# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>v</td>
</tr>
<tr>
<td><strong>CLASS DEMOGRAPHICS</strong></td>
<td></td>
</tr>
<tr>
<td>A. Enrollment Status</td>
<td>1</td>
</tr>
<tr>
<td>B. Gender</td>
<td>1</td>
</tr>
<tr>
<td>C. Degree Program</td>
<td>1</td>
</tr>
<tr>
<td>D. Age</td>
<td>2</td>
</tr>
<tr>
<td>E. Are you a U.S. Citizen or Permanent Resident</td>
<td>2</td>
</tr>
<tr>
<td>F. If yes, what is your race?</td>
<td>2</td>
</tr>
<tr>
<td>G. Which of the following graduate degrees did you hold prior to entering your current public health degree program?</td>
<td>3</td>
</tr>
<tr>
<td>H. Which of the following degrees are you now completing?</td>
<td>3</td>
</tr>
<tr>
<td>I. If you are completing a dual degree program, please indicate the second degree.</td>
<td>3</td>
</tr>
<tr>
<td><strong>ACADEMIC ADVISING</strong></td>
<td></td>
</tr>
<tr>
<td>Q01. The academic advising system for students was clearly explained to me.</td>
<td>4</td>
</tr>
<tr>
<td>Q02. My academic advisor was readily accessible to me.</td>
<td>4</td>
</tr>
<tr>
<td>Q03. My academic advisor treated me with respect.</td>
<td>4</td>
</tr>
<tr>
<td>Q04. My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study?</td>
<td>4</td>
</tr>
<tr>
<td>Q05. My advisor understood my career goals.</td>
<td>5</td>
</tr>
<tr>
<td>Q06. I clearly understood the role of my advisor and committee member(s) as guides in my academic program.</td>
<td>5</td>
</tr>
<tr>
<td>Q07. I was comfortable expressing my ideas to my academic advisor and committee members.</td>
<td>5</td>
</tr>
<tr>
<td>Q08. I was an active participant with my committee.</td>
<td>5</td>
</tr>
<tr>
<td>Q09. Comment cards were useful for my committee and me.</td>
<td>6</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
</tr>
<tr>
<td>Q10. There were faculty available whose fields of expertise satisfied my academic interests.</td>
<td>6</td>
</tr>
<tr>
<td>Q11. I was intellectually challenged by my interactions with SPH faculty.</td>
<td>6</td>
</tr>
<tr>
<td>Q12. The SPH faculty were approachable.</td>
<td>6</td>
</tr>
<tr>
<td>Q13. The SPH faculty were enthusiastic about their subject.</td>
<td>7</td>
</tr>
<tr>
<td>Q14. The SPH faculty motivated me to do my best.</td>
<td>7</td>
</tr>
<tr>
<td>Q15. The SPH faculty were effective teachers.</td>
<td>7</td>
</tr>
<tr>
<td>Q16. The SPH faculty treated me with respect.</td>
<td>7</td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
<td></td>
</tr>
<tr>
<td>Q17. Admissions</td>
<td></td>
</tr>
<tr>
<td>Q17a. Quality of Service</td>
<td>8</td>
</tr>
<tr>
<td>Q17b. Friendliness of staff</td>
<td>8</td>
</tr>
<tr>
<td>Q17c. Efficiency/timeliness of service</td>
<td>8</td>
</tr>
<tr>
<td>Q18. Library</td>
<td></td>
</tr>
<tr>
<td>Q18a. Quality of service</td>
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</tr>
<tr>
<td>Q18b. Friendliness of staff</td>
<td>8</td>
</tr>
<tr>
<td>Q18c. Efficiency/timeliness of service</td>
<td>8</td>
</tr>
<tr>
<td>Q19. Computer Lab</td>
<td></td>
</tr>
<tr>
<td>Q19a. Quality of Service</td>
<td>8</td>
</tr>
<tr>
<td>Q19b. Friendliness of staff</td>
<td>8</td>
</tr>
<tr>
<td>Q19c. Efficiency/timeliness of service</td>
<td>8</td>
</tr>
<tr>
<td>Q20. Research Services Center</td>
<td></td>
</tr>
<tr>
<td>Q20a. Quality of service</td>
<td>8</td>
</tr>
<tr>
<td>Q20b. Friendliness of staff</td>
<td>8</td>
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<tr>
<td>Q20c. Efficiency/timeliness of service</td>
<td>8</td>
</tr>
<tr>
<td>Q21. Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Q21a. Quality of service</td>
<td>8</td>
</tr>
<tr>
<td>Q21b. Friendliness of staff</td>
<td>8</td>
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<tr>
<td>Q21c. Efficiency/timeliness of service</td>
<td>8</td>
</tr>
<tr>
<td>Q22. Educational Media Resources</td>
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<tr>
<td>Q22a. Quality of service</td>
<td>9</td>
</tr>
<tr>
<td>Q22b. Friendliness of staff</td>
<td>9</td>
</tr>
<tr>
<td>Q22c. Efficiency/timeliness of service</td>
<td>9</td>
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</tbody>
</table>
Q23. SPH Internship Office
Q23a. Quality of service .................................................. 9
Q23b. Friendliness of staff .................................................. 9
Q23c. Efficiency/timeliness of service ................................... 9

FACILITIES
Q24. Labs
Q24a. Equipment ........................................................................ 9
Q24b. Availability ........................................................................ 9
Q24c. Amount of space .............................................................. 9
Q25. Bike Racks
Q25a. Availability ........................................................................ 9
Q25b. Functionality ................................................................. 9
Q26. Study areas/Meeting spaces
Q26a. Availability ........................................................................ 9
Q26b. Amount of space .............................................................. 9
Q26c. Functionality ................................................................. 9
Q27. Classrooms
Q27a. Size ................................................................................. 10
Q27b. Comfort ............................................................................. 10
Q27c. Arrangement ................................................................. 10
Q27d. Adequacy of A/V equipment ............................................. 10
Q28. Lunchroom/Vending area
Q28a. Cleanliness ........................................................................ 10
Q28b. Atmosphere ........................................................................ 10
Q28c. Quality of food ................................................................ 10
Q28d. Vending choices ............................................................ 10
Q28e. Service .............................................................................. 10

CE/Thesis Proposal
Q29. How would you rate the information you received from your faculty committee about to complete a CE/Thesis Proposal? 10
Q30. How would you rate the process of completing forms required for submitting you CE/Thesis Proposal to Research Services for approval? .......................................................... 10
Q31. How would you rate the ease of navigating the Research Services Website to obtain information and forms related to the CE/Thesis Proposal? .................................................. 11
Q32. How would you rate the overall CE/Thesis Proposal process? ........................................................................................................................... 11
Q33. What would you improve about the CE/Thesis Proposal approval process? .......................................................... 11
Q34. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If so, did the workshop adequately address the proposal process? Why or why not? 14
Q35. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If not, why? 14
Q36. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If so, did the workshop adequately address the proposal process? Why or why not? 16

Research/Internship Experience
Q37. The school provided adequate research opportunities for students. .................................................................................. 18
Q38. My research experience provided me the skills to evaluate the scientific literature critically. .................................................. 18
Q39. My research experience provided me the skills to develop my own solution to scientific/public health problem. .................................................................................. 18
Q40. My research experience provided me the skills to communicate my findings effectively. .................................................. 19
Q41. My research experience provided me with research ethics training. .................................................................................. 19
Q42. I had the opportunity to develop a field experience that was appropriate to my career/academic needs. .................................................................................. 19
Q43. My internship/practicum experience helped me to put theory into application. ................................................................................. 19
Q44. My preceptor was an effective mentor. .......................................................................................................................... 20
Q45. My internship/practicum experience will be valuable to my career. .................................................................................. 20

Academic Programs and Outcome (For all students)
Q46. The academic standards at the School of Public Health are about right in terms of rigor. .................................................................................. 20
Q47. Some students do not seem to be qualified for admission to a graduate school. .................................................................................. 20
Q48. I found the symposiums, colloquia, seminars and other extra-curricular programs stimulating and broadening. .................................................................................. 21
Q49. The school provided courses enabling me to meet my degree program objectives. .................................................................................. 21
Q50. Courses were available so that I could finish my program in a timely manner. .................................................................................. 21
Q51. I was satisfied with the # of courses available in my program area. .................................................................................. 21
Q52. I would have liked the opportunity to take evening classes. .................................................................................. 22
Q53. The educational experience I had as a student at the School of Public Health met my expectations. .................................................................................. 22
Q54. My UTH-SPH education has prepared to meet the demands of my current or first public-health related job after leaving the School. .................................................................................. 22
Q55. The thesis/dissertation helped me to integrate the breadth of public health knowledge. .................................................................................. 22
Q56. The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.  

Q57. I found the thesis/dissertation to be a useful culminating experience for my degree program.  

Q58. The thesis/dissertation helped to prepare me for a public health career.  

Q59. Pass/Fail grading encouraged me to attempt courses that I might not have taken under a traditional letter grading system.  

Q60. I worked equally hard for an “A” or a “P”.  

Q61. Having a GPA reported from my SPH courses will help me in my work or my future educational goals.  

ACADEMIC PROGRAMS AND OUTCOME (For MPH and DrPH students only)

Q62. My UTSPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.  

Q63. My UTSPH program provided me with an understanding of the areas of knowledge which are basic to public health (biostatistics, epidemiology, environmental sciences, health services administration, social and behavioral sciences).  

Q64. My UTSPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.  

ACADEMIC PROGRAMS AND OUTCOME (For MS and PhD students only)

Q65. My research degree program adequately prepared me for an academic career.  

Q66. My UTSPH degree program provided me with a public health perspective in the application of my specialty area.  

QUALITY OF STUDENT LIFE

Q67. The School of Public Health provides a variety of community service opportunities.  

Q68. Were you aware of the Student Association during your time in the school?  

Q69. Did you participate in any of the Student Association activities?  

Q70. Were you a student representative for the Student Association on any SPH committees?  

Q71. In general, was the quality of student life at the School of Public Health satisfactory?  

EDUCATIONAL TECHNOLOGY

Q72. Did you ever take any classes via ITV?  

Q72a. Was your experience satisfactory?  

Q72b. Would you recommend an ITV course to a fellow student?  

Q73. If it had been available, would you have chosen to take a course online?  

Q74. Would you take a continuing education workshop if available online in the future?  

Q75. Would you take a degree program if available online in the future?  

EMPLOYMENT

Q76. During the majority of time that I was a student, I was: (employed)  

Q77. If you were employed during your degree program, were you working in a public health related field?  

Q78. Did you ever work as a graduate assistant?  

Q79. Did you work as a teaching assistant?  

Q80. Do you have a need for resources from the SPH in transitioning from student to public health professional?  

Q81. What resources have you utilized here at the SPH to assist you in searching for employment?  

Q82. Which of the following best describes the type of organization for which you work or will work?  

Q83. Is your current or pending work based in the United States?  

Q84. Is your current or pending position in a medically underserved area or in a developing country? (Medically underserved is defined as a population that has access to few primary health care providers per person than the U.S. national norm of approximately one doctor per 800 people. Please use your best judgment.)  

Q85. What is the gross salary of your current or pending position? (Please note: Salary ranges of public health professionals are often requested by potential students. Individual responses to this question will be kept strictly confidential; only compiled data will be shared.)  

Q86. If you are not employed in a public health or health-related field, which of the following is the primary reason?  

COMMENTS

Q87. What would have helped you complete your degree sooner?  

Q88. What skills acquired at UTSPH do you think will be most useful in your career?  

Q89. What aspects of public health practice or research were not adequately addressed in your program at UTSPH?  

GENERAL SATISFACTION

Q90. Would you recommend UTSPH to others who are interested in graduate study in public health?  

Q91. What is the greatest strength of UTSPH?  

Q92. What is the greatest weakness?  

Q93. Would you participate in alumni association activities/luncheons, etc.  
Executive Summary

A total of 209 students graduated from the School of Public Health during the Fall 2008 through Summer 2009; 196 graduates (93.8%) participated in the survey. Since some of the questions were not answered by all of the graduates, percentages are based on the number of responses to individual questions. Student comments are printed as written—errors and all. Personal identifiers and personal references have been removed. Comments are categorized to the extent possible for easy reference. For all other ratings, information has been included for a three-year period so that results may be compared over time.

Of the respondents, 64.1% were female. After years of increasing percentages of female graduates, this is the first year that the trend has reversed—and is down a full 10% from 2008. Similar to 2008, 39.0% of respondents were employed full-time during the degree program, and the majority (76.8%) reported that they were working in a public health related field. The median age was 31 years. The percent of respondents in each of the degree programs was: MPH, 69.1%; DrPH, 7.1%; MS, 8.6%; and PhD, 15.2%. Respondents from the regional campuses accounted for 30.9% of all MPH graduates. Further, 22.2% of graduates were under-represented minorities.

Academic Advising: Most graduates (≥85.8%) stated their advisors were readily accessible, provided appropriate guidance, and understood their career goals. In addition, 93.9% reported that they were active participants in their advisory committees, and 91.4% conveyed that they were comfortable in expressing their ideas with their advisors and committee members. While the vast majority of graduates reported positive experiences with their advisors, some students were critical in their comments in regard to the quality of the advising and the availability of faculty (see comments). Further, repetition of such comments from past years point out the necessity of identifying and addressing specific problems and re-establishing school-wide expectations. A continuing observation is that only 50.2% of students thought that the comment cards were useful in the evaluation process.

Faculty and Other Resources: Respondents (88.8%) reported that faculty expertise was available for their particular goals, and 86.3% were intellectually challenged by the faculty. Faculty members were rated as effective teachers by 83.1% of respondents. In their comments regarding the strengths of the school, many comments were in praise of faculty expertise, teaching and mentoring.

The school’s library services, computer laboratory, admissions office, research services, student affairs office, and classrooms were used by 79.6-98.5% of the respondents. The percent of high ratings for each unit’s quality and efficiency of service and friendliness of the staff were: library, 91.7-92.8%; computer lab, 90.0-92.4%; research services, 86.2-87.5%; student affairs, 77.2-83.0%; internship office, 71.6-71.7%; and admissions office, 79.5-86.0%. ITV classes were taken by 84.5% of students. A satisfactory ITV experience was reported by 77.1% of those taking an ITV course, and 69% would recommend an ITV course to others.

Academic Programs and Standards: Approximately 78% of respondents indicated that their educational experiences met their expectations, and 83.5% agreed with the degree of academic rigor of the programs. Further, 88.8% reported that the school provided courses to meet the objectives of their degree programs. In general, 66.7% of graduates reported that courses were available for finishing their programs and were satisfied with course offerings in their program area. Graduates wanted more courses to be available after 5 p.m. (47.7%) or online (67.7%). Of further and continuing concern, 36.9% of respondents thought that some SPH students were not qualified for admission to graduate school.

MPH and DrPH respondents (≥89.5%) thought that the curriculum provided the courses, skills and experiences to meet their educational program objectives and gave them the ability to synthesize and integrate this knowledge. The great majority (91.8%) reported that their degree program provided knowledge basic to public health. Adequate opportunities for an internship were reported by 72.8% of respondents. Approximately, 67.2% agreed that their community preceptors were effective, and 66.6%
stated that the internship allowed public health theory learned in the classroom to be translated into application. Most (67.6%) reported that the internship experience was valuable.

The majority (78.5%) of MS and PhD graduates reported that they were adequately prepared for academic careers, while 86% reported that they were provided with a public health perspective in the application of their specialty area.

The research training of all students was of high caliber with ≥79.5% reporting that they are able to critically review the literature and develop their own solutions to scientific and public health problems and that they have the skills to communicate their research findings. Further, 77.3% reported that they had been adequately trained in research ethics.

When asked what factors were barriers to finishing the degree program, 96 comments were received, and 16 indicated that they were satisfied. Of the 80 remaining comments, the four most common barriers were noted; the number of comments for each category is in parentheses. These factors are the same as noted in previous years; however, the total number of comments decreased by 35%. Substantial decreases were also seen in each category and are indicated in parentheses.

- Advisor and/or committee problems (24; 49% decrease)
- Course availability, including evening classes (16; 36% decrease)
- Better information and/or processes (17; 26% decrease)
- Personal/financial problems (5; 76% decrease)

Respondents (n = 88) indicated the following areas of public health practice or research as not being adequately addressed in the degree program. Of the 88 comments, 33 were satisfied, leaving 55 negative statements. Critical analysis/research and Writing/communication were mentioned by 20 respondents in FY08 versus a total of nine comments in these areas this year, representing a 55% decrease.

- Biostatistics/Epidemiology (16)
- Management, policy, and administration (7)
- Course availability (6)

Respondents listed the major strengths (127 positive comments) and weaknesses (92 negative comments) of the School as:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and/or staff (64)</td>
<td>Academic program/course availability (26)</td>
</tr>
<tr>
<td>School and its resources (34)</td>
<td>Faculty/advising (23)</td>
</tr>
<tr>
<td>Academic program (10)</td>
<td>Regional campus system (18)</td>
</tr>
<tr>
<td>Research (8)</td>
<td>Administration (11); Student services (9)</td>
</tr>
</tbody>
</table>
CLASS DEMOGRAPHICS

A. Enrollment Status

During the 2009 school year, the School of Public Health graduated 209 students compared to 183 and 189 in 2007 and 2008, respectively. At the time of graduation, with 196 respondents, 56.1% of the graduates reported being enrolled part-time (<9 credit hours).

B. Gender

Of the 196 respondents in this category, 64.1% of graduates were female, and 35.9% were male.

C. Degree Program

Table 1. The number and percent of respondents by degree program.

<table>
<thead>
<tr>
<th>Degree</th>
<th># of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH</td>
<td>14</td>
<td>7.1</td>
</tr>
<tr>
<td>MPH</td>
<td>136</td>
<td>69.1</td>
</tr>
<tr>
<td>PhD</td>
<td>30</td>
<td>15.2</td>
</tr>
<tr>
<td>MS</td>
<td>17</td>
<td>8.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>197</td>
<td>100</td>
</tr>
</tbody>
</table>

Three Year Comparison

During the 2009 school year, the School of Public Health graduated 209 students compared to 183 and 189 in 2007 and 2008, respectively. At the time of graduation, with 196 respondents, 56.1% of the graduates reported being enrolled part-time (<9 credit hours).
D. Age

The 184 respondents to this question ranged in age from 22 to 65 with a mean and median age of 32.9 years and 31 years, respectively. In comparison, the mean and median age for graduates in 2007 was 34.5 and 33 years, and for 2008, 33.9 and 31 years. In all years, the majority of respondents represented two groups: 1) those admitted shortly after completion of the undergraduate degree and 2) a group admitted approximately 10 years following the completion of an undergraduate degree.

E. Are you a U.S. Citizen or Permanent Resident?

Of the 197 respondents 81.2% were US citizens or permanent residents.

F. If yes, what is your race?

Of the 171 respondents, 22.2% were under-represented minorities.
G. Which of the following graduate degrees did you hold prior to entering your current public health degree program? Select all that apply.

<table>
<thead>
<tr>
<th>Degree</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts</td>
<td>8</td>
<td>4.1</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Master of International Health</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Master in Ophthalmology</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>41</td>
<td>20.8</td>
</tr>
<tr>
<td>Master of Science</td>
<td>19</td>
<td>9.6</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Master of Science in Public Health</td>
<td>5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

H. Which of the following degrees are you now completing?

Table 1. The number and percent of respondents by degree program.

<table>
<thead>
<tr>
<th>Division</th>
<th>Degree</th>
<th># of Graduates</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>MS</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>MPH</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>MPH</td>
<td>37</td>
<td>18.0</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>9</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>14</td>
<td>7.1</td>
</tr>
<tr>
<td>Health Promotion and Behavioral Sciences</td>
<td>MPH</td>
<td>20</td>
<td>12.3</td>
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<tr>
<td></td>
<td>DrPH</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Management, Policy and Community Health</td>
<td>MPH</td>
<td>32</td>
<td>16.2</td>
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<tr>
<td></td>
<td>DrPH</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>8</td>
<td>4.1</td>
</tr>
<tr>
<td>Other (International Family Health)</td>
<td>MPH</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>1</td>
<td>.5</td>
</tr>
</tbody>
</table>

REGIONAL CAMPUSES

<table>
<thead>
<tr>
<th>Campus</th>
<th>Degree</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brownsville Regional Campus</td>
<td>MPH</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Dallas Regional Campus</td>
<td>MPH</td>
<td>13</td>
<td>6.6</td>
</tr>
<tr>
<td>El Paso Regional Campus</td>
<td>MPH</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>San Antonio Regional Campus</td>
<td>MPH</td>
<td>21</td>
<td>10.7</td>
</tr>
</tbody>
</table>

I. If you are completing a dual degree program, please indicate the second degree.

<table>
<thead>
<tr>
<th>Degree</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Medicine</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>3</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Q01. The academic advising system was clearly explained to me.

- **2008-2009**
  - Strongly Agree: 73.0%
  - Agree: 24.5%
  - No opinion: 10.5%
  - Disagree: 1.0%
  - Strongly disagree: 0.5%

  *73.0% of the 197 respondents agree or strongly agree.*

Q02. My academic advisor was readily accessible to me.

- **2008-2009**
  - Strongly Agree: 89.9%
  - Agree: 15.0%
  - No opinion: 3.0%
  - Disagree: 0.1%
  - Strongly disagree: 0.0%

  *89.9% of the 197 respondents agree or strongly agree.*

Q03. My academic advisor treated me with respect.

- **2008-2009**
  - Strongly Agree: 95.5%
  - Agree: 3.7%
  - No opinion: 1.0%
  - Disagree: 0.0%
  - Strongly disagree: 0.0%

  *95.5% of the 196 respondents agree or strongly agree.*

Q04. My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study.

- **2008-2009**
  - Strongly Agree: 85.8%
  - Agree: 10.5%
  - No opinion: 4.0%
  - Disagree: 0.5%
  - Strongly disagree: 0.2%

  *85.8% of the 197 respondents agree or strongly agree.*
Q05. My advisor understood my career goals.

87.8% of the 197 respondents agree or strongly agree.

Q06. I clearly understood the role of my advisor and committee member(s) as guides in my academic program.

88.3% of the 197 respondents agree or strongly agree.

Q07. I was comfortable expressing my ideas to my academic advisor and committee members.

91.4% of the 196 respondents agree or strongly agree.

Q08. I was an active participant with my committee.

93.9% of the 196 respondents agree or strongly agree.
Q09. Comment cards were useful for my committee and me.

50.2% of the 197 respondents agree or strongly agree.

Q10. There were faculty available whose fields of expertise satisfied my academic interests.

88.8% of the 197 respondents agree or strongly agree.

Q11. I was intellectually challenged by my interactions with SPH faculty.

86.3% of the 197 respondents agree or strongly agree.

Q12. The SPH faculty were approachable.

89.9% of the 197 respondents agree or strongly agree.
Q13. The SPH faculty were enthusiastic about their subject.

89.8% of the 197 respondents agree or strongly agree.

Q14. The SPH faculty motivated me to do my best.

83.1% of the 196 respondents agree or strongly agree.

Q15. The SPH faculty were effective teachers.

83.1% of the 196 respondents agree or strongly agree.

Q16. The SPH faculty typically treated me with respect.

90.3% of the 196 respondents agree or strongly agree.
### Resources

#### Q17. Did you use this resource?

<table>
<thead>
<tr>
<th>Admissions</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>196</td>
<td>156</td>
<td>40</td>
<td>79.6</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q17A. Quality of service</th>
<th>Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157</td>
<td>57</td>
<td>73</td>
<td>15</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>157</td>
<td>63</td>
<td>72</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>156</td>
<td>54</td>
<td>70</td>
<td>15</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Q18. Did you use this resource?

<table>
<thead>
<tr>
<th>Library</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>196</td>
<td>180</td>
<td>15</td>
<td>91.8</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q18A. Quality of service</th>
<th>Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>181</td>
<td>110</td>
<td>58</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>114</td>
<td>53</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>109</td>
<td>57</td>
<td>6</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Q19. Did you use this resource?

<table>
<thead>
<tr>
<th>Computer Lab</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>195</td>
<td>169</td>
<td>26</td>
<td>86.7</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q19A. Quality of service</th>
<th>Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>170</td>
<td>102</td>
<td>55</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>170</td>
<td>111</td>
<td>43</td>
<td>15</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>170</td>
<td>102</td>
<td>51</td>
<td>14</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Q20. Did you use this resource?

<table>
<thead>
<tr>
<th>Research Services Center</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>195</td>
<td>156</td>
<td>39</td>
<td>80.0</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q20A. Quality of service</th>
<th>Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>160</td>
<td>95</td>
<td>45</td>
<td>13</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>96</td>
<td>44</td>
<td>12</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>97</td>
<td>41</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Q21. Did you use this resource?

<table>
<thead>
<tr>
<th>Student Affairs</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>193</td>
<td>177</td>
<td>16</td>
<td>89.8</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q21A. Quality of service</th>
<th>Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>177</td>
<td>71</td>
<td>71</td>
<td>14</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>176</td>
<td>82</td>
<td>64</td>
<td>16</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>176</td>
<td>71</td>
<td>65</td>
<td>17</td>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>
## Graduating Student Exit Survey

### Fall 2008 – Summer 2009

#### Q22. Did you use this resource?

<table>
<thead>
<tr>
<th>Educational Media Resources</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>195</td>
<td>64</td>
<td>131</td>
<td>32.8</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

- **Q22A. Quality of service**
- **Q22B. Friendliness of staff**
- **Q22C. Efficiency /timeliness of service**

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>71</td>
<td>32</td>
<td>20</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>71</td>
<td>37</td>
<td>18</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>72</td>
<td>34</td>
<td>20</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Three-year comparison:

- 2007: 70.6%
- 2008: 69.3%
- 2009: 73.3%

#### Q23. Did you use this resource?

<table>
<thead>
<tr>
<th>SPH Internship Office</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>196</td>
<td>45</td>
<td>151</td>
<td>23.0</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

- **Q23A. Quality of service**
- **Q23B. Friendliness of staff**
- **Q23C. Efficiency /timeliness of service**

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>53</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>53</td>
<td>23</td>
<td>15</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>53</td>
<td>22</td>
<td>16</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>

Three-year comparison:

- 2007: 73.3%
- 2008: 67.1%
- 2009: 71.6%

#### FACILITIES

#### Q24. Did you use this resource?

<table>
<thead>
<tr>
<th>Labs</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>193</td>
<td>26</td>
<td>167</td>
<td>13.5</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

- **Q24A. Equipment**
- **Q24B. Availability**
- **Q24C. Amount of space**

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>37</td>
<td>16</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>36</td>
<td>15</td>
<td>8</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>35</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

Three-year comparison:

- 2007: 41.5%
- 2008: 62.5%
- 2009: 62.1%

#### Q25. Did you use this resource?

<table>
<thead>
<tr>
<th>Bike Racks</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>194</td>
<td>32</td>
<td>162</td>
<td>16.5</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

- **Q25A. Availability**
- **Q25B. Functionality**

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>40</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>40</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>2</td>
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<tr>
<td>2009</td>
<td>40</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

Three-year comparison:

- 2007: 44.7%
- 2008: 57.4%
- 2009: 62.5%

#### Q26. Did you use this resource?

<table>
<thead>
<tr>
<th>Study Areas/ Meeting Spaces</th>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>193</td>
<td>123</td>
<td>70</td>
<td>63.7</td>
</tr>
</tbody>
</table>

If yes, please rate your satisfaction in each of the following areas:

- **Q26A. Availability**
- **Q26B. Amount of Space**
- **Q26C. Functionality**

<table>
<thead>
<tr>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>124</td>
<td>44</td>
<td>59</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>124</td>
<td>44</td>
<td>59</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>123</td>
<td>39</td>
<td>59</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Three-year comparison:

- 2007: 79.9%
- 2008: 77.7%
- 2009: 83.1%
Q27. Did you use this resource?

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q27A. Size</td>
<td>191</td>
<td>82</td>
<td>90</td>
<td>14</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Q27B. Comfort</td>
<td>191</td>
<td>76</td>
<td>92</td>
<td>12</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Q27C. Arrangement</td>
<td>191</td>
<td>76</td>
<td>88</td>
<td>18</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Q27D. Adequacy of A/V Equipment</td>
<td>188</td>
<td>79</td>
<td>74</td>
<td>15</td>
<td>19</td>
<td>1</td>
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</tbody>
</table>

Classrooms

<table>
<thead>
<tr>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>194</td>
<td>191</td>
<td>3</td>
<td>98.5</td>
</tr>
</tbody>
</table>

Three-year comparison:

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>92.9</td>
<td>92.6</td>
<td>90.0</td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>82.2</td>
<td>83.6</td>
<td>88.0</td>
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<td>83.8</td>
<td>85.8</td>
<td>85.9</td>
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<td></td>
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</table>

Q28. Did you use this resource?

If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th># of Responses</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q28A. Cleanliness</td>
<td>143</td>
<td>59</td>
<td>62</td>
<td>16</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Q28B. Atmosphere</td>
<td>142</td>
<td>51</td>
<td>58</td>
<td>22</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Q28C. Quality of food</td>
<td>142</td>
<td>32</td>
<td>38</td>
<td>35</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>A28D. Variety of food</td>
<td>140</td>
<td>29</td>
<td>32</td>
<td>34</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>A28E. Vending choices</td>
<td>141</td>
<td>28</td>
<td>36</td>
<td>36</td>
<td>28</td>
<td>13</td>
</tr>
<tr>
<td>A28F. Service</td>
<td>141</td>
<td>35</td>
<td>41</td>
<td>51</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

Lunchroom/Vending Areas

<table>
<thead>
<tr>
<th># of Students</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>196</td>
<td>139</td>
<td>57</td>
<td>70.9</td>
</tr>
</tbody>
</table>

Three-year comparison:

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>83.6</td>
<td>85.7</td>
<td>84.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>61.6</td>
<td>83.0</td>
<td>76.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>31.5</td>
<td>51.0</td>
<td>49.3</td>
<td></td>
<td></td>
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</tbody>
</table>

Q29. How would you rate the information you received from your faculty committee about how to complete a CE/Thesis Proposal?

85.4% of 192 respondents were satisfied or very satisfied with the information received.

Q30. How would you rate the process of completing forms required for submitting your CE/Thesis Proposal to Research Services for approval?

75.9% of the 191 respondents were satisfied or very satisfied with the information received.
Q31. How would you rate the ease of navigating the Research Services Website to obtain information and forms related to the CE/Thesis Proposal?

![Graph showing rating distribution for Q31](image)

69.2% of the 192 respondents were satisfied or very satisfied with the information received.

Q32. How would you rate the overall CE/Thesis Proposal process?

![Graph showing rating distribution for Q32](image)

76.6% of the 188 respondents were satisfied or very satisfied with the information received.

Q33. What would you improve about the CE/Thesis Proposal approval process?

- **16 responded that the process went well**
- **Need consistent information on website and from faculty and/or student affairs**
  - The information is hard to find and put together because it exists in multiple places. Also the advice you get from each faculty is different and sometimes differs from what is on the school website. Bringing the website and faculty members up to date
  - Improve the communication process of making students aware of what exactly is the process, how it works and where to find CE/Thesis Proposal resources on the UTH-SPH website.
  - Create a website that clearly explains the process and provides templates as guidelines.
  - Make certain the templates on the web are in line with actual requirements.
  - Make a timeline and the list for resources more prominently displayed and clear. Be explicit and explain how each step should be completed, how long each may take.
  - The template and the requirements should be more aligned to streamline the process.
  - It would be great if there was one resource for all of the steps for the thesis/dissertation and graduation instead of multiple sites.
  - I believe that in general this process is not well-defined and fairly vague. At times it seemed to just be subject to the whim of the folks in research services. I never received a clear answer from one person and advice was constantly conflicting.
  - Remove old forms from website.
  - It is very difficult to locate the CE/Thesis process on the website. Because the CE/Thesis proposal is such an important part of the degree program, I do not understand why Research Services is not available as a drop down on the main page,
  - Make everything online.
  - (1) Improve the accessibility for Research Services link from main page of UT SPH.~(2) On the website that has the list of steps for graduation, fix the information to reflect that clearance from Research Services DOES NOT necessarily mean having to fill
I think a checklist similar to what is used for the proposal would be good for the actual thesis. Also, the dissertation has a first deadline. It would be very beneficial to enforce a first draft deadline for thesis students. 

There needs to be an easily accessible webpage that takes students through the entire process of practicum, proposal, and degree. If there is one on the webpage, I didn't find it, and the web design is not intuitive. Documents pertaining to the proposal

Redundant paperwork, disorganized personnel, and occasional discrepancies between my advisor and student services said.

**Process and checklist**

- Use online approval form using electronic signatures from all concerned members. This will reduce the approval time.
- 3 credits are way too much of a requirement for just submission of thesis (it costs a lot of money), when some students have already take 3 or more credits in the past for thesis.
- I attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research
- I would create a research course to be taken the first semester of the program (or the first semester of being in the MPH program). The course should teach students how to begin working on their thesis proposal, how to utilize our research resources,
- There should be a better process for the dissertation approval process. The deadlines are confusing and the 'rules' sometimes vague and not consistent.
- I would send out emails to the entire student body reminding them when certain forms are due and to review the timeline for when things should be done and due. I also especially for people who are already doing research, to stress to them that they need
- Email reminders about the deadlines. The Final Steps to Graduation link is somewhat difficult to get to if you are not told in person how to find it. Set a deadline when the proposal should be due.-For regional students there are extra steps to complete the process which were not emphasized. If it weren’t for the excellent Student Affairs person at the San Antonio Campus, I would have missed a few steps.
- I would make it more de-centralized for regional campuses if at all possible. Completing all the steps simply takes more time when face to face contact is not possible and as a student on a regional campus you may get the feeling that students in Houston
- The checklist of required items was incomplete. Communication was slow. I felt like a spectator or worse, like someone who was trying to do something wrong.
- Make the Thesis template easier to find, have only the current copy available. Re-word the "timeline to graduation" checklist, it was confusing at time to figure out what form needed to be submitted when.

**Need more information earlier in program**

- More information during second semester about the research.
- use digital signatures from advisors
- It would have helped to attend a 'compulsory' thesis development course/session rather than the brown bag sessions. It could have helped me pace my proposal and thesis development better.
- Students should be advised and prepared for the massive thesis project from day one. I did not find the directions and thesis steps complete, nor were they self-explanatory. Specifically regarding the formatting process, the MPH Thesis format provided

**Better template**

- Create a proposal and thesis template for students to use that works for everybody.
- I feel it would be of great benefit to students if there were an on-site (I am from San Antonio SPH) computer technician who could help in the formatting of the thesis. I spent way too much time and stress on formatting the footers that were needed
- iRIS is difficult to navigate. It could be streamlined. The template for the thesis is not user friendly.
- Make the template forms much easier... and change them less often. Too much emphasis on student regarding formatting.
- More information on proper format before converting a word document to PDF.
• Working with the template was a little difficult. And I was uniformed as to who was the go to person when dealing with issues related to the template.
• Post sample proposals and sample Theses online

\textbf{Make thesis optional}
• Make it optional
• Drop the thesis/dissertation requirement. Many schools are doing that.

\textbf{Improve advising}
• Nothing wrong with approval process. Was hard to get advisor to agree to a topic and then follow thru with me on the topic they agreed to. After some time though it did work out, took one year, that I had to pay for, for them to agree on a topic.
• I would have weekly meetings of students in process of dissertation, with faculty facilitator, 30 minutes of general advise and 30 minutes of student discussion of status of dissertation. This class would probably be better if offered at 11:00
• I felt I had to stumble through much of the process on my own. Clearer instructions about the steps necessary to submit your proposal would be helpful (on the intranet). I did not feel my advisor was the best source for information
• it would help to have feedback sooner. it took 5 weeks for one of my drafts to be returned to me, and another 3 weeks for the next draft. i was told that it would take only approx 2 weeks.
• More detailed instructions and guidance at regional campuses.
• My suggestion is to increase the student teacher ratio, so we can get things done quick.
• The thesis supervisor should have a folder and checklist for each student to make sure they have completed necessary steps in a timely manner.
• Provide clearer expectations and integrate more class work into the process.
• More guidance about the options from advisors would have helped. Students generally feel like they are left to figure it out on thier own and they hope they make the right choice.
• Faculty should be more involved in telling students exactly what needs to be finished to graduate. So much emphasis is put on the thesis, that nothing else was discussed!
• I think an improvement would be allowing students to chose their committee member based on their research interests. Additionally, there should be recourse for students to take if committee members fail to return thesis drafts within a reasonable time
• All options were not well explained to me. Kind of was steered into options my advisor intended for me.
• Better interaction of students and committee
• maybe each division should have a proposal development class specific to the department.
• Better collaboration between faculty members would be great, its very hard to work around all of the faculty schedules
• Make professors a little bit more accessible
• encourage students to get started early!
• There should be clear goals from semester 1. meeting with the advisor after the semester is over misses an entire quarter of your MPH career. 2nd advisors are very distant, from a field that is unrelated, and often do not ever talk with the student

\textbf{Issue with iRIS/IRB process}
• iRIS isn't naturally easy to use but the help line was great.
• More information about iRIS and completing the forms on it.
• Clarification about what types of approvals are needed. For example, do I need IRB approval. If so, what type. This was VERY confusing for me and took a long to determine what types of approvals I needed to begin my research.
• Use iRIS to make signatures, signoffs, and notifications more organized and easily accessible. Electronic signatures should replace written ones to allow students to communicate with committee members remotely.
• Expedite the IRB administrative processing of the submitted documents. I experienced a prolonged waiting period in processing that did not need to undergo content revisions and the same work had already received IRB approval.

**Other miscellaneous comments**

• I couldn’t work on my thesis while taking over 6 hours of credit.
• I took a basic IRIS training course at UCT and recommend making it a requirement so students are knowledgeable about the system.
• The use of the software to register and approve a research piece was a major disappointment.
• Use digital signatures from advisors
• Less paperwork
• Move back the due date for the thesis a couple of weeks.
• If your committee decides the proposal is good that should be it. You shouldn’t have to run around looking for X to sign off on something that is ultimately not going to be the final product.
• Do consider returning to the old system of utilizing the wisdom and expertise of Mr. X. He is an asset.
• I wish the IRB approval process would be faster
• Remove some of the administrative processes
• More classes on systematic review will be helpful
• I would make it shorter and more receptive.
• Give more time at the end of semester for completion.

**Q34. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research?**

2008-2009

![Pie chart showing 45.5% of 191 respondents attended the workshop.]

45.5% of the 191 respondents attended the workshop.

**Q35. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If not, why?**

**Too late to be helpful**

• I was already past the point of needing a workshop when it was offered. Plus, my advisor was extraordinarily helpful in the process, and I felt like he guided me through everything I needed to know.
• I already knew what my proposal would be.
• I had already written my proposal once I found out about it.
• It was offered after I had completed the proposal and I was not in Houston at the times it was available.
• My proposal was accepted prior to the workshop.
• I did not know of the workshops until I was already into my thesis. Also, thesis prep helped me a great deal with understanding steps and research tools.

**Scheduling problems**

• Scheduling conflicts with work/travel; webcast would be useful.
• Working full time off campus, plus I work in research
• Wasn’t able to attend due to schedule conflicts
• Due to other commitments.
• I was not in the area, due to work and research, and could not attend.
• No time
• I was not able to attend one when they were held and relevant to me.
Missed
maybe schedule conflict with my job
Lack of time-Scheduling conflicts
I work full-time and they were usually scheduled during work hours so I could not attend.
I had a conflicting class scheduled at the same time
I was attending a class
Time conflict due to working full-time. Met personally with X instead so I felt I knew the process well.
I work full time, I couldn't get off.
Unable due to work schedule
At a regional campus and times were inconvenient. I would make this mandatory for incoming students and would have someone from each campus (i.e. Reed Schoenly for Brownsville) give this class to new students. I know this was a very foreign process to me
I was unavailable at the times it was offered.
Could not attend at times of workshop
Time conflict
It was not at a convenient time. An online webinar would have been useful.
Could not make it due to scheduling conflicts
The seminars were scheduled at an inconvenient time. Friends who attended filled me in on the information provided. If I had to do it over, I would attend.
Inconvenient timing. This would be a great video to add on the web.
Times didn't fit my schedule, and I found out what I needed to know by talking to xxxx about my proposal.
I had more important things to attend to.
I did not have time available to me to attend one of the workshops.
Unavailable due to schedule.
Not in town
Unavailable
Times were not convenient.
I couldn't attend because of some prior important commitment. I feel bad for not attending the workshop. I am sure it must have been very helpful
It was not offered at a convenient time for me.
I've thought it, but don't have time to do it.
Scheduling conflict.
did not live in Houston
Time constraint
I planned to attend, but my time did not fit with the scheduled event. However, I did receive the handout from the event and I found it very helpful. I think the contents of the proposal workshop provide audiences with basic knowledge how to make a prop
I don't have time
I could not get the time off from my work. I worked as a GRA in the medical school.
Not present in the area.
Didn't have time for to attend.
Too late
Work out of town.
Out of town
At the Dallas Campus, did not attend.
The times of the workshops were not convenient for me due to work schedule.

Didn't need to attend
My advisers and committee members explained the process thoroughly.
Graduating Student Exit Survey
Fall 2008 – Summer 2009

- Got the information from committee
- I had prior training.
- Because my committee was a sufficient resource for completing the proposal in a timely manner.
- I already knew what I was doing

**Didn’t know about it**
- Didn't hear anything about it.
- Not aware of the workshop
- I wasn’t aware there were proposal workshops.
- At the time, I did not know it was offered. I found out in retrospect.

**Miscellaneous comments**
- I do not recall.
- I was told by others that it would be a waste of time...I've attended events like this at our school and it wasn't surprising to me
- lived a 100 miles away while I was working on my thesis.
- I moved from Houston area and was completing proposal long distance.
- I was led to believe that for me the workshop would not be worth the time to go to.
- When the workshop is offered, I have finished proposal already.
- Was not necessary
- I found information through other students and my advisors.
- I felt the information provided online was sufficient.
- I know how to write dissertation proposal.
- Did not need it.
- Felt prepared with advisors (X, X, X) and staff (X)
- previous experience with thesis writing
- worked with my advisor

Q36. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If so, did the workshop adequately address the proposal process? Why or why not?

**Yes answers**
- Yes (n=5)
- All questions were answered. It was very clear.
- Yes it was very helpful because the information on proposal/thesis writing is very scattered and i wouldn't have known to write my proposal in the thesis templates to make the transition to thesis writing easier!
- Yes, it did, but, this should be early in the process.
- Yes it explained more to me than my advisors did and more than what was on the website. It was very helpful.
- Yes, I received a powerpoint handout on who to contact at Research Services and satisfactory description of the process.
- Yes. It made the process very clear. Very useful.
- Yes. Was a tremendous preparation tool.
- The workshop was extremely helpful.
- Yes, it did, but there should be another workshop, earlier in the semester, to address graduation issues.
- The one offered this semester was rather late in coming.
- It was some years back and what I can remember, it was vey informative and easy to follow. It did help me when I started to write my thesis.
- I think the workshop did address the proposal process well. I think it should be encourage to attend at the beginning of a student’s enrollment in order to plan accordingly.
- yes. all steps covered. just too much paperwork.
- yes, I thought it was very helpful and informative
• It did address the process. I especially appreciated the timeline suggestions.
• I was able understand the steps needed to complete my thesis.
• very helpful!
• Yes! Thoroughly went through all of the steps
• The workshop is very helpful
• It addressed the proposal process, but served more to highlight the fact that research services is not very accessible to students.
• Yes, it was very help and provided a detailed checklist for the proposal process
• yes, i thought it was comprehensive
• yes it did. It may have been more helpful to break the workshop into different components. 1 for people who are just starting to think about it, 1 for those who are ready to start, and one for those who are working on it.
• yes. It talked about the process and deadline.
• YES. Dr. X’s lecture was excellent.
• Yes, It addressed the primary data and secondary data issues, irb issues etc very clearly.
• Yes, especially in regards to the timeline for the thesis.
• Very informative and helpful
• X was very informative and helpful throughout the process. It was the administrative delays that was of concern.
• Yes minimally adequate.
• It was very broad, but it gave a good overview of the project. All students should be required to attend one of these classes their first semester, and then receive semesterly updates on any changes to the thesis process.
• It was very helpful in detailing timeline and expectations of proposal.
• Yes, the timelines were clearly provided.
• Yes. I suggest adding instruction (handouts or on web) on using the iRIS system.
• Yes it did adequately address the process because we were told where all the information and templates were on their website & had all our questions answered by Dr. X.
• I felt that the workshop did address the process.
• Yes, it covered most of the topics I needed to know about at the time, or who I needed to contact.
• Yes. Very helpful in answering questions
• It was perfect for the beginners and for those who have never done any formal thesis or research. I really appreciate the efforts.
• Yes. Very clear.
• yes.they were systematic.
• Yes, I attended it a year and it was very helpful in preparing me!
• Yes, let me oriented with the subject-It was OK

Equivocal or “No” answers
• No (n=1)
• No- there was a lot of wasted time. Should be different ones for students with de-identified data, and ones for people who are collecting data from study participants
• Kind of. It was not long enough to go into sufficient detail. I suggest more workshops with a smaller group so that more one-on-one time is available to ask questions about your specific proposal.
• Not really because my proposal was already in the process of being approved.
• Since I took the proposal development class, I found this workshop was not helpful to me
• All of the details were absent from this presentation. Students should be informed early that it would be best to have their proposal completed upon entering their graduation semester. Faculty review time varies and the many steps become a burden.
• mildly helpful
• It was moderately helpful, as was the massive amount of info online
- Partially, however, the Workshop focuses on teaching you how to navigate the Research Services website. It does not show you how to write a proposal/thesis. This, we are told, is left up to our committee - who ultimately doesn’t have the time.

**Miscellaneous**
- As an MS student I thought it was more MPH-oriented.
- There are just way too many options to complete the CE/Thesis Proposal process - and unfortunately one workshop is not enough time to cover it.
- It provided a different venue (other than online) to obtain information
- One workshop is not enough for students. There are about 8 options for culminating experiences on the web page. One workshop cannot address them all.

### RESEARCH / INTERNSHIP EXPERIENCE

**Q37.** The school provided adequate research opportunities for students.

![2008-2009](chart1.png)

*60.5% of the 195 respondents agree or strongly agree.*

**Q38.** My research experience provided me the skills to evaluate the scientific literature critically.

![2008-2009](chart2.png)

*79.5% of the 195 respondents agree or strongly agree.*

**Q39.** My research experience provided me the skills to develop my own solution to the scientific/public health problem.

![2008-2009](chart3.png)

*80% of the 195 respondents agree or strongly agree.*
Q40. My research experience provided me the skills to communicate my findings effectively.

81.5% of the 195 respondents agree or strongly agree.

Q41. My research experience provided me with research ethics training.

77.3% of the 194 respondents agree or strongly agree.

Q42. I had the opportunity to develop a field experience that was appropriate to my career/academic needs.

72.8% of the 195 respondents agree or strongly agree.

Q43. My internship/practicum experience helped me to put theory into application.

66.6% of the 195 respondents agree or strongly agree.
Q44. My preceptor was an effective mentor.

2008-2009

Three-Year Comparison

67.2% of the 195 respondents agree or strongly agree.

Q45. My internship/practicum experience will be valuable to my career.

2008-2009

Three-Year Comparison

67.6% of the 191 respondents agree or strongly agree.

ACADEMIC PROGRAMS AND OUTCOMES

(For all students)

Q46. The academic standards at the School of Public Health are about right in terms of rigor.

2008-2009

Three-Year Comparison

83.5% of the 196 respondents agree or strongly agree.

Q47. Some students here do not seem to be qualified for admission to a graduate school.

2008-2009

Three-Year Comparison

36.9% of the 195 respondents agree or strongly agree.
Q48. I found the symposiums, colloquia, seminars and other extracurricular programs stimulating and broadening.

69.4% of the 196 respondents agree or strongly agree.

Q49. The school provided courses enabling me to meet my degree program objectives.

88.8% of the 196 respondents agree or strongly agree.

Q50. Courses were available so that I could finish my program in a timely manner.

66.7% of the 195 respondents agree or strongly agree.

Q51. I was satisfied with the number of courses available in my program area.

66.7% of the 193 respondents agree or strongly agree.
Q52. I would have liked the opportunity to take evening classes.

2008-2009

47.7% of the 193 respondents agree or strongly agree.

Q53. The educational experience I had as a student at the School of Public Health met my expectations.

2008-2009

78.0% of the 195 respondents agree or strongly agree.

Q54. My UTSPH education has prepared me to meet the demands of my current or first public health related job after leaving the School.

2008-2009

73.5% of the 196 respondents agree or strongly agree.

Q55. The thesis/dissertation helped me to integrate the breadth of public health knowledge.

2008-2009

87.7% of the 195 respondents agree or strongly agree.
Q56. The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.

2008-2009

89.3% of the 196 respondents agree or strongly agree.

Q57. I found the thesis/dissertation to be a useful culminating experience for my degree program.

2008-2009

86.2% of the 196 respondents agree or strongly agree.

Q58. The thesis/dissertation helped to prepare me for a public health career

2008-2009

78.4% of the 195 respondents agree or strongly agree.

Q59. Pass/Fail grading encouraged me to attempt courses that I might not have taken under a traditional letter grading system.

2008-2009

53.1% of the 196 respondents agree or strongly agree.
Q60. I worked equally hard for an “A” or “P”.

77.4% of the 195 respondents agree or strongly agree.

Q61. Having a GPA reported from my SPH courses will help me in my work or my future educational goals.

61.2% of the 193 respondents agree or strongly agree.

ACADEMIC PROGRAMS AND OUTCOME
(For MPH and DrPH students only)

Q62. My UTSPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.

89.5% of the 161 respondents agree or strongly agree.
Q63. My UTSPH program provided me with an understanding of the areas of knowledge which are basic to public health (biostatistics, epidemiology, environmental sciences, health services administration, social and behavioral sciences).

![Bar chart for Q63]

91.8% of the 159 respondents agree or strongly agree.

Q64. My UTSPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.

![Bar chart for Q64]

90.5% of the 158 respondents agree or strongly agree.

ACADEMIC PROGRAMS AND OUTCOMES

(For MS and PhD students only)

Q65. My research degree program adequately prepared me for an academic career.

![Bar chart for Q65]

78.5% of the 93 respondents agree or strongly agree.
Q66. My UTSPH degree program provided me with a public health perspective in the application of my specialty area.

86.0% of the 93 respondents agree or strongly agree.

Q67. The School of Public Health provides a variety of community service opportunities.

Q68. Were you aware of the Student Association during your time in the school?

Q69. Did you participate in any of the Student Association activities?

Q70. Were you a student representative for the Student Association on any SPH committees?

Q71. In general, was the quality of student life at the School of Public Health satisfactory?

QUALITY OF STUDENT LIFE

EDUCATIONAL TECHNOLOGY

Q72. Did you ever take any classes via ITV?

Q72a. Was your experience satisfactory?

Q72b. Would you recommend an ITV course to a fellow student?

Q73. If it had been available, would you have chosen to take a course online?

Q74. Would you take an online continuing education course if it were available in the future?

Q75. Would you take a degree program if available online in the future?
Q76. During the majority of time that I was a student, I was:

2008-2009

Of the 195 respondents 39.0% were employed full-time and 48.2% were employed part-time.

Q77. If you were employed during your degree program, were you working in a public health related field?

Q78. Did you ever work as a graduate assistant?

Q79. Did you work as a teaching assistant?

Q80. Do you have a need for resources from the SPH in transitioning from student to public health professional?

Q81. What resources have you utilized here at the SPH to assist you in searching for employment?

Q82. Which of the following best describes the type of organization for which you work or will work?
Q83. Is your current or pending work based in the United States?

88.8% of the 187 respondents are either currently working or pending work in the U.S.

Q84. Is your current or pending position in a medically underserved area or in a developing country? (Medically underserved is defined as a population that has access to fewer primary health care providers per person than the U.S. national norm or approximately 800 people.)

19.3% of the 181 respondents are either currently working or pending work in a medically underserved area or a developing country.

Q85. What is the gross salary of your current or pending position? (Please note: Salary ranges of public health professionals are often requested by potential students. Individual responses to this question will be kept strictly confidential; only compiled data will be shared.)

Salary Ranges of Public Health Professionals

77.7% of 197 graduating students responded to this question.
Q86. If you are not employed in a public health or health related field, which of the following is the primary reason?

<table>
<thead>
<tr>
<th>Reason</th>
<th># of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of jobs in your preferred location</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Lack of jobs in your specialty area</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>More satisfied working in another field</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Not applicable</td>
<td>46</td>
<td>49.5</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>11</td>
<td>11.8</td>
</tr>
<tr>
<td>Pursuing additional training in another discipline</td>
<td>10</td>
<td>10.8</td>
</tr>
<tr>
<td>Pursuing additional training in public health or a health-related discipline</td>
<td>16</td>
<td>17.2</td>
</tr>
</tbody>
</table>

47.2% of 197 graduates responded to this question.

Q87. What would have helped you complete your degree sooner?

**Advising**

- I am a returning SPH student. I started at the Houston campus and finished in Dallas. My coursework in Houston was fantastic, but in the process of writing my thesis, things went significantly downhill. My advisor was not concerned with helping me graduate, and after two years of laboring away in her lab, I quit school. I decided to return to SPH several years later, changed campuses, and had an absolutely fantastic experience.
- Having a better advisor. My first advisor was Dr X. He was no help in trying to find out what would be a good path for me, he was too busy. I changed advisors to Dr X and she was of great help and guidance to me.
- Starting the thesis process while taking classes instead of being advised by faculty to wait until classes were completed.
- Though I finished classes in under 2 years, it took several more years to go back and complete my thesis. There was really no support or guidance regarding my thesis options when I finished classes. I think students should be required to complete a thesis class, in which they have a thesis proposal to submit by the end of the class. I also did not have support from advisors (I had two) and felt completely on my own regarding completion of a thesis. More focus on thesis completion while students are taking classes would help many of us complete our degree in a timely manner. Once classes were completed, it was common to leave the school for work, and not finish the thesis or have it drag out.
- My academic advisor could have been more proactive in helping me to find a thesis topic or a thesis advisor. In many fields, the student works for/with her/his academic advisor on the advisor’s research and uses this for his/her thesis.
- My advisors and faculty in general being more available. This was pretty much my only dissatisfaction with the school. I did not feel comfortable discussing this with my advisor and did not know a good way to go about it.
- My first advisor, now retired, didn’t encourage me to begin thinking about dissertation topics as early as I now realize would have been helpful.
- Opportunities for faculty mentoring were difficult to find. I would have liked to have more mentoring throughout the program to prepare me for professional life after graduation.
- GREATER AVAILABILITY OF FACULTY TO BE AN ACADEMIC ADVISOR-IT TOOK ME ALMOST A YEAR TO FIND ANOTHER ACADEMIC ADVISOR WHEN MY FIRST ADVISOR LEFT THE SCHOOL.
- Advisors who had a better understanding of how to guide students through the CE/thesis process. For a year I worked under an advisor who did not give clear direction, twisted my words when not satisfied with my progress, and became hostile towards me when I began to change the direction of my thesis and sought assistance with another faculty member. Finally, I had to remove her from my committee when it was clear that despite my attempts to remedy the situation, she continued to discuss my situation with other students and staff. Although I expressed this to the regional dean via the student coordinator for our campus, it was never
Graduating Student Exit Survey
Fall 2008 – Summer 2009

addressed.

- As I moved away from the Houston area while enrolled at SPH, most of my proposal was done long distance. I had some problems with advisors/committee members leaving the school & I was not notified.
- Training the faculty on what the course requirements and catalog year requirements are or whatever information an incoming student would need from their advisor. Make the information available on website consistent!!
- Better access to biostatistics consulting. I did not get along with the biostats professor who was at the school (regional campus) when I started the program. As he was the only one available at that time, I did not feel that I could approach him and receive the help that I needed. I ended up going outside of the school for biostats consultation.
- My academic advisor was not good at all. He did not treat me with respect and I had trouble working with him. My thesis advisor was one of the only reasons why I graduated on time. She pushed me to learn, which brought out the strengths in me.
- My advisor
- Stability of academic advisor - I've had three over 2 years.
- It helped to have online courses, and evening courses, and a great advisor (Dr. X). Without these 3 things, I would not have been able to complete my degree.
- Having an advisor that understood how to advise an MPH during the CE. She didn’t understand any option except the traditional thesis. I had 900 hours of practicum and would have liked to do a practicum write up, but since I had an advisor that didn’t understand that that was an option, I had to do a traditional thesis.
- Dr. X’s advice
- guidance from the faculty members, encouragement, motivation and cooperation from fellow students and colleagues.
- Good advisor ( who can guide you from the beginning of your time in the UTHSPH) 2- Support from family 3- Support from the school administration staff 4- Work hard, read a lots
- I set degree plan. Advisors that knew about the degree plan. Less bureaucracy as a whole in getting forms turned in...at UT Austin, none of this stuff would have flown....we pay a fair amount of money to the school and I expected to not have to jump through hoops to graduate...At times, I felt as if the school didn't want me to graduate so they can collect an additional semester of tuition.
- More thesis prep
- Start earlier on Thesis

Course Availability

- More availability of classes (especially in the summer) with less conflicts. It seems all the interesting classes happen at the same time or not enough during the year.
- more online courses
- More course offerings during the summer.
- Advanced coursework in my discipline that went into more depth on design and analysis techniques
- Having more online or night classes for those who work full-time. Also, having a choice between comprehensive finals or thesis to complete the MPH.
- Night courses. Ability to take more courses during the summer since only a few classes were offered during that time.
- fewer online only courses. In other words, I do not like online courses nor ITV courses, I always learned more in regular class rooms. the quality of the courses online and I-TV are quite disappointing, and many semesters, I was forced to take a "virtual" course, b/c no "actual" course was offered.
- More evening courses and access from regional campus
- More courses offered at different times.
- Additional online coursework
- Better variety of courses, specially in summer.
- More courses in my Division and active research by faculty in my Division (EOHS).
- More classes and opportunities related to my field (biosecurity)
- More course to select from2. More evening Classes
• San Antonio campus offering more variety of classes and at various time slots
• A more structured layout of courses designed for my area of interest within the epidemiology program. Additional courses offered each semester.

🌟 Better Information/process

• I would have liked to have received more training on "self-branding," "how to create resumes and cover letters targeting specific employment sectors"
• the program needs more structure and clearer rules
• More direction following the completion of the qualifying exam. Students are left to their own devices to navigate through the matriculation process. More instruction from the beginning to the end would be helpful to prospective student.
• Guidelines that are concise and straight-forward.
• There should be more people to help with the graduation process. It isn’t reasonable to expect one person to have to review everyone’s graduation requirements. For thesis, it needs to be made clear, especially for those who are already doing research, that the thesis project has to be cleared by research department and the IRB at UT before data collection even if it already has IRB approval at another institution
• If I had started on my thesis my first year.
• I can honestly say that the thesis process is by far the most incomplete, complicated poorly defined elements to this program. It was more of a hassle to figure out what was expected of me from research services and student affairs than to actually write the paper. I feel I would’ve also been better suited to complete my degree with more help in international projects. There is a global health program that I ended up leaving since it offered me no benefits. I established my own practicum without the help of the school or subconcentration.
• A clearer picture of the classes available before enrolling.
• More administrative clarity in terms of course requirements and thesis requirements. Some student in Community Health Practice were not required by their committees to take the same courses I was required to take: PH 3730 Health Program Planning, Implementation, and Evaluation, and PH3720 Principles and Practices of Public Health http://www.sph.uth.tmc.edu/mpch/default.aspx?id=3537. I do not think I should have been required to take these courses as they do not fit my career goals.
• Committe members who are in the field of my interests
• Ability to pick an advisor as well as get a better understanding of the research done at UTSPH. Having internship positions at UTSPH would have been a more useful practicum
• More communication and clarification with the regional campuses.
• COMMUNICATION. This key ingredient to a successful graduate program was severely lacking from day one. I started my program in the Spring, and did not feel that the program was adequately explained to me, specifically regarding the thesis process.
• More deadlines for the culminating thesis. Although this may be primarily set with our advisors, i still think there needs to be multiple deadlines for the CE/Thesis. Perhaps implementing a proposal deadline may have encouraged me to complete the thesis at a faster pace.
• I found it very hard to get a response from people in Student Affairs, I lost my advisor after the first semester and had almost no support or help in finding another. Most people at the school are gone by 4 or 4:30, this poses a problem to individuals who work full time. It was very difficult to meet with people or find help by the time I was able to make it to the school in the afternoons.
• Better access to student affairs -- they lost my paperwork and I had to "start over" again
• If Processes were more clearly explained. I found the thesis submission process difficult to understand and tedious with changing forms and processes. Staff often did not seem to be student advocates.
• More help with paperwork and other requirements for graduation.

🌟 Personal/financial problems

• Receiving a fellowship or traineeship. I was told when I started in the MS program that they weren’t available so I did not look further. It would have been nice to have a little more proactive assistance in identifying funding sources.
• Financial support from VEF - Working opportunities in SPH
• Not having to work
• SCHOLARSHIP
- I had personal issues that slowed me (terminal illness and subsequent death of a parent) and the need for FT employment

**Other**
- fewer hour requirements
- Make thesis optional
- More rigorous requirements in the classes.
- More time with less restrictions on the deadline for submission of the thesis.
- setting specific timeline goals
- An open and respectful attitude from all personnel toward students at regional campuses. Of course, the overwhelming majority of faculty and staff in Houston meet this criteria, but unfortunately at times it was more challenging to reach people for permissions, forms or holds when face to face contact is not available. An email or voice message is simply easier to ignore or forget than a visiting student.
- Allowed more time to complete my degree than the current period allotted by the military
- Credit hours for medical degree and on the job experience
- Child care on site at UTSPH/TMC
- Giving credit for prior medical experience toward the practicum. Lessen the requirements for thesis for 1 year program.
- much-easier dissertation and just get my degree.
- credit for being a practicing physician -- no value added having to accomplish practicum -- could have conveyed to you past experiences with leadership, public health, diversity in one page paper/memo
- Better time management with the CE proposal, research and writing processes.
- If I know there's no standard to graduate at all, I would have saved a lot more time and do some way-much-easier dissertation and just get my degree.
- hard work
- Flexibility
- More vocational skills, extending beyond theoretical learning.
- If there was no thesis requirement, it would have made it much easier and faster. I guess I would have missed out on the work I put in for my thesis. I otherwise have no suggestions.

**Satisfied/accept responsibility**
- All resources to complete my degree were available.
- na (N=6)
- None (N=3)
- I think the appropriate mechanisms are in place to help one complete their degree.
- I can't think of anything.
- No comment
- Professors in the school are excellent.
- My professors helped me a lot for thesis.
- Knowledge in PUblic Health and Medicine and computer skills -The help and support of my committee members who generously shared their knowledge and skills to help me tackle my dissertation. Also the cooperation of faculty and staff at UTSPH.

Q88. What skills acquired at UT-H SPH do you think will be most useful in your career?

**Critical Analysis/Research**
- The ability to read scientific studies. The understanding of disease trends and epidemiology.
- Everything! Writing manuscripts for journals, writing a proposal.
- The skills to evaluate health problems critically through the lens of public health and develop solutions to problems using an approach that addresses the non-medical determinants of health.
- analysis of data and public health related information. synthesis and analysis of data/ information collected for independent projects.
- Critical thinking, statistical analyses
• Public speaking, Scientific writing, Proposal development, Data analysis, Cultural sensitivity
• Critical analysis of data, coordinating studies
• Systematic review, critical thinking and presentation skills-The ability to understand how studies are conducted.
• Critical thinking and analysis.
• Data analysis, manuscript preparation, and grant development.
• Understanding how to conduct ethical research, as well as, scientific writing skills.
• Statistical analysis and subsequent reporting and communicating of findings to the public at large.
• Manuscript writing skills, Positive critique skills, Data management skills
• research process, sciencific writing
• Analytical skills, 2. Critical thinking skills, 3. Decission-making skills
• Analytical thinking, research skills and writing skills
• Networking, critical thinking.
• I obtained hands-on experience with the research process by working full-time on a study.
• I think the research I learned while completing my thesis will be very valuable, as well as having a general understanding of public health.
• I have gathered an invaluable wealth of experience in research and associated education with respect to public health. The thesis experience was a bit of a nightmare at first. However, the development and implementation of a primary data collection project, the navigation through the IRB process, and the analysis and compilation of the data have given me an extraordinary sense of accomplishment and self-confidence to pursue future research endeavors.
• Critical review of journal articles/studies, Understanding of core knowledge in Public Health
• Statistical analysis, study design.
• Research skills.
• Research and statistical skills
• Understanding the research process and working with others across a variety of discipline areas.
• INDEPENDENT RESEARCH AND THINKING
• Analytical and evaluation skills. Practical experience opportunities in health agencies at the city and state level.
• study design and analysis
• Quantitative analysis skills applied in public health.
• The research process
• Reserach, planning, intervention mapping
• Different Research methodologies.
• Research skills specifically literature review skills.
• packages. It also helped me improve my interpersonal communication skills.
• field research experience
• Research
• My student life in UT helped me hone my analytical skills and provided me an opportunity to learn software statistical and management analytics
• Skills related to study methodology, data analysis and interpretation will be useful.
• Data analysis, data management, critical thinking
• Researching skills.
• Research
• Using an evidence based approach for policy and program analysis

**Epidemiology/Biostatistics**

• Biostatistics, ethics, a general broadening of perspective
• Research skills and a good understanding of epidemiological studies.
• My biostatistics analysis courses and my field, methods, and intro to epi courses have all given me the foundation that I need for the work I do most days.
• Biostatistics, study design, how to create a study.
• biostats and statistical software. solid understanding of biostatistical and epidemiological concepts, including varieties of study designs and outcomes analysis.
• Biostatistics and Epidemiology
  • Basic epidemiology skills acquired in Dr. X's epidemiology for majors class. Also information learned in core courses, infectious disease epi, and statistical methods for epi. I will be using my basic epi skills a lot at my new job.
• biostats/epi methods/complexity science/qual research methods
• Applied epi skills and training - sampling, rapid assessment, epi-info, risk communication, outbreak response etc (many trainings offered by the SPH-SEIS)
• Data analysis and biostatistic methods
• Performing field epidemiology and designing/performing field studies. My practicum in Disaster Preparedness was very helpful. The two classes that stand out as being tough but very rewarding were Field Epi with Dr. X and Emerging Infectious Disease-Research/investigative skills.
• project management, field epi
• Epidemiological studies and building up a health care system (clinic based system) in/outside the US.
• Biostatistics
  • biostatistics, having a public health perspective
  • analytical, epidemiologic, survey design
  • Evaluation of health policy, Literature review, Epidemiologic data analysis
  • Biostats in particular logistic regression - intermediate classes weren't as helpful. Epi - methods in development of research study design.
• Epidemiology and Biostatistics
• Rapid epi, field epi, biostatistics
• Biostatistics, field epidemiology
• Epidemiology and research skills.
• Epidemiology
  • The ability to use both SAS and Stata, not just Stata, which is what usually is taught.
  • Learning sas. Conducting a community needs assessment for my practicum.
  • Ability to come up with a research/grant proposal, carry out the research and get it published.
• Looking for resources that I need ON MY OWN.
• research skills, group activities and participation
• SPSS, SAS and ultimately everything that I learned during my thesis.
• Quantitative methods
• work with stata, working extant data from a survey for thesis
• Statistics
• Statistical theory

🌟 Health Promotion/Behavioral Science
  • Health promotion theory applied to real problems; the experience I gained as a GA doing research; synthesis of literature skills; knowledge of the grant process.
  • Health promotion and education, community assessment, & statistical analysis
  • The behavioral courses that I enrolled in.

🌟 Broad knowledge of Public Health
  • Better organization. Better view of the "Big Picture". Better general understanding of public health in health services.
  • Learning to work with difficult people, hard and challenging problems, writing for specific audience, clincial research, evaluating clinical data and evidence
• I had an opportunity to gain a wide range of skills. I would have liked an overview course in the areas outside my major.
• All the core courses at UT-H SPH have helped me in my career thus far.
• The overall understanding of public health. My research, computer, and critical thinking skills.
• Knowledge of public health policies and community practice, in particular public health programs
• learning about policy, health education and diffusion of the education
• All the courses at UT-H SPH are very useful.
• Thorough understanding of both community and public health principles and practice.
• Many in each core area.
• All
• Knowledge gained through my practicum; knowledge of public health policy, epidemiology, public health preparedness, and infectious disease
• The skills and knowledge that I learned in the following courses... child and adolescent health, maternal health, addictive behaviors and change in behavior and motivational interviewing (Dr. X) will help me the most.
• The academic rigor of my committee was excellent. It was balanced, broad yet deep enough on all components of public health

🌟 Management Policy and Community Health
• Policy knowledge.
• Policy Analysis, understanding work environments.
• management courses

🌟 Other
• integration of data
• Team work.
• Being resourceful and not dependent will help overall. It truly was a great experience.
• The ability to apply theory into practice and the challenges and rewards associated with it.
• research
• methods in Needs Assessment—methods from Dr. X's courses
• My dietetic internship was the most useful part of this graduate program. It provided me with invaluable skills in many facets of my career field, as well as contacts that eventually secured my current employment. I learned professionalism, good work ethic, and stress management because of my internship director and the dietitians with whom I worked.
• Practical industrial hygiene skills that can be applied in the field.
• study skills
• I learned various things, but particularly, I learned End Note Library to manage references, which I think, is the best thing I have learned during my UTSPH course.
• The skills I earned while working in my job were equally if not more important than all of the classes I took while working on my degree program. The practical experience was invaluable as I was able to step right into my new job and make an impact.
• computer skills
• Motivation
• Most professors taught me how to apply the theory to resolve real world problems. That is the most important thing I have learned.

Q89. What aspects of public health practice or research were not adequately addressed in your program at UT-H SPH?

🌟 Biostatistics and Epidemiology
• For the biostatistics program, there really isn't much applied research experience. I gained mine on my own through intensive laboring over research material and providing statistical consulting. I recently hired a PhD candidate to work for me and between associations of students I knew in the program and my employee, it was really apparent that real work experience and practical applications was not adequately addressed.
• The intermediate biostatistics classes for epidemiology majors is not very helpful unless Dr. X is teaching the classes. If there is a way to make the Statistical Methods in Epidemiology taught by Dr. X and Dr. X the core biostats class we have to take, it would be much more helpful to Epidemiology students.
• There need to be more classes that address practice-based epidemiology in the MPH epi program. In my opinion, Epi III in particular tried to be too focused on academic public health, without teaching us how to draw conclusions from epi calculations, etc., that would be helpful in a practice setting. Epi for majors was helpful with this, SEIS training programs were helpful, field epi, and statistical methods for epi. There could be a class where people from the health department or different public health careers came in and taught skills that would be useful in those jobs.
• I think there needs to be improvements in the introduction to biostatistics course. Additionally I think that face to face courses versus online courses are more useful to students.
• The introduction to biostats class is very poorly taught. The professor I had essentially read straight from the book and I learned more from the TAs than anyone else.
• I would have appreciated more in depth coverage of applied field epidemiology and methods in primary data collection. In general, I felt there was a lot of emphasis on secondary data analysis, which felt lacking for a PhD program in epi
• Applied biostatistics
  • there is a need for more applied data analysis and applied biostatistic courses for non-biostat majors.
  • I would have liked better access to biostats classes with a choice of more than one instructor (regional campus).
  • i would have liked more biostats (but more practical biostats)
• Biostatistics could have been better
• advanced epidemiology theories and concepts
• I wish I had more time to work with the community. I wish there were more classes at the Dallas Campus
• My program (MS Epidemiology) did not require any course work on programs and policies or health behaviors, and familiarity with these would have helped.
• Statistical analyses using SAS.
• Needed more biostatistics, not enough options regarding international topics, despite the global health concentration

🌟 Course availability
• Industrial hygine and worker health and safety
• I would have like more classes on international health. I do not feel I learned a specific specialty, but rather have a general understanding. When I was taking classes, courses with an international focus were limited.
• management courses not offered very frequently
• The area of health policy is somewhat lacking. But, more than that, maternal and child health is almost non-existant.
• There need to be more classes that address practice
• More hard science courses. -International Public Health.

🌟 Critical Analysis/research
• Clinical-based research
• not enough serious research opportunities were available to students. I got lucky with a good research position, but I was an exception. This was a common complaint of many fellow students.
• Research and analyzing data sets, Epidemiology
• More practical research opportunities are needed to assist students with developing and completing a dissertation research project.
• GIS as it relates to public health research.

🌟 Communications/writing
• How to prepare abstracts and posters for conferences.
• Writing protocol by Drs. X and X
• Application of theory into developing the communication messages. For example how to apply Theory of Planned Behavior to develop a message that can help people change their behavior
• I would have liked to learn more about funding and applying for grants for programs
Graduating Student Exit Survey
Fall 2008 – Summer 2009

- proposal development

**Management, Policy and Community Health**
- Management.
- Health services administration, behavioral sciences
- Health economics
- Healthcare microeconomics. X's classes were always full. There should be more courses like his. Given the ongoing healthcare crisis, a health economics class should be a required part of the curriculum for any MPH student.
- The management and policy course could have focused more on management than on policy. I wish I learned more about hospital and other health care administration.
- Health Management
- I took a Community Based Health Assessment course which I hoped would teach me how to do a needs assessment, and implement a health related community intervention. This course however was a disorganized waste of time.

**Advising**
- Need a better idea of how I will be able to combine clinical training and my public health training in the work setting. I am still a bit unclear on how I will be able to pursue teaching, research, medical practice etc.
- We need to find a way to have more hands on experience, put theory into practice whether by going out into the community or conducting small exercises to put things in perspective.

**Other**
- This question will be better answered about a year after graduation.
- Data management was not stressed enough. Data is seldom as perfect as we got to pretend it was in our classes.
- Model-building and understanding interactions.
- I thought everything on the whole could have been much more difficult. I feel bad/arrogant for saying it but I was above this school from day 1 and it shouldn't have been like that. I should have had to work hard in my classes to make good grades/pass.
- I think there should be more integration of the 5 "branches" of study that are required. Everything seemed more isolated.
- Global health concentration coursework and faculty were not as strong as I had hoped.
- Practical experience in industrial hygiene methods.
- I would have preferred more courses in disaster medicine/PH and global PH, but was limited not by the curriculum but by my time constraints to complete in one year.
- The thesis process.
- I think that most courses that I took were primarily based on research methodology, which although useful, I feel that there was a lot lacking in practice. Although our practicum is supposed to serve this purpose,
- Need to emphasize that in searching for a job after this degree, businesses want a certain number of credit hours in particular subjects to qualify for a position. The core requirements spread you a little thin as far as subjects.
- practical experience, opportunities for collaboration (during and after my degree)
- role of public health in the armed forces
- I would have liked to have some more concentration in the field of dental public health since I am pursuing a dental degree. We have a dental school in such close proximity that a collaboration would be possible.
- Basic science
- Interaction between researchers and officials

**Satisfied**
- None (N=14)
- sufficient in all areas
- As far as I know at this time, all were adequately addressed.
- The areas were satisfactorily addressed.
- N/A (N=8)
Details on career options related to various fields of work and positions held by MPH degree holders

None, there are more than enough opportunities for those willing to work hard!

No idea.

I can’t think of anything.

I think, at Master’s level, each major aspect was addressed adequately.

I was quite satisfied with the quality of teaching at UTSPH.

Actually, the program was just fine

No comment

**GENERAL SATISFACTION**

Q90. Would you recommend UTSPH to others who are interested in graduate study in public health?

![Pie chart showing 92.8% of respondents would recommend UTSPH to others.]

92.8% of the 194 respondents would recommend UTSPH to others.

Q91. What is the greatest strength of UT-H SPH?

Faculty/Staff

- The experienced faculty “Availability of opportunities (in the community) to apply what we learn in the classroom.
- Faculty. (N=3)
- Some faculty are really good teachers and mentors willing to talk and have time to talk to students about career paths.
- The old time faculty that started the school, and came to the school because of its teaching philosophy. I hope that they are given advisory positions to help the new faculty as they retire. Drs. X, X and X are great examples of faculty that could mentor younger faculty.
- Great faculty and mentors, very nice staff
- The accessibility of the faculty, the financial resources available like the traineeship award, student field activities award, funding to attend conferences.
- Quality of faculty
- Knowledgeable faculty and proficient staff.-Research and knowledge of factulty
- Small faculty to student ratio, intimate setting-staff and faculty
- Faculty have time to participate in teaching. The faculty salary structure (hard money positions) make this possible.
- Faculty and flexibility of schedule
- Knowledgeable faculty
- Faculty availability, very approachable
- The professors the combined experience and knowledge they provide to students is immeasurable. Also, being located in the Medical Centers opens access to a multiplicity of other health field disciplines.
- Open-door policy of faculty members.
- The faculty and staff are passionate about teaching and want to see the students succeed.
The faculty is the highlight—they were helpful and very approachable. I faced no problems thanks to their cooperation.

Senior faculty are very knowledgeable and experienced in widely varied areas of research.

Accessibility to excellent faculty. Plenty of library and computer resources. Very diverse student body.

Multiple campuses.

Faculty, resources—faculty

Faculty

Good interaction with professors.

Faculty and availability of projects.

There is a wide variety of staff, although not all are willing to share their services, there is a group of whom are very interested in getting students involved.

Professors are proficient and knowledgeable in their field—Research projects available to work on as a g.a.

Accessibility of faculty.

Diversity of faculty

I think the faculty are approachable, dedicated and willing to go out of their way if you want to explore a subject in more detail. The wide variety of topics and interesting projects is a major strength.

Passionate educators

The faculty have diverse areas of interest, research and training. The diverse student community especially from various countries around the world.

The faculty are highly motivated, very knowledgeable individuals who love their jobs. The SPH treats students and faculty better than any of the other UTHSC schools.

Quality instruction and mentoring.

Professors and staff were approachable and student-oriented—The San Antonio campus offers a solid general MPH degree.

There are some faculty who are incredibly talented. These faculty members are also very willing to share their expertise with students.

Availability and friendliness of faculty and staff

Active students, engaging faculty

I wish to acknowledge and appreciate the following persons, they were excellent and outstanding in all domains: Dr. X, Dr. X, Dr. X, X, X. All 6 named are true gems and assets.

Some of the faculty (Drs. X, X, X, X, X, X, Dr. X, Drs. X, X, X, X) and most of the staff, especially Student Affairs (X)

Faculty, administrative support/guidance in final thesis submission

High quality instruction/faculty.

The teachers were excellent.

Excellent professors

It's faculty broad base of expertise.

Faculty

some of the faculty are WONDERFUL and it is obvious that they enjoy teaching.

Faculty who are highly involved and interested in students' careers.

The Faculty and the students

Faculty quality

When I joined the program in Fall 2007, it was ranked as No. 1 Public Health program all over the US. After being in Dallas, I found all the faculties and staff very helpful. It made me feel like a family. Educationally each faculty was very professional and enthusiastic in teaching as well as helping students.

If you find faculty in your area of interest, they are very good, always supportive, and motivating.

Faculty and staff

The professors in general are very nice and willing to offer assistance.

Breadth of faculty
Some of the faculty members, the research exposure and the staff at the SA are fabulous.
Faculty staff and teachers are very nice and helpful and very accessible.
Students who work hard and are motivated are able to complete their degree in a short amount of time. There are some good faculty, but I wouldn't say this is necessarily a strength of the school.
Professor knowledge and environment
Diversity of the Faculty
It is the general attitude of the faculty and staff, which fosters a better understanding of public health, while creating a very conducive environment to further learning.
Very strong faculty and broad variety of opportunities in TMC.
Education
After changing primary advisors (from X to X) I had a more positive experience. Dr. X was antagonistic, and during my practicum experience was discouragingly uninvolved. I felt that she wanted me to complete additional research for her, which was not part of my practicum proposal (and which I was entirely unprepared to do), and when I did not, she took it personally. Her response was entirely negative. I later decided to change advisors before beginning my thesis. I am very happy that I did. As I said, Dr. X was much more positive and is more readily available ON CAMPUS. Professors such as Dr. X and Dr. X X are fabulous. They are present in the community and take care of their students. Dr. X gave me a job as her TA. Also, her course was the one course from which I learned the most.
Good committees, X was very helpful.
There are great connections to be made and great mentors here, if you are a self-starter and willing to find them and work with them. I tell everyone there are great opportunities here because you can make whatever you want to out of your education at the school of public health. If you know what you want and are willing to work hard, you can form a great resume and start a successful career in public health.
Excellent professors - personally and professionally.
Excellent faculty and great mentors

**Academics**
Understanding of various public health issues, working in collaboration with the state dept. of health and human services.
The broad spectrum of classes offered. The ability to see a professor's survey results.
Curriculum
The program is quite engaging in terms of public health practice. I appreciated the knowledge I acquired in class when I joined the health department for my practicum.
There are many courses I can choose to take.
For me, the strengths were the flexibility of ITV to be able to take classes at different campuses, and recording lectures to be able to "make up" missed classes or review lectures.
The dietetic internship.
offers a variety of courses in different modalities allowing "non-traditional" students to pursue degrees
Variety of courses
Variety of program and the diversity of teaching staff
freedom of class options
Theory courses and ability to apply them to real situations. Faculty -- when you can hook up with them.

**Location**
location in TMC.
It's location in the TMC (providing great access to lectures and other resources), the large number of faculty with a wide variety of interests, and the flexibility it offers in completing your degree (though this seems to be changing)
Its affiliation with the Texas Medical center.
Proximity to the medical center. Professor who are invested in the students.
Location in Houston
Location in the medical center and not a new program.
**School/Resources**
- low tuition and accessible faculty
- The flexibility of the programs.
- UT-Houston campus and plenty of opportunities
- A nurturing environment with faculty who really enjoy what they get to do at work. I enjoyed all my classes at UT-SPH.
- It is a good school
- Small class size and availability of faculty
- Quality education for those who accept challenging classes and work.
- Small school, great tuition, faculty on the whole was friendly and accessible, in the largest medical center
good educational environment. Easily to access faculty members, and good experience and skills on health
behavioral sciences
- Cheap in comparison with other schools and the quality of education is great.
- Easy to get in, everyone can graduate -- if you consider it's a strength
- Friendly atmosphere and inspiring teachers
- Student-centered
- Accessibility
- The ability to take courses, and work towards a degree while still in another program, and working is a strength
for the students. The flexible ways to take courses (online, evening, ITV) is very helpful!
- Quality education at reasonable cost, location - heart of TMC.
- Relatively inexpensive for in-state students
- Accessibility
- Support of school administration, Tuition fee is inexpensive
- Variety of program and the diversity of teaching staff-offers a variety of courses in different modalities allowing
"non-traditional" students to pursue degrees-individuals, like X, X in the SA office, X and X, that are a pleasure to
work with.
- Flexibility, good hours, great professors
- Flexibility
- Offering an MPH program
- Flexibility (student driven)
- Resources and networks with entities outside the school.
- The greatest strength is the ability to draw "second career" or older students into the programs.
- Opportunity for collaborations with MDACC, Baylor, and VA.
- Community Connections
- People are very friendly
- Focus
- Offer student a lot of part time job opportunities.
- the individuality given to the students
- Regional campuses
- With its five regional campus added to Houston it helps us have a large faculty with a variety of programs.
"Research is also one of the greatest strengths.

**Diversity**
- Diversity of the student body and especially the diversity of perspectives from faculty.
- Diversity and the faculty. Most of the faculty have been nothing but supportive and helpful.
- Diversity
- Diversity of the students and faculty. Faculty treat all students the same regardless of their academic and
professional background. Having the facilities needed (library, computer lab, research office) on site.
- I enjoyed my fellow students. Many of the international students were especially delightful additions to my
student life. The health economics courses were terrific.
Graduating Student Exit Survey
Fall 2008 – Summer 2009

- Diversed student body and regional campuses

**Research**
- The many opportunities for research, workshops/seminars, and community service.
- HIGH STANDARDS IN INDEPENDENT THINKING AND RESEARCH
- The research opportunities.
- The freedom and opportunities available to pursue one's own research project.
- Research methods
- good researching environment, good faculty and tuition
- Flexibility to design a research/course program to meet career goals.
- I think there is a lot of flexibility and accommodating of research interests but at times that could be a limitation as well especially when you look at someone with the same background experience being required to take twice as many hours

Q92. What is the greatest weakness?

**Course Availability**
- lack of on-line courses
- less evening classes.
- I wish there were more courses offered. I think I would find it hard to continue for a PhD at UT-SPH, and find enough biostats and epi courses that I have not already taken that would apply to my areas of study.
- Some classes have a size limit and are only offered once a year.
- A weakness is the lack of available courses in special topics related to behavioral science. This necessitates attending other schools for the coursework (e.g., graduate social psychology course at Rice) or independent reading/research. The availability of special topics such as genetic testing, alternative/complementary medicine or measurement issues (e.g., item response theory and computer adaptive testing instruments) would broaden the scope of course content to better represent the spectrum of fields that are considered part of "public health." Special topic courses could be a half-semester or full semester, depending on the topic and availability of faculty or visiting faculty. I found Dr. X's courses on social and cultural theory and related topics to be especially helpful in developing a critical perspective and courses like his, while not the usual offering at the SPH, should be encouraged. Online classes.
- Lack of availability of local courses
- It would have been nice if there were more options available in the evening and online.

**Academics**
- Academic standards in the classroom are off-balance with those for the thesis. In other words, classroom experience does not prepare students to write a thesis.
- variability among course standards/difficulty (ie courses with more than one professor tend to make requirements, evaluation criteria less clear)
- The courses are much to be desired. The curriculum doesn't seem to be very well established and I feel that a majority of the learning I did was completely of my own accord. I would much prefer to see the staff really focus on their courses.
- Too many online / itv courses and not enough research opportunities for most students.
- Fulltime internship- unable to keep fulltime or partime job
- It is getting much better than when I started in 2000 but the availability of more statistics classes for health promotion and not so much biostats
- Some courses are too simply/easy for a graduate student.
- Limited topics, not all courses are equally good. Lack of applied and practical biostat courses - need to have more biostat courses geared for the majority of non-biostat majors. Difficulty in obtaining practicums - most seem to be arranged by private means.
- Variability in quality of coursework and faculty.
- Lack of diversity in course offerings; Low rigor in coursework
- The opportunities to learn "cutting edge" data analysis skills are not available.
• Too much emphasis on blackboard and on-line course work instead of classroom and other faculty interaction with students
• No standard at all, both for courses and dissertation. You can find people doing nothing still getting their degree while others working way much harder but still struggling.
• inconsistency between classes semester to semester
• think it should give a course work or thesis option like some other schools do. I would have liked to take other courses but time and money prevented that when a thesis was all I had to complete after the required courses.
• The deptt I participated in was not representative of the degree description in the UTSPH website. My main focus of interest in the program was a part of did not incorporated sufficient elements of the subject matter-The lack of passion in teaching.
• Very confused system.

Faculty/Advising
• impression given by many faculty members that each discipline is separate or that their specialty was better than the others. I often got the sense that a common educational purpose existed only in theory and that often pettiness and politics are awaiting us once we become incorporated in the public health sector...especially academics.
• I had a fantastic adviser, but I'm not sure other students are as fortunate. -Breadth of programs.
• A few faculty could care less about teaching and mentoring and don't have time to talk to students. They are never in the office or available or responsive to emails.
• See above
• Student support, specifically regarding support by advisors. I felt very much on my own, and I do feel that is one reason it took me so long to complete my thesis and consequently my degree. I never felt my advisors were there to motivate and support me.
• Ability to hook up with faculty for research and/or work and/or mentoring.
• Faculty teaching. Students at this school are substandard when entering, and faculty cater their courses accordingly. Instead of pushing students to become independent thinkers, the faculty coddle and reinforce a culture of neediness and dependence.
• There could be better advising, or at least more uniform advising.
• Some faculty tend to spend time on products counted such as grants/projects and publications and therefore somehow neglect the teaching and advising quality.
• AVAILABILITY OF FACULTY ADVISING
• There seems to be a great amount of discrepancy across faculty and a general lack of incentive for teaching. This leads to some students having fantastic advisors and support (like myself), while others are forced to deal with faculty who are unaware.
• Many faculty do not integrate international public health, including international data and statistics into their courses. This is despite the fact that the school has a large contingent of international students.
• Lack of faculty in my division conducting active research. A new "weakness" is the template for the doctoral students. This template has formatting problems that made my life miserable for five hours. It took X one conversation and about 30 seconds to diagnose the problem. Unfortunately this conversation took place the day after he was laid-off in the SPH parking lot as he was leaving with his belongings. Not have X as a resource for the students is a "weakness" that the school will soon realize. Finally, there is too much discrepancy in graduation requirements and qualifying exam requirements. The disparity in the two is immense. It shocks to me to see what one student has an exam compared to another (and this goes for the dissertation too). There needs to be parity for all students.
• Epidemiology curriculum and faculty who can teach rigorous, advanced epidemiology courses.
• International experiences of faculty
• Faculty - some of the faculty are terrible and are more interested in other activities than teaching.
• Bureaucracy, we're in the largest medical center and I feel like we're wasting the opportunity to do many great things, some faculty members are use less (if u sit on Social & Behavioral Aspects of Public Health you'll understand what I mean)
• Time schedule of class - too many classes in the day for graduates who are working.
I realize that I gave many negative reviews in this survey. I have to be clear, I had a great experience with many professors, ESPECIALLY my thesis advisor. But the good experiences I had were completely the function of interacting with quality professors

overarching liberal bias (esp from Houston campus)

Excessively left/ Marxist philosophy advocated by some faculty.

Bad committees

Very busy faculty and staff

No sense of unity or support from the school to the students. As a school of public health I would have expected more opportunities to serve the community, yet this was not available beyond an epi standpoint.

**Administration/Resources**

- Red tape, very beaurocratic - it almost caused me to quit.
- UT SPH is highly disorganized. There was one semester when I had two classes dropped for low class volume, one of which was dropped only a few days before the last day to add classes. This left me to scramble to sign up for a class in order to still graduate on time. I haven’t had any guidance in regards to when forms are due for the various random deadlines for thesis and graduation.
- Administrative offices of the university- registrar, bursars office, and financial aid office made things so difficult. Being able to do more things online without having to call (most of the time you have to leave a message- and no one calls you back).
- Too many administrative hurdles to jump through.
- More variety of food vendors
- There is minimal interaction between international students (as a group) and the administration beyond the orientation period.
- ITV
- Scholarships are not available to International students who are working (H-1B) and academically excel. All scholarships or traineeships are based on permanent residency status. Working professionals are assumed to not have financial need.
- The website and UT-Link system is difficult to use, even for someone who’s used it for 2+ years now.

**Regional Campuses**

- Courses offered through ITV in which you are not located at the campus from where the course is offered and there is no TA or professor in the classroom.
- At regional campuses, there is a disconnect between faculty and students in terms of the professors being approachable. There needs to be more information for the students about the SPH Student Association at regional campuses.
- Regional campuses. Have been there for one and half years, but limited job opportunities, limited research opportunities,
- San Antonio Campus - Lack of Research/practicum/job opportunities
- Not having divisions in the regional campuses. That is something I regret not having now that I am graduating when I am comparing myself with other MPH students from other schools, definitely a negative.
- Connectedness. There is a great disconnect between campuses
- Limited classes for regional students
- The centralized process of completing all required documentation. I think regional campuses could benefit from a more decentralized admissions/graduation etc. process.
- Making regional campus students pay for services provided only to the main campus in Houston.
- Sometimes the regional campuses feel a little neglected and out of the loop.
- The availability of the professors that are in satellite campuses.
- The disconnect between the dallas campus and the main campus in houston.
- I think, the regional campuses other than Dallas, should be affiliated with some health care institution, so students can get more opportunities for their practicum and thesis.
- Small enrollment class of SA Campus (limited student interaction)
• The satellite campuses get short shrift with classes, and slots are quickly unavailable. More online courses--with higher numbers of students allowed to participate--would help satellite students.
• Organization and communication with branch campus
• I think that taking classes in a regional campus might have attributed to some loss in contact with the school/staff/resources in Houston
• The integration of regional campuses to the Houston campus with regard to various student resources (career services) and student life.
• I found the seminars/symposiums to be potentially beneficial, however, MOST were not made available via ITV. Because of this I attended very few. Generally, there seems to be a disconnect between Houston and the El Paso campus, on an administrative level as well as on a level of student involvement. Many ancillary seminars and activities occur at the Houston campus, which we are notified of; however we are not able to attend or participate.

**Student Services**
• Several steps in the graduation process needs to be addressed to improve clarity. There should be a better way to communicate what is expected and when. The process should be more streamlined to avoid extreme levels of anxiety at the end of the semester.
• Few information/interaction seminars about Public health jobs upon graduation.
• Micromanagement and departmentalizations make it difficult to be a student here. It is very difficult to get something accomplished with Student Affairs. Also, some people graduate who never really challenged themselves during their graduate studies.
• The "orientation" was more or less a waste of time. The "mentors" assigned to assist me were of little help and had little experience. It is unfortunate the the younger students, with less life experience, are more visible.
• Antiquated systems for tracking graduation requirements
• lack of resources and job placement capabilities
• The thesis process was especially exhausting and quite an ordeal for students that have full time jobs.
• There are not enough ongoing community service activities
• The thesis process is an administrative nightmare. The practicum requirements are not reasonable (Does not allow for intensive short term projects due to the 15 week requirement, is not very flexible for dual degree students and those who work full time, makes practica in other countries very difficult administratively)
• Admission standards too low, particularly for international students. Language should not be a barrier in the graduate school classroom setting.

**Research**
• Too much emphasis on research (getting research dollars) and Pass-Fail/Letter Grading mixture is a mess. Go back to strictly Pass-Fail!
• Lack of adequate support and funding for student research projects. Lack of support for finding jobs for students after they complete their respective degree programs.
• administrative issues related to iRIS submission/delays

**Other**
• Lack of student focus, more worried about "standards", grants and quality of students. Should focus on bringing out the best in students, they have chosen to be in a helping field, that is the only requirement I think is important.
• takes too long
• the lack of social support available to students.
• Thesis requirement should be eliminated. The internship teaches students more about their field of interest more so than writing a paper.
• *diversity of faculty research areas”*course diversity and offerings
• It was difficult to go to school on a part-time basis. More night classes would be beneficial.
• Politics of school not settled - discordance between some faculty members and deans and information passed to students. Many of the students are not interested in Public Health or Research at all. Many are simply completing an intermediate degree while taking medical exams and applying for residency. This is extremely disrespectful to the school and other students.
There was very poor communication during and explanation of requirements for the thesis process.

The aggressiveness of the UT police, knowing that they are dealing with graduate students and professionals, they need to be respectful.

Too much repetitive paperwork. It would be nice if all paperwork were online and easily accessible to those who need to see it.

Need more focused

I can only name one area of improvement...i believe the course instructors should not change for major courses, if the faculty is still working for UTSPH.

long process might make you lose time

Not being matched up at times with the right advisors who meet the students needs

The school accepts many students into the program that have no desire to stay in public health beyond the 2 years of MPH! I feel more opportunity should be given to those who will make a career of it” Students are matched to faculty that have no common interests. Faculty are not necessarily familiar with the curriculum and can’t offer the best advice to their students on classes/opportunities

Step child status in the UT Houston family. Med School gets more resources than SPH.

Kind of on the other side of the coin of being a great place for self-directed students, the SPH can let people fall through the cracks. While you can get a quality education if you put effort into it, it is possible to make it through the MPH degree with very little effort, or even to get forgotten about along the way and never make it out. There needs to be more quality control of the students that are admitted and their work while they are here, and also a more structured advising program for the MPH degree that helps students get through the degree in a reasonable amount of time.

Flexibility

I felt something was missing during my stay but I could not spell it out.

Communication

Lack of internationalization and student association was not able to motivate other students to join school activities. In short, lack of diversity activities for students, especially for international students.

Too much part time student.

I am not comfortable in sharing.

*Satisfied*

None (N=7)

N/A (N=2)

Q93. Would you like to participate in alumni association activities/luncheons, etc.?  

65.1% of the 195 respondents want to participate in alumni activities.

Three Year Comparison