions about whether or not some of my transfer courses were accepted by UH. This is now causing problems with graduation. I would suggest simply to have the advisers tell students upfront about any potential roadblocks they may encounter with courses transferring and to submit general course petitions ASAP about any classes in limbo.
- I am very disappointed with my advising at UH. When I transferred I made sure to see my advisor that semester and every other to keep myself on track. Once I reached my final semester, I was told by fellow classmates that my advisor had somehow managed to leave nearly all of the toughest courses for one semester. I was strongly advised by these classmates not to take them all at once and extend my graduation date. Therefore, I have graduated long past my expected date. Also, when I arrived at UH I was never told that this University does not do grade replacement. I have failed two courses planning to simply retake them and replace the grade, and as we all know now, that is not how it works here. These two failing grades will now follow me for the rest of my life, severely effecting my GPA and making the requirements for Graduate school and a Dietetic Internship very hard for me to ever reach.
- I didnt like how once you get into the major classes , one professor was the only one that taught a course. I feel there should be at least two teachers who teach a class in case a student feels like a professor has it out for them. I had to take several classes with the same professor which made college a not so great experience.
- I don't have any suggestions at this time.
- I don't think advisors should PUSH students to graduate. There is no RUSH in graduating. I think there should be walk in counseling as well.
- I have only had an issue with my advisor being very booked and there would be a long waiting list for her availability.
- I think it would help to have advisers explain the workload for certain classes so a student can pick their semester class according to that, so they don't end up having to drop from a specific class.
- I think some of the teachers could be more responsive to students. I also think there should be consistency with the degree plans because mine has changed three times since I enrolled.

- more available times with advisers. usually have to wait 2-3 months to see one and they are never online to talk to them.
- More equipment for kinesiology classes. More informed advisors.
- More help explaining which classes are actually needed, because my degree plan kept changing and I wasn't sure if mine had changed or stayed the same at one point.
- More online courses since tuition going up.
- My advisor was not very helpful or accessible. Get more advisors that enjoy helping and listening to students
- N/A
- Takes to long to see advisor so more Advisors would help out on time alot.
- Only had issues with recorded lectures in one class however it was a microbiology class and probably apart of the NSM department.
- There must be more advising for the Kinesiology Department, as there are never any walk-ins welcome. Important issues tend to be ignored.
- What I believe needs improvement is the wait time on advisors. When you have to schedule months in advance to see your advisor, it makes it hard to get answers when you have to wait months before you can ask.

History

- Advising, it always seemed that my adviser would just nod. Choices and guidance is lacking.
- As a full-time worker and part-time student, U of H has been very accomodating with making night classes available for people like me. However, some of the political science classes required for my minor were not offered in the evening.
- At first advising was not up to the standards I would expect, but as time went on it was better. Since most history majors are also in the field of education the communication between the two was lacking. I never had a problem with class but dealing with the COE was another matter. The Spanish department also could use some work.
- Degree planning. I never felt that I understood what I needed to graduate until I became part of the honors college. With this, I felt my advisor never explained my plan well and the degree worksheet was so vague that at times it was useless. I would highly recommend having at least 2 advisors as I know this is a lot for only one. Other colleges have a very detailed list of what classes can be applied to each part of the degree (I.e. Non-us history: list all of the course numbers applicable).
- Degree Planning: There could be more focus on classes of the major and not general education classes. Gen Ed Classes do not prepare you for work as much as the classes in your major.
- For the history department, our advisor needs to be more helpful in offering guidance as to what classes to take. He also is hard to get in contact with sometimes. Also, for people doing history with an education minor, there needs to be a lot more communication between CLASS and the College of Education as to the classes to take and the degree plans.
- Having more than one advisor in the History department (or at least an assistant if Frazier isn't available), wider variety of history classes available.
- I felt the degree planning online was very accessible and easy to use to ensure that I was on the right path. However, the advising worksheet for the history college could certainly use some work. I felt that I was always unsure as to what classes were necessary for certain areas of study and felt that I was always wrong in my estimate. That would certainly help students be able to be prepared to meet with their advisor if they knew exactly the classes to inquire about and how they fit into their degree. I did not take core classes at UH, but I know from previous experience that the smaller classes are always designed to integrate more discussion among the students. The classes I most enjoyed at UH were those that the teacher lectured only part of the time and created an open discussion for the students to comment about the readings or the lecture. These seemed to help the students grasp the main point of the readings instead of just memorizing for exams.

•I had Mr. Frazer as my advisor and I would say we have a good report. But with that said, I know how over worked he is and it reflected in his accessibility. He was obviously over extended and I think that at times it may have effected his ability to give me the attention and guidance I would have benefited from. That is not a reflection on his capability, but on the overwhelming expectations the university has of him as an advisor. I would also have appreciated more transparency in the administrations policies and the administrators who make decisions that affect my ability to graduate. For instance, Credit appeal seems like a magical process with only luck as a factor in whether or not a transfer course receives credit or not. It would have been much better if I had contact with the person in charge of those decisions, or at lease a rubric available so that I could better understand the process behind decisions like that. I could go on for a lot longer about specific administrative issues I have experienced, but they boil down to two basic constructive criticism: 1. The university should be more transparent with it's policies and administrators. 2. There is a need to be better lines of communication between the administration and the students. As it stands I would rate my overall experience with UofH administrators as Poor or Not Meeting Expectations.

•N/A

•I think that more than one advisor should work in the History department. Also, the availability of certain history courses made it difficult to complete my major.

•it was fine

•Meet with my advisor proved difficult because of time. I worked 40hrs a week and it was hard to meet him during his office times. There needs to be another History advisor to pick up the slack.

•More prompt responses from advisors More class availability

•more advisors

•My greatest suggestion would be for flexibility in advising. Living in another county, I always dreaded reading the e-mail response from my advisor, "Please make an appointment to come see me." Getting to UH involved requesting time off, driving an hour or more in traffic, then back again, usually to discuss something that could have been handled perfectly well over e-mail. Since the majority of my classes were not on campus, I cannot speak to any academic areas that need improvement. I feel that I received an outstanding education for the limitations presented.

•N/A

•No thoughts.

•Sometimes, advising was frustrating. It seemed that my schedule never coincided if I needed to stop for a quick walk-in. I tried not to go during lunch hour and always went during weekday work hours. The only practical way to have an advising session was to schedule an appointment in advance. That works great except for those cases where a student needs immediate assistance for something that has just come up or needs resolution.

•Taking a foreign language is completely understandable but the classes do not really teach you how to speak a language. The classes are just known as a GPA killer.

•The advisor for history majors is ineffective.

•There should be more different types of classes offered.

•Though my advisor was very helpful when I saw him, it was very difficult to get a hold of him to get everything taken care of. I understand Mr. Frazier has personal things that need to be straightened out, but if half the time he is not available, that makes it very difficult. He was pleasant and helpful when I saw him, however.

Liberal Studies

•availability of classes was difficult sometimes. As a commuter student I preferred to keep a schedule that would allow me to only have to drive to campus twice a week. More online or hybrid classes would be great, the few I were able to take we excellent. It

allowed me to work on the coursework without having to fight for a space to park in an already overcrowded lot or spend a ton of my budget in gas.

•I believe that there needs to be more classes offered in the evening. I worked over 40 hours a week and took 12 to 17 hours of school and I had to do mostly online. I really enjoyed the classes that I took in the evening on campus and just wish there were more offered.

•I don't understand the question...reword

•Since there are so many new degree plans. Many advisors are simply unaware of all the options out there and which ones can become interchangeable with different minors. Their knowledge base needs to be improved.

•Well, one way to improve, is to experience the hotel. Remodeling is also a great way to improve the over all appearance.

•With the exception of Orlando Zamora, None of the advisors were very helpful it seemed like they were always too busy. This could be because there's so few of them. But without Zamora I don't think I could've graduated in time. As far as classes go, there was always a little trouble for signing up for the more popular/basic levels but nothing inconvenient. I believe it's just standard with a college our size.

Modern and Classical Languages

•Don't remove the Classics major!!

•Have 3000 and 4000 level language classes taught in language rather than teacher reverting back to English. Also, give students more opportunities to work on verbal skills in class.

•I think we need advertise the classes we have to offer more, because many times I needed a class and it was cancelled due to low enrollment.

•I would have liked more variety of classes and more concentration on conversation.

Music

•***IMPORTANT BENEFICIAL SUGGESTION FOR ADDITIONAL COURSE THAT WILL GREATLY BENEFIT APPLIED MUSIC MAJORS*** Whether seniors moan and groan about it, tuff! Each graduating senior in applied music should be required to take a course taught by a professor in their instrument (or category, wind, brass, percussion, strings etc.) titled "How to Win a Job After Graduation". Examples of material provided or covered: • students provided with state/local union application • students provided with resources for finding open jobs in state or out of state • provide where to find information on how to apply for other state/local unions • provide resume critique, SPECIFICALLY GEARED TOWARDS A RESUME'S ROLE IN AN AUDITION SETTING -- what conductor's want to see from a musician's resume, what orchestra managers want to see on a resume, what the concertmaster wants to see, what NOT to put in an audition submitted resume. • Possibly provide advice on how to network within your local area to obtain "gigs" for weddings, corporate events etc. • Extensive "mock" audition practice, sight-reading skills. • Orchestra etiquette - WHAT NOT TO DO THAT YOU CAN GET FIRED FOR (most students know these, but there may be some offenses that are just as bad that we do without notice or have been kept in check due to lax conductors). The closest class that came to meeting these parameters was Larry Wheeler's orchestra rep class. He covered about 75% of the above and had concertmasters as asst. Concertmasters from reputable orchestra's come in to hear us and give us advice on technique, bowing, dynamics based on their real world experience. I would only augment the information and visiting artist background to include information concerning the where-to-find, how-to-apply, and what-not-to-do concerning auditions. • Local or visiting artists could speak to classes concerning their background and why they feel (aside from their playing) they were successful at winning and/or keeping the performing positions they have held. • I can think of at least 1 well known "gig brokerage house" which keeps a list of area musicians and sends them gig requests. The pay is above average but getting on the list can take some effort and networking. The company is Divisi Strings and the owner is a graduate of the Moores School of Music. She would be a great resource as a speaker for what owners of similar businesses are looking for in terms of a performer and reliability, the penalty for tardiness or last minute cancellation can mean no more phone calls... Ever. Oh, and: Where to find, and more importantly, which edition to choose when finding excerpt music.

•1) Advising is great 2) class availability is sometimes difficult to deal with. Some classes are only offered once a year and hold people back if they were late to sign up, failed, or dropped. 3) Should make going to concert events outside of the University of

Houston count as recital credit. (attending the Houston Symphony). Possibly make it so that every second or third symphony attendance counts as one recital credit. 4) Some how make practice rooms more available. Possibly a reservation system of some sort. I recall having many occasions that I was wondering around the music school just waiting for a room to open up. I believe a reservation system incorporating the cougar card to swipe in would be a good way to go about solving this problem.

•I had hopes to have a second major in English and only lacked 2 classes. But I was unable to get an appointment with the English adviser and she rarely returned emails (though I tried for 4 months). Water under the bridge now, but there should be some improvement in their systems. If there is no time to meet and advise, how is a student supposed to make informed decisions? I took many, many classes during my years here and had such a great experience overall. However, the last few semesters I spent dealing with the Spanish department was very difficult. I would be surprised if you never received this comment before. But as a whole, the department is disorganized, tests unfairly, and strips the specific teachers of the autonomy to teach. I took Spanish because I think it is important as a Houstonian to be able to speak Spanish. I am a very good student but plodded my way through four semesters and made little headway in the ability to communicate. There MUST be a better way to teach a foreign language. The only other thing that was difficult at times was the age factor. In the music department particularly, they didn't always seem to know what to do with an older student. I knew what I wanted to accomplish and I appreciated UH offering a BA in music because it offered so many options to receive a liberal arts education. My age was never an issue in any other place besides Moores.

•I wish I had understood my degree more when I first entered and how hard it really was going to be. Please extend the music library's hours.

•N/A

•There are some classes required by music education majors that are not really necessary (i.e. Reading in the Content Area). I felt that my time spent during this class was largely not useful and the parts of it that were useful could easily be fit into a two hour or so seminar held only once during a semester.

Philosophy

•I feel that there needs to be more focus on the department in general. However the major issue is that the classes are always placed in the wrong time or not even offered. There is no availability for the student and there is discouragement and loss of moral most of the time. Classes are either too full or not enough. The requirements of the majors should be considered in how they offer the classes. Even the advisers have a hard time getting this adjusted and have even rejected proposals professors give when they try get around this issue. I understand the department is having a tough time but I think it is essential to plan correctly so classes are offered in a timely manner and the requirements are considered. I would of graduated sooner and I wouldn't have overloaded on my courses based on the fear they will not show up again.

•I think that there should be more emphasis on using the UCS center. I think that a lot of the CLASS students don't know about it.

•I understand that it is a smallish program, but more and more frequent offerings from the philosophy department (summers!) would greatly improve the program. Once again, advising is stellar.

•on

•You need to expand on philosophy classes. There was trouble of me finding classes to complete my major because I had to work full time. Flexibility in times an day the classes are offered is crucial in the student success. The professors were all amazing however there wa hardly or not even enough philosophy classes offered. For this department being one of the biggest in the country it needs more class variety and times

Political Science

•1. administrative areas that need help- financial aid, registrar, and student financials 2. administrative areas that are doing great- career services

•Advising needs improvement and they need to set a fixed GPA that is an A and not have some professors who do 93+ as an A, 94+ as an A, 95 + as an A.... it was rather annoying.

•all class!!

- Better availability, more knowledgeable,
- class availability
- don't think anything needs changing.
- I believe classes should be more detailed and thorough about their curriculum
- I had problems when I first transferred to uh and the people in the welcome center were not welcoming. It seem to have taken forever to post my transfer credit and I was given the run around. I was not pleased with that portion of uh's administration.
- I had to come up to school for small things such as meetings and I live far away so since UH is a commuter school, I think more emphasis should be placed on phone meetings and turning things in via email. Also I find the school very racially biased. They place a huge importance on race instead of treating everyone equally.
- I had trouble finding the advisors in their office at times when they had office hours twice when in need
- N/A
- I was very satisfied with all the administrative areas.
- I went to talk to mr. Frazier in the history department to declare my minor and do an official degree plan and he was extremely rude to myself and my friend. We did not have an appointment but came during his walk in hours and he was rude from te beginning. I've never been treated so poorly. I would never go back to him.
- I wish they offered more courses in the Sociology Department. I think there are too many courses that are similar in the Political Science Department. I think they should offer more courses online and in the summer. The Sociology advisor was amazing but the Political Science advisors were not so much.
- n/a
- I would suggest being more clear on which classes have courses that can be substituted. Esp. since there arent many Professor who teach Comparative Politics and International relations. Also we need more Professors who actually are apporachable. Rita Griffin was one of the rudest Professors I have met. Her work is not hard like she thinks, she is just extremely rude. Which was unlike many other Prof. I encountered during undergrad
- I'm satisfied with all of these.
- n/a
- In general there needs to be a stronger administrative staff if the university is expected to be a tier one university. Before improving some of the services available, the university must make greater effort in making these services transparent. Among conversing with fellow classmates, many of them do not even know about some of the services that the school offers such as career services or writing help. Granted that a proactive student would seek out this help for themselves, it should not be the responsibility of the student but rather the school to assist the students in making these services transparent in every aspect. Additionally, there are the usual complaints of a very weak administrative system. If the university does indeed want to have a tier one atmosphere, then they need to do a better job of hiring staff at the lowest level that can achieve the requirements of providing fast and friendly service. Many of the staff not only at CLASS but in other areas have often received complaints of being rude or processing information very slowly. To solve this, there needs to be better screening methods before hiring individuals and perhaps quality assurance testing. Regarding the coursework available, I feel that I really did not learn much information that would help me in the real world. Granted many majors in the liberal arts are not meant to have a real world impact, but the goal of most people going college is to land a position and over half the majors in the school don't do that. One classic example is in the English major, where the books they read for their final are books that I read in high school. Finally, the major concern with the CLASS college is the lack of available jobs for potential graduates. Many of my friends with their respective liberal arts degrees have difficulty in obtaining a solid full time job forcing many to either work in a position that doesn't even require a college degree, or attend graduate school where employment upon graduation isn't guaranteed either. There needs to be a solid effort to organize career placement assistance for liberal art graduates independent

of other colleges such as what Bauer offers. It must be made transparent that students who enter these majors might have difficulty obtaining a position, but if not, then there is help to provide them. These are just some of the major concerns I had with my education at the CLASS college. If there are any questions regarding specifics, feel free to contact me via my peoplesoft ID.

- It often feels like people in one department at UH don't really know what people in another department do. I feel like I have to deal with some communication breakdown between financial aid/registrar/etc each semester.

- More advisors in the sociology department.

- Need more career centers. Need to place more emphasis on career paths.

- None.

- Now, the advisors are better but I used Tiffany Hill and she didn't know what she was doing. The current advisors are awesome and knowledgeable so UH CLASS has already made the right moves. I wish I would have known about all of the different programs, scholarships, etc while in school. I didn't find out until it was too late. Further, I stayed in school an extra year in order to obtain a second degree from the business school but found out in the middle of the 5th year that it was not possible. I think that the advisors from the different colleges should know more about the different degree programs.

- N/A

- The Math classes don't seem to care about non math people and the casa Testing center is horrible.

- There needs to be more class availability/options. I felt like there were times when there really was not any classes I needed or wanted to take. To be honest I took alot of the classes in my major at a different university and that is where I learned most of what I know. The teachers there were really dynamic and informed. I feel like the professors at UH just repeated what the book said. What is the point of going to class if the teacher is just going to repeat the book? The book should be a general guide, but the professor should have more to say, and go more into depth about the subject.

- N/A

- Two of the major improvements required in my opinion are additional night courses and improvement in class discussions. I was disappointed that in a classes regarding politics and administration there was very little discussion fostered.

- N/A

- Walk-ins should be allowed, online sessions for advising should be just as good as a one-on-one session. Class sizes are fine just the way they are the seats need to be more comfortable try sitting 1 1/2 hours on those plastic chairs its uncomfortable. Professors need to strictly abide with release of class 15 minutes before to allow for walking among classes several professors use every single minute and disregard the 15 minutes release and disregard students travel from one side of campus to the other. There should be a 5 minute grace period from the time class starts to allow for students in case they are late or its hot,cold or rainy outside travel by foot can be difficult and Its annoying for students and professors when someone walks in during the lectures so a 5 minutes grace period after class starts to accommodate students would be good. An e-mail should be sent to students a day before class scheduling is open to them its a annoying having to constantly log into people-soft to see when the date is and then keeping up with the date can be troublesome.

Psychology

- 1) Advising could be better implemented using the PeopleSoft system. In particular, we were required to schedule for advising appointments by calling at 9am on Friday mornings for the next week's scheduling. Because of work commitments and things like that, I felt like it was a largely hassling way of getting advising and would've preferred a more streamlined way to do so. 2) Communication between departments and even within the same department needs to be vastly improved. I have received incorrect and contradicting information (or not enough information) regarding necessary coursework, graduation guidelines, and testing credits from multiple people in different departments (Psychology, Biology, and The Honors College, for example) and rather than talking with one another, it was left entirely to me to mediate between each branch and get them on the same page. When I followed the information I was given (which would later turn out to be false and delay my graduation up to two semesters), the burden of responsibility is placed upon me, as a student. The failure to properly communicate and have the same standard of information to tell

students is the single most frustrating experience of my entire UH career and it has cost me money in tuition and administrative costs that I can not reclaim. I would hope in the future that departments would do better to work together in the interest of the student's knowledge and accept blame for doling out incorrect information.

- Academic advising was the worst part for me. The advisors are never available, you have to schedule appts weeks in advance, they are always too busy for walk ins or to take phone calls, the psyc dept has thousands of students and one office that facilitates them. Our advisors didn't advise they more scheduled you in to ask you what classes you were taking that semester and then didn't guide you in any way just let you enroll then after semester would state that credits didn't count and they always refer you to the student handbook as if they just cant tell us themselves. I thought advisors were there to help students,from what I hear psychology is the only dept with this problem i am a sociology major and never had problems with that advisor

- Advising

- advising for seniors.... just advising in general

- Advising in the psychology department is RIDICULOUS. They give you ONE morning of the week to call and make an appointment. Class availability was ok, but if CLASS is cutting back on classes then that will be terrible. I wish there were more Tuesday/Thursday classes available.

- Advising should look at all the requird classes before you enroll. I transfered with my associates and they did not know I had not taken my last math course until the semester I was graduating, therefore, I had to take another 18 hours. I was very disappointed!

- Advising, I was told different things by different advisors. I was originally told that I would be graduating in summer or fall, but Audri V. (I don't really know her name) really helped me and told me that I would be able to graduate sooner.

- Advisors need to give correct information, because so many times I have found out new things that I needed or didn't take. They gave me wrong information, they were not helpful at times. I had to go to the deans office to get things straightened out and I was so upset with how the advisors treated me. They need to double and triple check the information that they are giving out.

- Appointments with advisors should be walk-in AND scheduled.

- Availability. I think that if there is a class that seems to close quickly and has many students still trying to enroll, then maybe another class opening at that same time should be taken into consideration.

- Class availability needs to be more.

- Class size.

- Coming in as a transfer student, there is no one to guide you. The advisor on the website for me doesn't even work there anymore, so I felt like my first year was a waste until I met with an advisor that was able to guide me.

- Consistency between departments.

- Degree information emailed to students. A general idea of what class is needed Bassein what classes have been taken.

- degree planning better advisors

- Have more better advisers.

- having a wider choices of night classes

- I believe the degree planning for transfer students should be emphasized more on specific classes to heighten my degree. For example, I am currently taking BIO 1334 and BIO 1320. However, the core doesn't explain determine or explain why BIO 1334 doesn't count for my science core for my BS degree. There needs to be a clear way of deciding which sciences (other than core approved) can be used for the extra 6 hours for natural hard science.

- *I believe there needs to be more advisors, because for the amount of psychology students there are, there's like 4 advisors which is ridiculous. Also, most of the advisors seem to always be in a really bad mood with the exception of Audri Villalon who was ABSOLUTELY WONDERFUL and if it weren't for her I would have been lost. She rocks!!*
- *I believe there should be more information for students regarding graduation planning. I felt I was given different answers everytime I spoke to an advisor. They gave me contrasting answers for the same issues.*
- *I did not like the way advising appointments were given in the psyc. department. We had to call on a Friday between 9-12 noon to get one. If we missed that time period, then we had to wait a whole week to get another one.*
- *I didn't like that most of the classes were taught by graduate students, because I feel that we missed out on such great experiential teaching from actual professionals.*
- *N/A*
- *I feel that advisors should do more to get involved with the students. When I scheduled appointments with them they never seemed to try to do much for me. Their question was always "So what do you need?". If I needed to find something out, I would have to go on an egg hunt for it to get an answer. I believe that advisors should be there to guide you and everytime I went it there its as if I was rushed out of there and there clearly wasn't anyone after me. My experience with my advisors was not a good one overall.*
- *I felt like there was a lot of red tape involved in attending the University of Houston. I feel like I was lied to by the GI Bill department. I believe students need to be told upfront about all requirements expected of them. I had no idea I even needed a minor until I had already taken ninety hours. I feel like the school is just a business and does not even care about their students and the education level.*
- *I found that the variety of Math / Reasoning core courses listed were not truly available such as ECON 2370, POLS 3316, MUSI 2210, and MUSI 2214 . This limits choices and forces students to only take courses from the MATH 1300+ courses. More Math / Reasoning core options would be appreciated.*
- *I had a great experience while at the University of Houston and feel that my needs where met in every area and aspect.*
- *I had good experiences in every area and can't think of any area that needed significant improval.*
- *I had many struggles with my advisers in the Psychology department. At one point, I stopped going as my adviser had told me wrong on many accounts and was fired. One of the things I would suggest would be knowledge of other majors and potential grad school opportunities. Much confusion arouse around my minor, Kinesiology, which at the time was part of the Education college. Also, I am attending UTMB grad school for Occupational Therapy and needed prerequisite courses for this program in my undergrad. My advisers were both unable to help me decipher the appropriate course numbers that would fill the prerequisite requirements, and help me discern information about prerequisite requirements for courses that I needed for grad school.*
- *I think many of the online classes could be more streamlined and show more effort on behalf of the professors teaching them. It stinks to feel that no one is on the other end of the class. I had this experience outside of CLASS then inside.*
- *I think the Psychology advising office is a wonderful place and hardly have anything to critique about. In terms of the courses available in the Psychology department, they're many openings/options to choose from each semester, okay class sizes (...way better than UH's College of NSM), and good degree planning. Nevertheless, I do believe they need to be less graduate students teaching undergraduate psychology courses. I would love to see more experienced individuals, preferably with completion of PhD/PsyD/etc., to teach within their specialties to undergrads.*
- *I think there should be more information on graduation. I had much difficulty in going through the graduation process and understanding what to do next.*
- *I think the Spanish instructors need to be more involved in designing and preparing the tests and final exams.*
- *I was disappointed with how many graduate students taught classes vs. professors. My one complaint with PSYC is that its much harder to get in touch with professors vs. other departments like pharmacy and biology.*

•I was not involved in the administrative process very much. I took care of most things by myself. When I took the paper work to the relevant people things were always taken care of in a speedy manner.

•I was on a track for a bachelor's of science. I decided that on my own and was not even really clear why. At the end of my career, I was encouraged to switch it to bachelor's of arts. If my advisor thought this was better for me, then I should have been on that track from the beginning, and it would have avoided me from taking several science classes, and receiving several bad grades. I feel like the adviser does not really get to know what the student wants, and therefore guide them in the right direction. Also, they do not do a good job with letting you know what classes you probably should not take together because they may be too much for you to handle at one time. They do not make you aware of all the options you have. For example, when I was on a track for bachelor's of science, I was taking calculus to fulfill my math credits. But really, I could have taken logic or geometry to fulfill those requirements, but I did not know that those would fulfill the requirement until a friend told me. Also, there is not much direction in letting the student know what all job options are available in their field and help them to find internships in those areas.

•I would like the psychology advisers to let students know more about what their options are with their degree. I would like them to not only mention getting your Licensed Professional Counselor but also your LCSW. I'm going to the GCSW next semester with hopes of getting my Licensed Clinical Social Worker to practice therapy. I didn't know this was an option until I talked to one of my peers. It would've been nice to hear about this route through my adviser.

•If anything, making conferences available at a later time as opposed to the day. I often see interesting discussions or presentations provided during the day, but I am not often able to attend due to my full-time work schedule.

•In some of my classes, I was taught by a TA or masters program student. Even though those teachers are very smart, it was not the same as being instructed by a professor. There was a notable difference, and I was not satisfied with those classes. In one situation, I signed up with one professor and the university changed the instructor to a grad student without informing me. Besides that, I was very happy with the Psychology program at UH.

•It is understandable that students have to make appointments in order to see an advisor. But there are times when unpredictable events happen, and it is always good to have access to them when needed. It can make a difference in your career.

•It was at times difficult to schedule an advising appointment.

•It would be better if the Sociology department made appointments to see your advisor instead of taking people on a first come first serve basis as many people arrive early but are not prepared.

• N/A

•large classes in small classrooms

•Many of the introductory or lower level classes were pretty crowded, but that's to be expected.

•maybe encourage students to meet with an advisor more often to avoid any missing paperwork near graduation time

•More advisers so appointments are not always needed.

•More advisors. At least in Psychology, you would have to sign up a week early to get an appointment during the busy season.

•More core time slots. Taking an exam for Personality Psych on the floor wasn't fun.

• nothing

•More face to face cognitive psychology courses.

•More Guidance senior year. An email letting the student know what they had remaining to do in order to graduate successfully.

•More help on degree planning and walk in will help too.

•More professors as teachers instead of graduate students teaching who do not know the material and only teach directly from the book and publisher's lecture slides while bringing none of their own knowledge to the classroom. When asked questions, I have not just one, but many grad student professors say they can't answer it and jump right back in to the book stuff.

•More psychology courses please! There were too many online psych courses this semester.

•My experiences were great, my teachers were clear and understanding, and always had time for me no matter what the class size. There was one teacher though that seriously needs to learn what teaching is all about. Although I received an A in the class, I left feeling very dissatisfied about the class.

•n/a

•Need more advisors during peak advising periods, and maybe more teachers teaching required courses for both core and major classes, especially during summer sessions.

•no comment at this time.

•Need to add classes in upper levels of Psychology and Spanish after 5PM and/or on Saturdays. Parking

•No complaints overall. My only complaint is about professor Richard Kasscahu. He wastes students money by making us buy the syllabus and project approval sheet for his own personal profit. He is incredibly disorganized. The syllabus which we had to buy was last years and he only informed us about the wrong date 3 days before the test. The next semester i took him he added material to the test that was not supposed to be on it. When i approached him on the matter he became very angry with me. He never answers emails. He is the absolute worst professor i have ever had. His lectures are fine but he is a horrible person who makes it obvious that he does not care about his job at all. From the way he acts i can only assume he has tenure because otherwise this man NEEDS to be fired.

•No, class size is perfect, and advising too.

•None

•Not Applicable

•Not enough acedemic advisors

•Not really.

•Nothing

•One advisor that I saw about a year and a half ago told me that certain classes wouldn't count and that I had to fill out a couple petitions other things, but then the advisor that I saw a couple semesters later basically told me the complete opposite of what the first advisor told me. The second one ended up being right thankfully, but it was frustrating receiving inconsisten information.

•Online classes are not very effective.

•Online classes need to be more abundant.

•preparing students for graduate school, having more classes and programs to prepare them for the GRE, grad application process, etc.

•Psychology advising should NOT be by appointment only. It's frustrating having to call at 9am on Fridays only.

•Remodel the Heyne building

•smaller class size

•The academic advising office for Psychology was always booked. It was very difficult to make an appointment with an advisor.

•The advising offices need to communicate with each other better

•The advising! If there can somehow be a way to assign specific advisors to incoming freshman that can be with them throughout their entire career, or atleast two years. For instance: some advisors could be assigned to be with the freshman and sophomores, and other advisors could be assigned to the juniors and seniors. This way the student could become (atleast) relatively familiar with thier advisor and build a personal relationship if they so choose, by having a designated advisor. There was also a lot of ambiguity amongst students and their understanding of what their advisor had instructed them to take. The tracks should be clearly explained to each individual in order to assure they understand what is required of them.

•None.

•The availability of faculty choices.

•The financial aid office often makes mistakes and fails to fully inform you of necessary documents needed at the beginning of the process.

•There needs to be improvement on the customer service levels of Teaching Assistants at this college. It was my experience across the board with regards to asking questions of the TA, that most of them were not helpful and treated me like I was bothering them in some way. It was there job to answer any questions we as students may have had and there was a serious lack of customer service skills. That is pretty much the only thing that I felt there was ever a problem with at UH.

•There should be certain times or days for walk-in advising in the psychology department like other colleges have.

•N/A

•Offer classes that can help students how to apply for job within the field of psychology by levels (Bachelor, Master, Doctoral, and Post-Doc).

•The advisors were sometimes rude and did not clearly explain program requirements. I wasn't sure how to proceed from Pre-psychology to Psychology until my senior year when an advisor finally told me.

•The Office of Academic Affairs is atrocious. I have a psychological disorder, which impairs my functioning and ultimately leads to a medical withdrawal. I have dealt with nothing but constant problems, even a clerical error that if gone unnoticed or corrected, could have affected my GPA by .5 points. They were not considerate or nice, which is counterintuitive considering their job is to help people with problems.

•There needs to be twice as many advisors because there were times where I would have to wait a week or more to meet with one which was frustrating and inconvenient.

•Nothing

•Train all of the advisers to be like Barbara Woodard!

•We need more quantitative classes at the undergraduate level. I had to take a sociology statistics course so I could learn statistical analytic software, something that is not offered for the required psychology statistics course. I believe this really sets us, the undergraduates, back when we apply to graduate school and find that other undergraduates from other institutions are better prepared quantitatively.

•Well, the advisors were difficult to contact, schedule appointments with, and arrange times with, but once I met with them they were quite helpful. I think that the psychology department, anyway, needs to be more flexible with its students. Only taking appointment times on Fridays is highly inconvenient for most students.

•When I first began visiting advisors they were not helpful. I did not know at ALL what I was doing or what classes to take and they would simply fill out papers ask me to initial and send me on my way. Once I met Barbara Woodward I went to only her because she is spectacular!

•Wish advisors would have known more about graduate school options. Also, research assistant positions and lab experiences should be more widely publicized to first and second year students. Please encourage teachers to send class materials electronically. Some teachers were SO wasteful with the amount of paper used - a majority of which students threw away after class.

Sociology

•- More variety in Sociology classes would be nice.

•As far as advising in the Sociology department nothing I believe my advisor was one of the best that U of H has to offer. I do think that the scheduling of the classes needs to be more flexible because when I was trying to schedule my classes I was only able to because I was a senior. There were two core classes scheduled at the same time and they were the only two available.

•I feel as if there should be another adviser available in during the peak times of the year so then there will not be too long of a wait.

•N/A

•CLASS advising is a mess. Landis Odoms told me on several occasions that I needed classes that I did not need. Luckily my friends in the Honors College were kind enough to advise me and help me out finding out the actual requirements. And after talking to other SOC majors I know I'm not the only one who experienced this frustration with Landis, either!

•More classes on line

•N/A

•Classes availability, teaching quality in some professors, professors' availability for students.

•No suggestions

•Making the degree audit properly calculate your classes and not require hand adjustment.

•Class size in many of my Sociology classes was very large, including SOC 3400 and 3401. It was very frustrating in those two classes that even with a split lab there were not enough computers in the SOC lab for everyone!! Smaller classes please, or a larger lab. Also I am not sure if the "Cultural and Urban Studies" (CUST) department is in CLASS, but Dr. Jose Martinez (taught CUST 4300) needs to be fired. I did not learn ONE THING from that class, and he was over 10-15 minutes late almost EVERY CLASS. Extremely disrespectful when I take the time to be there on time but my own professor can't do the same. Finally, the Chinese department needs to have enough classes for its students to take if they are going to have a major. I almost had to petition a class in because I had already taken literally every class in the department I could but still needed 3 extra credits. If I had known this issue would come up I would have kept it as a minor. Other than these problems my 4 years with CLASS were great! Thank you all.

•Maybe you should reconsider reducing Landis Odoms' work load by hiring some other advisors so he doesn't have to advise three different departments. Also, you should give him a raise. He is a great advisor. There really is no comparison. Most of the other advisors that I have ever consulted with at UH besides Landis were pretty unhelpful. Landis made me feel like a person, and not a number. Also, the T.A.s for every single psychology course I took were horrible at communicating, were unhelpful, and didn't even know that much about psychological research. I don't know why they have graduate students conducting psychological labs, but it's ridiculous. FIX THAT.

•I feel that a increased variety of classes could be rotated in more.

•NA

Spanish (Hispanic Studies)

•It would be very beneficial for students to have better academic advising. I was not fully aware of all the opportunities and fields of study available until it was too late. It would also be great if there were more SPAN courses available during the summer and more 4000 level courses during the Spring. I remember having to take some courses at HCCS during the summer because they were not available at UH and picking some 4000 courses only because they were the only ones available. Furthermore, a career center

dedicated to Hispanic Studies would be something all students could benefit from. If I had not worked at UH's Career Services or taken advantage of Bauer's career center, I would not be prepared to market myself or my course of study in the job market.

•None

Theatre and Dance

•The advisor (now) is amazing, but the old ones made it incredible hard. The dance faculty needs to communicate with the advisor so that she is giving the correct information which keeps people on track, not setting them back. Scheduling conflicts between sections of the same department. This will also be improved if the sections communicated more and than spoke to the advisor.

•I would have been nice to have the same adviser the entire time, I had three in three years.

•Academic advising: I went through 4 advisors during my process; 3 of which were constantly absent to the students.

No Department Given

•Economics department needs a lot of involvement in social activities. They need job/internships opportunities.

•the political science advisors sometimes were not as helpful as they could have been when it came down to choosing classes, their availability was not as open as it needed to be.

Assistance Achieving Goals

Question 22 asks students what specific programs, services, or people assisted them in achieving their academic goals. 354 students responded.

Anthropology

- My advisor knew what he was doing. A few of the professors who are doing current research were also very helpful.*
- Landis Odams was a spectacular help and Dr. Brown in the Anthropology department helped me decide to become a historical archaeologist.*
- Just my advisor*
- Landis Odoms, Dr. Rasmussen, Dr. Hutchinson, and the rest of my professors all assisted me in achieving my academic goals.*
- Dr. Jerome Crowder Dr. Dan Price Landis Odims Karen Weber Jarron Saint Onge*
- Dr. Ken Brown, Dr. Rebecca Storey, the graduate student Stephanie Cole, the advisor Landis Odoms, and the career counselor Dr Casey Radle.*
- Landis Odoms is the most helpful and best all around advisor I have had in all my years in school. Dr. Storey has also been great in helping me prepare for graduate school.*
- UScholar's, my advisor, Dr. Brown and his T.A.s., my friends, and my family*
- Landis Odoms. Career Services Department.*
- Landis Odoms, Kenneth Brown and Rebecca Storey were great in assisting me. Also graduate student Stephanie Cole, who runs the historic archaeology lab was a great resource.*
- Advisor*
- Workshops provided by learning support service was very helpful. Mr.L.Odoms, my anthropology advisor made sure since the day, I was accepted into CLASS after my suspension that I met all requirements in timely manner to graduate as soon as possible.*
- Landis Odoms was instrumental in my success. I spent many hours in his office agonizing over class choices and over my academics in general. Laurie Lambeth and Paul Otremba also assisted me greatly. They offered their time and guidance in my studies and in helping me get into a graduate program. Glass Mountain provided much needed interactions with like minded peers.*
- Dr. Rebecca Storey, an Anthropology professor, is the best professor I have had in my entire academic career to date. She has done more to influence me, guide me and help me than she will ever know, and I cannot possibly thank her enough, nor give her good enough teacher evaluations. Her course Disease in Antiquity changed my life; it steered me in the direction that I am now taking, focusing on health and disease. In her own way, she encouraged me to go to graduate school, and even wrote my recommendations. She is the reason that I am sad to leave, because I will miss her. I think she would make an amazing department head, even in the new direction that is being forced upon us, as I know she is invested deeply in both her field and her students, although it would be a pity to lose her at all in the classroom. I would also like to mention Landis Odoms, our academic advisor, who cares so much about his students even when we are driving him mad. He made transferring to UH three years ago and the graduation process this past semester seamless for me.*
- Dr Brown, Dr Storey, Stephanie Cole, Cassie Radle, and Landis Odoms*

Art

- All the teachers and staff, who guided me when I needed assistance.*
- The advisors and teachers.*

•Cindy Bowden Dr. Koontz Dr. Costello Dr. Orto Dr. Nevitt Dr. Christensen Dr. Chadwick Dr. Marquart The staff at the Hirsch Library at the MFAH

•Cindy Bowden was my academic advisor, and she always made me feel at ease and prepared for the next step in my collegiate career. Generally, when I set-up a meeting with Cindy, I was unsure, uneasy or stressed about something related to completing my degree, but without fail, I always left her office with a great sense of relief. I was always grateful to be able to get her input and advice, and even though she met with hundreds of students regularly, she always seemed to remember me on a personal level.

•Cindy Bowden, Suzanne Bloom, Stephen Hillerbrand

•Everyone in the art office was very helpful.

•I had a number of passionate professors in CLASS from whom I learned a great deal and who made positive impacts on me - Timothy Howard (POLS), Dr. Candace Clements (ARTH), Dr. Rex Koontz (ARTH), Dr. Sharon Marquart (WCL). Their passion inspires me to pursue learning, to improve my writing and research skills, and to possibly attain a graduate degree. Dr. Marquart and the World Cultures and Literature program in particular have had a profound effect on me. The Art History program enabled me to receive course credit for an internship at Blaffer Art Museum that provided invaluable real world experience. Once I became a Senior and was allowed to meet with Cindy Bowden, my advising experiences were fantastic. The Art and Architecture library has often been my home on campus. I am grateful for the amount of books there (though I've often had to request Interlibrary Loans from other institutions) and for the helpful library staff. Catherine Essinger has given me many helpful research tips. I also spent a lot of time in the Visual Resource Library, but I used the computers more than the visual resources.

•I hate to say it, but none really helped assist me in my academic goals. I always felt like I had to find out things on my own, since no counselor could really give me an answer. I reached my academic goals by asking many of my fellow colleagues and professors, who in return sometimes still didn't have the right information. I achieved my academic goal because I WORKED HARD, and is an extremely determined person. The only person who actually took the initiative to help me was Cindy Bowden. I had gotten so fed up with all the miscommunication between both departments that I wanted to switch majors (even though I knew I still REALLY wanted to be an art teacher), and when Mrs. Bowden asked me why I bursted into tears describing to her all the hardships I was going through with trying to pass the PPR Qualifier, and felt like know one knew how to help me pass it, not to mention counselors on both sides could never give me a straight answer. It was only then, when I was so stressed out that I wanted to switch majors that somebody FINALLY helped me.

•I loved my advisor Cindy Bowen, I am not sure on the spelling.

•My advisor was extremely helpful. I couldn't have been able to concentrate so much on my studies had it not been for financial aids and the work study program. Through work study, I've met with many friendly faces, support, and direction for my future career.

•My advisors were the only ones who helped me during my academic career. Especially when my signed degree plan magically disappeared and when peoplesoft didn't accept my other degree plan when the system changed. They made sure to get everything redone in a quick and efficient manner, so that I didn't miss signing up for classes or graduation.

•My art professors helped me alot alone with UH NSCS.

•My teachers were brilliant, for the most part. I did not go to any tutoring sessions, but appreciate that they have helped other people to achieve their goals in their classes. I very much like the CASA testing center and its methods for preventing cheating. I also enjoyed the ability to take tests/quizzes online. It is a feature that was not accessible to me in high school, and I feel I could have learned much more in a much shorter time in high school had it been accessible to me then.

•Professor Stack, Professor Parazette and Professor Souza all helped me to achieve exceptional artistic skill.

•Professors and at Fine Art building, faculty at Education building

•The Architecture Library proved to be very useful (art books, computer access, printing, etc.).

•The art advisers, specifically Cindy Bowden in the fine arts building, helped prepare me for my success as an art educator. As mentioned above, it was these types of people that helped organize my scholastic life and give me a set "game-plan" for the last four-five years.

•The Art advising staff and my professors.

•The Quest program was overall great. Cindy Bowden (art advisor) would always go over and beyond to help me with any questions regarding my degree. I had many great professors but the one that stands out the most to me is Lotus Burmudez she is a professor in the art dept working with ceramics. Not only were her courses great but she always had great advice for students and always pushed us to do more. Such as she when she found out I wanted to teach art she gave me personal contacts for part-time teaching positions. Even now starting off as a new teacher, I still have kept in contact with her to get advice on the best places to buy art supplies, art contest, ect. .

•the writing center was great, it really helped me with my papers. I loved Amy Ramirez, she was the biggest help in figuring out my classes and times. the Visual library helped me with tons of research and free printing.

•University student workshops.

•writing center help. other tutoring centers for different subjects also helped.

•writing studio really helped me with my paper in art history. learning lab also helped in other areas of study. my advisor was also really helpful in person and through email.

Communication

•Advising was the only service I used for achieving my academic goals. I commend both the Comm advisors and the English advisors for all their assistance with getting me to where I am now. I greatly appreciated that I could just e-mail or call my advisors for advise with small questions rather than have to rush to an appointment, which was always hard since I work full-time.

•Academic advisor Salima Haji was extremely helpful and very thorough in answering all of my questions.

•Advisors Jennifer Vardeman and Jacque Ogren

•Being involved in various organizations and my advisers in those organizations helped me the most. A few particular people would be: Mike Emery, Charlie Crixell and M. Edwards. The financial aid services made it possible for me to even attend the university. And a special thanks would go to the CHIP program for assisting in gaining experience where I needed it the most. Also, MGC advisers: Tiffany (past) and Cassandra (current) were amazing help during my academic career. All in all, I am grateful for the opportunity I had to get involved in the Cougar Nation and the experience it gave. Go Coogs!

•Beth Olson, Sharon Marquart, Randy Polk, and the Communication Scholarship fund helped me.

•Challenger Program

•Charlie Crixell, Joe Leydon, David McHam

•Comm lab and faculty directly

•David McHam, Michael Berryhill, Charles Crixell, Matt Dulin, Dick Ciger, Candy Littleton, Carlos Ortega

•DIGM program, and few professors in the Comm school.

•Dr. Sarah Fishman Dean John Roberts Professor Craig Crowe Professor Carolyn Canville Academic Advisor Orlando Zamora

•Electronic news (Mrs. Carolyn Canville) - Advance Electronic news (Mr. Dave Fehling) - Feature writing and Advance Feature Writing (Mr. David Mc Ham)

•God, Professor Buck, classmates & self-motivation.

•Honestly with the experience I had at the University it is almost impossible to say that any one helped me achieve my goal. The advisor I met with this year had to go back and reorrect things done by Les Oliver and Dale Higginbothum, I believe her name is Salamia H. And she probably is the reason my paper work is in order now.

- I took English 2305 as an CLASS elective and Dr. Pickering was a wonderful teacher. He encouraged me to pursue writing.
- I used the LAC center alot. Great place!! love it!. Mr. Orlando Zamora, he is an advisor. My professors were great... I loved my professors they taught me alot!
- I would have to say that David McHam is an awesome professor. He helped me a lot to understand the real world of journalism and he also helped with different sorts of connections.
- Larry Kelley, Charlie thorp, Salima haji, and Monica Ercolani.
- Lecturers and Co workers,
- Les Oliver and Orlando Zamora in Advising were great. Dr. Jennifer Vardeman - Great instructor and helped with working on goals outside of class. Dr. Julie Fix - classes were not great but she was really helpful and available outside of the classroom. Prof. Krixell - great teacher and really helped teach skills that can be used in the workplace. There were many more great professors in this department.
- Les Oliver helped me out more than he will ever know.
- Most of my professors were helpful, the various lab/centers, and services such as CAPS.
- My academic advisers, my professors, and my fellow students. I love my professors in the COMM school. Keith Houk, Craig Crowe, and Randy Polk are awesome at what they do. And my fellow students that shared the same passions as me were awesome to work with.
- my academic advisor salima haji
- my advisor orlando zamora, professor graham and professor ni
- My advisor, Orlando Zamora, was very helpful in assisting me achieve my goals. I thought Professor Larry Kelley was a very cool, sophisticated professor who helped me out when it came to media planning. The Advertising Copywriting class was helpful in letting me see what I will perhaps be doing in the future in advertising.
- My communications advisors, professors and Dr. Ashley (the internship coordinator) probably played the biggest role.
- My fellow classmates and a few of my teachers.
- My most influential professors were Professor Crixell, Professor Emery, Professor Fix and Dr. Liu. On my minor side, I greatly appreciate the help of Amy Ramirez for her hard dedication to the program along with Dr. Mitchell.
- NA
- Orlando Zamora was my advisor - always answered emails and was helpful.
- my own personal determination. I honestly felt bogged down by University Services as opposed to assisted.
- Professor Julie Fix was an important part of my learning experience with the projects having to do what what we will be doing when we graduate and are out in the real world. My advisor Salima was great. I had been through quite a few advisors one which gave me wrong information about a lot of things and some that just did not appear interested in advising and really helping. So when Salima became an advisor I was so thankful, she was very attentive and understanding. The Comm Lab was an awesome space to work on homework and projects.
- Professor Larry Kelley
- Professor Suzanne Buck and Professor Charles Crixell
- Professor Vardeman-Winter, Professor Leland, and Dr. Olson

•Professors and Advisors

•PRSSA

•See 1 [Profs Fix, Buck, and Barkley]

•Specifically, Keith Houk, Craig Crowe, and Randy Polk helped me a tremendous amount throughout my academic career and helped me achieve my academic goals. They are the most valuable asset this department has. The Media Production department in general helped me, as well as the equipment check out center, and the use of the Communication Lab, though I do think that as Media Production students we need computers that are reserved for our department and for those students to use throughout the day so that we can do actual work in the lab while others just play around on the computers and waste time between classes. It was very frustrating when I need to do work that required software like Final Cut Pro, Motion, Soundtrack Pro, etc. and over half the people in the computer lab were on Facebook, playing games, or checking their e-mail to kill time between their classes.

•N/A

•Student organizations such as AAFUH and PRSSA that exposed me to real world practice and industry professionals.

•Suzanne Buck, Catherine Burch Graham and my peer Christina Franco assisted me. Without these mentors, I wouldn't have the drive or confidence in myself that I do today.

•Suzanne Buck, Vivian Santana-Islam, Jennifer Vardeman-Winter, and Michael Barkley. These were the BEST professors at UH. All have inspired me to go to graduate school. It would be a mistake to get rid of any of them.

•The academic advisor Salima Haj was great in helping me. She made sure she told me all the details to ensure I was ready to graduate. Furthermore my instructors such as Dr. Olson, Professor Buck, Dr. Vardeman, Professor Tate-Barkley, and Dr. Carlton made the classes current and informative yet interactive. They took time for their students to ensure we understood what was being taught.

•The advisors in the communication school

•The comm lab was great in the comm school

•The communication advisor salami.

•The Communications School was the most helpful. The advisors are on top of things and are always available to see/ help you. Even the professors in the department are outstanding.

•The Daily Cougar

•The dean

•The internship class was a great hands on experience that helped achieve my academic goals.

•The math lab, my parents, my husband.

•THE TEACHERS AND TA'S

•The writing center really helped me with my writing skills, especially my freshman year. Overall, most of my teachers helped me during their office hours, and even outside of school.

•The writing Center was really a good help. I am international student, so English is not my first language. I got the opportunity to proofread my papers anytime I needed it.

•There were no real programs or services that assisted me other than my individual advisor. The programs at UH are very difficult to access.

•There were some professors that assisted me in achieving my academic goals. Catherine Graham was a tremendous help during my courses.

Communication Science and Disorders

•Communication Sciences and Disorders -Dr. Matha Dunkelberger!!!!

•My department and CLASS Dean's office

•N/A

•Other students as well as my department academic advisor.

•TA's and professors

•None.

•The undergraduate professors in the communication sciences and disorders, the advisor (Marla Moreno), and NSSLHA.

Economics

•Advisers and the quality of professors

•Advising.

•For sure advising was extremely helpful and the immediate people in my life were there to help me as well when I really needed a hand. Some of the Professors were also helpful when I needed assistance.

•Advisors.

•Marion Foley was very helpful in helping me realize my goals and achieve them as well.

•Mathematics courses, economics and mathematics professors.

•Mrs. Foley in advising!

•Ms. Foley in the academic advising program of Economics.

•Ms. Foley was extremely helpful. I got more out of Dr. Imberman's Public Policy class than any other. It seemed like every other class I took I felt as though we had covered the material in that class.

•Ms. Marion Foley was the most instrumental factor in my graduation from CLASS. I switched majors from the school of business and she assisted me in every step of the way. She is a great advisor and caring as well. Without her support and guidance I am pretty sure my path to graduation would have been harder than it needed to be.

•My advisor, Ms Marion Foley.

•My professors at the department of economics proved to be the most helpful of all people I asked when it came to getting advice regarding my future educational/career path. Handouts and other materials available on the UCS were also very relevant and useful.

•None.

•The University of Houston has an excellent library system with very helpful staff. If they didn't have a book, they would get it. I think that helped me out a lot along the way. Also, I think Rita Griffin does a great job of preparing students for the real world in her classroom. She has very high expectations and stringent paper guidelines that help foster professionalism.

•Tutoring services

English

- I.) *The Department of English - L Wayne Ashley, Jessica Torres, Kimberly Williams*
- Academic Achievers Program from the Center of Mexican American Studies*
- Alexander Parsons, Tony Hoagland, Zack Bean, Hayan Charara, and Dr. Kastely assisted me in achieving my academic goals.*
- Dr. Aboul-Ela advised me about graduate school and helped me select other English courses to take. Kimberly Williams was always super helpful, nice, and efficient; she is the best advisor in the English Department.*
- Edna Velasquez, in the Spanish department, is a wonderful teacher and person. She helped me immensely the two semesters I had her, SPAN 1501 and SPAN 2301. She has a sweet spirit and helps her students better understand the material if they are lost or confused. I highly recommend her to other students and hope that she stays around UH to influence and help more students. Dr Pearle in the Spanish department was exceedingly helpful in allowing me the means to proceed to SPAN 2301 after failing SPAN 1502. He enabled me to stay on course for graduation when I would have had to stay in school an extra semester only to finish my Spanish requirement. Amy Ramirez in the Religious Studies department is always readily available by email to discuss my minor degree plan. She goes above and beyond to make sure that the students in her program succeed and complete their courses in a timely fashion. She is also eager to lend a listening ear and allows students to openly make suggestions about the Religious Studies program. Dr. Lynn Voskuil in the English department helped me through a rough patch that occurred in my life in the middle of a semester. She was considerate and allowed me to make up work, as well as offered her office time to help me outline my papers. She asked me how I was doing and truly cared about my well-being. Hands down my favorite professor and the most genuinely concerned about all of her students well-being is Sherry Zively. Mrs. Zively was my professor three different semesters. If I was ever having a rough day, or I was in pain, she could tell and would pull me aside before or after classes to make sure I was ok. Class with Mrs. Zivley was never boring! She constantly keeps the students engaged and the class critically thinking. She is perpetually early to class. She is a hard grader but this pushes her students to excel in ways other classes/professors do not. Without Sherry Zively I would still have a semester or two of school. I will forever be indebted to this incredible professor.*
- Every teacher I've had has successfully assisted me in achieving my academic goals in one way or another. The Language Acquisition Center and the campus libraries have done so as well.*
- I'm a member of the Honors College, so I utilized many of their resources in addition to CLASS resources. Both of my advisors, Kimberly Williams and Debra Frazier, were incredible and very helpful, even when coordinating Honors requirements with CLASS requirements with course substitutions, and other equally complicated matters. I also studied abroad, and appreciated the services provided by CLASS and OISP to help sort out course equivalencies and transfer credits.*
- Im kind of a loner. Went bt o.see my proffessors durring office hours but.thats it.*
- Jessica Torres, the secretary of the English department was particularly helpful whenever I needed to see an adviser or discuss academic related issues. Hazel Pierre, Post-Colonial Studies professor was always there to listen whenever I needed career advice. Aaron Reynolds and Alexander Parsons were both excellent teachers and mentors to me. Barry Wood was also wonderful.*
- Kathleen Lee and Natalie Houston were particularly helpful and excellent.*
- Kim Williams was very helpful. I also have to thank the friendly people at Starbucks, and the free meals at the Religion Center.*
- Kim Williams, The Honors College, Lynn Voskuil, Alex Parsons, Aaron Reynolds, Antonya Nelson*
- Kimberly Williams was my primary advisor, and she was particularly helpful and kind. Some of the faculty that I believe have been outstanding and pivotal to my success are: Ann Christensen, Paul Butler, Natalie Houston, James Pipkin, David Mazella, and Lorraine Stock.*
- Kimberly Williams! And, while I was a member of the Honors College, their team was a great help as well.*
- Lynn Voskuil, j Kastely, Alex Parsons, Aaron Reynolds, Antonya Nelson The Writing Center The Creative Writing Program*
- Majority of my English profs. They were amazing! Very knowledgeable and helpful.*

- Mr. Ashley
- Mr. Frazier (academic advisor from the history department) was very helpful in helping get everything prepared to graduate.
- My advisor was very helpful. The financial aid department was helpful as well.
- My advisor, Kimberly Williams, was wonderful; always supportive and informative in helping me navigate through the process from the start.
- My profs and the advising team in the English dept
- My teachers, more than anything. My teachers from the Creative Writing program, as well as my English courses teachers.
- No one, I generally knew what to do thanks to the guidelines provided.
- Nothing really comes to mind. Advising helped a couple times?
- Professor Monroe and Professor Zaretsky were very helpful
- The advising staff for the English department was very helpful. They were available when needed and clearly defined what steps I needed to take in order to graduate.
- The Honors College Dr. Natalie Houston (Senior Thesis Director) Dr. Marjorie Chadwick (Reader on Thesis Committee) Dr. Elizabeth Gregory (Honors Reader on Thesis Committee)
- the Library, the technology commerce
- the professors helped me the most to achieve my goals
- The teachers are on the front line. The best teaching I got from this university, in terms of the teacher's knowledge, enthusiasm, and methods came from the following teachers, in no particular order: Dr. William Monroe Dr. Marjorie Chadwick Dr. Elena Nikolaou Kevin Prufer
- The whole of the linguistics department were detrimental to my degree. But now it is no more. I recommend finding people to fill those vacancies and restoring this degree plan. It is a great learning experience.
- Wayne Ashley was awesome. Never missed a beat, that man.

Health and Human Performance

- Advisor and some professors.
- Advisors
- All of the HHP professors were great, but Dr. Bloom and Mrs. Proctor were the two that were most encouraging throughout my time at UH.
- All teachers and advisers that were apart of the Human Nutrition and Foods department.
- Dr. Trevino, internship class
- HHP
- I believe the most help I ever got was from the computer.
- I liked professor Richard Simpson and Professor Bott.
- N/A

- My advisor, Erin Major, was extremely helpful.
- My athletic academic advisor assisted me the most and the career services center was very helpful as well.
- My family assisted me as well as the Challenger Program, in achieving my academic goals.
- My instructors were great! Loved having them all.
- My professors in the kinesiology department were very helpful and knowledgeable. Dr. Lowder especially, helped open many doors for me academically.
- N/A
- On campus Tutors and teachers assistants
- None.
- Professor Bott was very encouraging, as was all of the Health and Human Department Professors.
- Professors, advisers, blackboard was great, library.
- Some of the teachers in my upper level classes as well as my advisor were very helpful to me. I'm also in a sorority and the study hours we were required to complete helped me to achieve my goals.
- N/A

•Specific people that helped me in reaching my goals was my academic adviser and professor.

•Studying hard

•The same as number 1 [1. The teachers because...]. Also classmates and friends assisted me by providing me advice and help in helping me achieve my goals.

•Well most of the professors in the HHP department were great and were available when we needed them, so that was very helpful.

History

•Dr. Buzzanco, Karen Weber and the Honors College, Dr. Cong, Mr Frazier

•Dr. Kairn Klieman Dr. Monica Perales The African American Studies Department

•Dr. Thomas Behr

•Gloria Ned in the Department of History is a saint, and to be commended. Though I have mentioned his inflexibility, Richard Frazier is willing to work (patiently) with students regarding waivers and degree plans. It is not an easy job, and his abilities are apparent. Dr. Sally Vaughn has been the professor through whom I have taken more classes than any other, and she is also my Senior Honors Thesis advisor. She is excellent and accommodating, and I am proud to have her as my faculty advisor. As far as programs and services, I am woefully unequipped to comment on them due to my position as a long distance student for the most part.

•good advisor

•I did not rely heavily on the advisor; however, I feel that he is a great resource that should be taken advantage of to the fullest extent. I was assisted mostly by my individual teachers who assisted me wherever possible and I am immensely grateful for the relationships that were in some cases cultivated.

•I had support from many professors. The Social Education department was probably the most helpful. I.E. Dr. Cameron White and Amy Mulholland. I believe that they really cared about the success of their students and were understanding of any situation.

•I did not use any programs.

•none

•My job at the Writing Center helped me become an even better writer, and I saw how we writing consultants helped hundreds of students. It was a great experience. Doing the senior honors thesis was helpful in preparing me for graduate school. The history department has been wonderful in supporting my endeavors by giving me a scholarship in history. Receiving the Debra Danburg CLASS scholarship also allowed me to afford college as well.

•My professors advised me

•no one

•Professor John Moretta was extremely helpful, giving me great advice about the field of history, and he was the best history teacher I've ever had. Professor Sarah Fishman was also always able to provide me with career advice even years after I took her course.

•Richard Frazier, Helen Gore-Laird

•The African American Studies department. They provided guidance when I had very little, they gave my academic career direction.

•None.

•The honors college was an immense help. I also found myself asking my professors for advice on classes.

•The Honors College was definitely a huge help to me. Dr Little made a significant difference for me. I was having problems understanding how my degree plan was structured and what classes would benefit me most. He helped iron out all the glitches for me and worked with me to make sure I could graduate this May. Dr Cong (Professor of Chinese history) was also a great help, not only in the class but in a few other areas. I was able to utilize her wealth of knowledge in other classes and she granted me the opportunity to gain an extra honors class.

•The Honors College, Dr. James Schafer, Dr. Kairn Klieman, and Mrs. Karen Weber.

•N/a

•The library was essential. The computer lab in Agnes Arnold Hall was also very useful to me. Additionally, the professors welcomed inquiry and were helpful in suggesting reading material, exploring ideas, and in clarifying points.

•The most influential person throughout my undergraduate career was Dr. Thomas Behr. His classes on "Greek and Roman historians", and "Modern European intellectual thinkers" have to be the most enlightening and mentally stimulating classes taught in the history department. Second would be a tie between Dr. Ronald Vardy and Dr. Harrell Rodgers.

•UH library

Liberal Studies

•Instruction and Advising

•Tamara Cobb has been very helpful as an advisor and I am very grateful.

•The language acquisition center. The library. The communication lab. And all of my professors, no matter how hard and frustrated I got at their teaching style, they all wanted and expected the best of us.

•The writing lab was good. Reading the book was good. The online videos of the people who work in the industry was informational.

Modern and Classical Languages

Debra Frazier was excellent in guiding me on course selection! I neither lacked any required classes nor took classes I didn't need. Also, she wisely suggested Logic to fulfill my math requirement.

nothing, everything they have now is fantastic maybe more support towards studying abroad program.

The professors. They were always available when I needed help/clarification.

Music

•1. Writing center 2. Workshops

•Carrie Young is the academic advisor at the Moores School of Music, and if there is anyone who is on your side as a student, it is her! She is perhaps the most underappreciated person in the MSM (along with Erin Doty, the Scholarship Coordinator) simply because we cannot love her enough. Both women do a wonderful job of communicating and fostering a sense of camaraderie amongst the MSM that makes it feel less like school and more like home. If these two girls could be nominated for an award, they should be-- they are the ones who really deserve the credit for my graduation!

•Carrie Young, Moores School of Music faculty and staff, the Music Library

•Chester Rowell Mr. Rowell was my private lesson teacher. He ALWAYS pushed me to be better and strive for more. I believe my academic goals and achievements would not be what they are without him. He would take time out of his busy schedule to help me with any problem I had, whether it be academic or music related, he sill made himself available. If it was possible to have a school of professors like Mr. Rowell, that school would easily be the best school in the nation.

•Ensembles. Lessons. Recitals. Music Library.

•My major teacher and advisor.

•The adviser in the music department, Carrie Young was wonderful!!!!

Philosophy

•Dr. Price and Jackie Vela gave me, hands down, the best advice and support. Period.

•Every professor I took a class from pushed me hard in some way. Brown, Morrison, Nelson, Weisberg, Johnsen, Jacobsen. All were exceptional instructors who were available both in and outside of class to aid the students.

•I would have to give great credit to the professors of the Italian Studies department and certain professors of the Philosophy department. Those people have tried to accommodate the students and their troubles they have when dealing with the bureaucratic process of degree planning, advising etc... Especially the people within the Italian Studies department. Too bad that the department is not getting enough students and many of their classes are not offered. In any case, I think that the professors in those departments really made the difference and helped me achieve my goals.

•No one. Just my advisor guided me through the steps I needed to take.

•The career fair was great I happened to go to it and it led me to an internship. I wish that I would have used that service a lot sooner.

Political Science

•Academic Advising Team of the Political Science Dept.

•Academic advisors

•Advisers

•Andy little, the honors college

•Dr Carp in the political science department. Dr Jackson, Dr Baumle, great political science advisors, Dr Abdullah, Dr Murray...

•Dr. Thomas Behr Dr. Christina Hughes Dr Richard Murray Academic Advisors.

•Great advising from Marion Foley (economics adviser) she was extremely helpful on all levels. The Challenger Program helped both financially and academically.

•I'd give high praise to Professor Nancy Sims and Professor Terry Hallmark.

•It was a team effort

•Just me.

•Kimberly Cooks and Norma Sides. Both were terrific and really worked to help me line everything up for graduation!

•Kairn Klieman Linda Reed Frank Holt Sandra Gold-Singleton.

•Mrs. Singleton was an excellent counselor and helped me alot with my degree plan.

•My advisers

•my advisors, the political science honor society, and all my professors

•My professor Edward Fuchs was the best at helping me along my way! He is an amazing professor who pushed me to want the best for myself.

•NA

•No one assisted me (I never asked for assistance). I achieved my goals alone.

•No one really except a few professors and Norma Sides.

•Norma Sides, Reene Cross.

•poli sci advisers

•Public Policy internship program helped a great amount and so did my professors.

•Sandra Gold-Singleton helped me through out my undergraduate career.

•Spanish tutorials.

•The CHIP internship program along with Renee Cross, Prof. Christina Hughes, and Prof. Nancy Sims

•NA

•The small computer labs in the PGH for Political science(we need a new printer, and another computer lab too) The small art library in the Art department office (they need a few more computers too) These facilities helped me countless times to complete work print etc... My advisors were always there for me Edouard Manoellian, Norma Sides and later in my career Cindy Bowden, Lupe Munoz the secretary. They helped me lay this plan out and achieve it.

•There were few services offered to help me achieve my academic goals as I was very independent in those aspects. In the few times I did ask for assistance, the help given was very generic and was not something that a simple google search couldn't offer. This pertained to the advice given by counselors, staff, etc. If I had to list one service, it would be the career services center yet the information given by them were also very generic and the university outside of the business and engineering colleges don't have many career opportunity assistance leaving many students jobless.

•Wesley Buhler in the writing center was amazing and through his help I brought my average on writing papers up to an A. His critiques and constructive criticism helped me become a better writer tenfold. Dr Bailey stone helped my userstanding and love of history and dr Rita griffin was by far the best polsci prof I had. Her understanding of the field is unparalleled.

•WOW ministry, sandy Goldstein,

Psychology

•1.) *Barbara Woodward 2.) UH Academic Catalog*

•*Academic Achievers program which is sponsor by Center for Mexican American Studies. Amazing people who are always there for you no matter what and go out of their way to help a student.*

•*Academic advisors*

•*Advising*

•*Advising Financial Aid*

•*Advising Department*

•*Advising helped me very much in choosing my classes and achieving my goals.*

•*Advising was very helpful, i didn't really use anyone else*

•*Advising office*

•*Advising. Social Psychology department.*

•*no one*

•*Advisors*

•*advisors and professors.*

•*Advisors, specifically Barbara Woodward was very helpful, as well as my professors helping me get the tools to pass their course.*

•*Barbara in Academic Advising, Herb Agan, Robert Wickham*

•*Barbara Woodard is an amazing advisor and she helped me so much to remain on target and she was kind and professional at the same time.*

•*Barbara Woodard, Russell Curtis, and Terrel Dixon have probably been the most influential when it has come to achieving my goals. They gave me the power to believe in myself and the chance to succeed.*

•*Barbara Woodward*

•*Barbara Woodward was an amazing advisor.*

•*CAPS helped me to not be stressed out with finals and transferring. Human Resources helped me to how to find a job and tweaked my resume. They helped me to not be stressed out with where I can fit my Psychology major in this job market. I am now working for a great non-profit organization and enjoy finding my interests and strengths to make my career and life choices to be the most amazing journey of my life.*

•*CASA was very helpful when I was in math classes. My adviser Audri V. was very helpful in letting me know what I had left, and where I stood to graduate. When I was needing only one class to graduate, she really helped me to get a petition to take this class so that I could graduate*

•*CLASS deans office*

•*computer lab, professor, RA experience and the religion center (for prayer)*

•*Dr. Carla Sharp, Dr. Christina Hughes, Dr. Bradford Telford! UH has AMAZING professors and most of them are in CLASS!*

•*Dr. Herb Agan Mr. Lorenzo Cano*

- Dr. Nash was my favorite professor in my undergrad career. I was able to take her for Cultural Psychology, as well as her Honors course on Katrina Victims. She assisted me in learning more about the research processes behind Psychological Theory, and provided me with letters of reference.*
- Everyone*
- n/a*
- Family and financial aid*
- Having a computer lab nearby, the size for the Psychology lab could be improved though.*
- I can say with great confidence that Dr. Francis, Dr. Sharp, Dr. Steinberg, Dr. Sommers, Dr. Morrison, Karen Weber, and the Honors College really helped me during my student career at U of H, and as I was working through my Honors Thesis.*
- I did. I worked at the University of Houston and I feel like because of inside knowledge that I would not have been given otherwise I was able to achieve my goals.*
- I didn't really use any services or programs.*
- I didn't utilize any additional UH services other than the MD Anderson Library when needed for studying.*
- I loved the writing center! They helped me so much!*
- NA*
- I spent some time at the career center I think. I took some interest focused test and changed my major. That was a good experience for me.*
- i'm pre-med, so i wish they made more health related opportunities and announcements. NSM does it all the time for their science majors and progressively, many pre-med students are diversifying their fields of studying, especially in psychology. so it'd be nice to open those opportunities to us too.*
- Julia Babcock - my lab advisor. Audri V. - my psych academic advisor. Other psych professors.*
- Laura Dabney, and Audry Vilareal helped me tremendously in being able to graduate on time. Thanks!*
- Lesley Dabney—advising*
- Lesley Dabney--great advisor*
- LSS and career services*
- Mexican American studies*
- most helpful*
- Mostly academic advisors*
- Mrs. Woodward was a great help in guiding me in to graduation.*
- N/a*
- Ms. Barbara Woodward is the most amazing advisor ever!*
- My academic advisor in the Psychology Department- Barbara Woodward. She's a great person.*
- My advisers were very helpful and my professors were all amazing. Well for the most part, I love the courses that don't solely rely on a TA.*

- My advisor and that is it!
- My counselor Barbara Woodward was extremely supportive. She was readily available and returned my emails and calls promptly. I really appreciate her help.
- My advisor definitely helped a lot. Many professors also gave us advice on how to go about getting things done at UH.
- My advisor over the past few semesters has been the biggest help.
- My advisors; library services; TA's and instructors
- My counselor and professors
- My research assistant program with Dr. Babcock. I loved it!
- My self and my support team.
- na
- No one. Unless you are on campus during the day, most of these programs and services are available to you.
- None
- Patti Tolar in the Psychology Academic Advising office is one of the few that was willing to go out of her way to help students get the information needed. She would talk to other departments (what nearly all the advisors should be expected to do) and be sure that she understood situations better than the students so that we, ourselves, could have the information needed to complete degree plans and requirements.
- Patti Tolar is the best.
- sociology advisors very helpful
- Spanish department
- Specific individuals in the Psychology advising office: the woman at the front desk (I believe her name is Linda Canales), Patti Tolar, Barbara Woodward Professors: Dr. Leigh Leasure, Stacey Colt Meier, Herb Agan. These professors were all wonderful and put in an extra effort to help student reach their goals.
- NA
- Teachers and advisors.
- The academic advisors and front desk at the psychology advising center were all extremely helpful!
- None, Being a mom of a toddler I did not have time to take part in any programs on campus.
- The advisors were a great help!
- The advisors were very helpful.
- The different organizations that were offered on campus helped me become more active and up-to-date with what was going on throughout campus.
- None.
- The Honors College, SURF, Dr. Knee's research lab, Dr. Salim's research lab.

- The only advisor that took her time with my planning was Lesley K. Dabney. She was effective in her response and she made all my efforts worth her time. I give her all credits for my opportunity to take part in the graduation ceremony.
- The Psychology advising center helped me a lot. I did not use other services or programs.
- The psychology department and its professors are top notch at the University of Houston. I feel that I had a great experience with each and every one of my professors in that they all cared about their students and wanted us to succeed. The counserlors where also helpful in that they were very friendly and knowledgeable in what they were doing.
- The Psychology department, Sociology department and most of my professors helped me in achieving my academic goals by offering timely and informed advice on how to succeed.
- The Support of my mom and dad mainly
- Well, like I said Audri helped alot, the library, and OOOOHHHH MYYY GOODNESS THE PSYCH LAB!! THAT LAB WAS LIKE MY LIFESAVER SOOOOO MANY TIMES!! THANK YOU SO MUCH FOR THAT LAB!!!
- None, only myself and study groups created through blackboard or friends.
- Student Alumni Connection Scholars' Community APICS UH Library
- The psychology advisors very very helpful and always available by appointment.

Sociology

- Brenda Rhoden & Jodie Koszegi in the Honors College
- MY ADVISOR.
- n/a
- My advisor and my professors without them I could not have gotten as far; I would have been completely lost.
- Landis Odom is awesome!
- Landis Odums, The women's resource center
- Advising, some graduate students, some professors were great. The access to the Sociology lab was also a great tool for me.
- Due to some long-term health issues in the time it took me to complete this postbaccalaureate second B.A. in sociology, I required some additional assistance throughout the past two semesters. Not oner person that I crossed on the University of Houston campus turned down helping me, and so many more than necessary extended help even when it wasn't asked for.
- I have to thank my professors, Kwan, Saint Onge, and Lorence for making their classes enjoyable and giving me a reason to attend and pay attention to the material. Without their dedication to teaching, I wouldn't have been able to drive myself to graduate.
- Landis Odoms, sociology advisor was very helpful. All of the members of the Chinese studies department were also great.
- The first day I met Landis was when I called to make an appointment to get help picking my first semester of classes. I was running late from work and Landis was kind enough to work with me. Throughout my academic career he explained the varied options to me in a way that was encouraging and really related with my interests. He took time to get to know me and pushed me to do my best with his refreshing keeping it real approach. Landis lets us know clearly of our priorities needed to be successful. I thank him for his inspiration, push and genuine interest in our success.
- Landis Odoms; undergraduate advisor. He is awesome. GIVE THAT MAN A RAISE!
- Career Services, Library, Landis Odoms (sociology advisor)
- Several

Spanish (Hispanic Studies)

•*Having the computer lab available in AH allowed me to concentrate on my Spanish courses. I just wish the media and textbooks available through it was more advertised. I did not find out about it until this semester, my last semester in UH, and am very disappointed I did not take advantage of it sooner.*

•*The Hispanic Studies advisor and the History advisor were both great help, as well as Dr. San Miguel*

Theatre and Dance

•*I don't want to say that no body helped me, but the last four years haven't been without its struggles just to complete my degree. We had two advisors that fell off the planet mid-semesters, a group of teachers who have their own agenda, and a department that has scheduling conflicts between each section. These have been some of the most frustating years of my life and the only people that helped me get to this point were the small group of friends that I made in my classes.*

•*My peers were my biggest support.*

•*Teresa Chapman Becky Valls*

No Department Given

•*Economic adviser. Ms Foley The wonderful professors in the Economic department. The entire professors in the University.*

•*Jackie Vela helped me with my philosophy degree!*

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

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