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Q24. Labs
Q24a. Equipment
Q24b. Availability
Q24c. Amount of space

Q25. Bike Racks
Q25a. Availability
Q25b. Functionality

Q26. Study areas/Meeting spaces
Q26a. Availability
Q26b. Amount of space
Q26c. Functionality

Q27. Classrooms
Q27a. Size
Q27b. Comfort
Q27c. Arrangement
Q27d. Adequacy of A/V equipment

Q28. Lunchroom/Vending area
Q28a. Cleanliness
Q28b. Atmosphere
Q28c. Quality of food
Q28d. Vending choices
Q28e. Service

Q29. The school provided adequate research opportunities for students.
Q30. My research experience provided me the skills to evaluate the scientific literature critically.
Q31. My research experience provided me the skills to develop my own solution to scientific/public health problem.
Q32. My research experience provided me the skills to communicate my findings effectively.
Q33. My research experience provided me with research ethics training.
Q34. I had the opportunity to develop a field experience that was appropriate to my career/academic needs.
Q35. My internship/practicum experience helped me to put theory into application.
Q36. My preceptor was an effective mentor.
Q37. My internship/practicum experience will be valuable to my career.

Q38. The academic standards at the School of Public Health are about right in terms of rigor.
Q39. Some students do not seem to be qualified for admission to a graduate school.
Q40. I found the symposiums, colloquia, seminars and other extra-curricular programs stimulating and broadening.
Q41. The school provided courses enabling me to meet my degree program objectives.
Q42. Courses were available so that I could finish my program in a timely manner.
Q43. I was satisfied with the # of courses available in my program area.
Q44. I would have liked the opportunity to take evening classes.
Q45. The educational experience I had as a student at the School of Public Health met my expectations.
Q46. My UTH-SPH education has prepared me to meet the demands of my current or first public-health related job after leaving the School.
Q47. The thesis/dissertation helped me to integrate the breadth of public health knowledge.
Q48. The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.
Q49. I found the thesis/dissertation to be a useful culminating experience for my degree program.
Q50. The thesis/dissertation helped to prepare me for a public health career.
Q51. Pass/Fail grading encouraged me to attempt courses that I might not have taken under a traditional letter grading system.
Q52. I worked equally hard for an “A” or a “P”.
Q53. 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)

Q54. My UTSPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.
Q55. 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).
Q56. 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)

Q57. My research degree program adequately prepared me for an academic career.
Q58. My UTSPH degree program provided me with a public health perspective in the application of my specialty area.

QUALITY OF STUDENT LIFE

Q59. The School of Public Health provides a variety of community service opportunities.
Q60. Were you aware of the Student Association during your time in the school?
Q61. Did you participate in any of the Student Association activities?
Q62. Were you a student representative for the Student Association on any SPH committees?
Q63. In general, was the quality of student life at the School of Public Health satisfactory?

EDUCATIONAL TECHNOLOGY

Q64. Did you ever take any classes via ITV?
Q64A. Was your experience satisfactory?
Q64B. Would you recommend an ITV course to a fellow student?
Q65. If it had been available, would you have chosen to take a course online?
Q66. Would you take a continuing education workshop if available online in the future?
Q67. Would you take a degree program if available online in the future?

EMPLOYMENT

Q68. During the majority of time that I was a student, I was: (employed)
Q69. If you were employed during your degree program, were you working in a public health related field?
Q70. Did you ever work as a graduate assistant?
Q71. Did you work as a teaching assistant?
Q72. Do you have a need for resources from the SPH in transitioning from student to public health professional?
Q73. What resources have you utilized here at the SPH to assist you in searching for employment?
Q74. Which of the following best describes the type of organization for which you work or will work?
Q75. Is your current or pending work based in the United States?
Q76. 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.)
Q77. 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.)
Q78. If you are not employed in a public health or health-related field, which of the following is the primary reason?

COMMENTS

Q79. Approximately how long did it take you to complete your UTSPH degree?
Q80. What would have helped you complete your degree sooner?
Q81. What skills acquired at UTSPH do you think will be most useful in your career?
Q82. What aspects of public health practice or research were not adequately addressed in your program at UTSPH?

GENERAL SATISFACTION

Q83. Would you recommend UTSPH to others who are interested in graduate study in public health?
Q84. What is the greatest strength of UTSPH?
Q85. What is the greatest weakness?
Q86. Would you participate in alumni association activities/luncheons, etc.
Executive Summary

A total of 183 students graduated from the School of Public Health during the Fall 2006 through Summer 2007; all graduates 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. To the extent possible, personal identifiers and personal references have been removed. In addition, information has been included for a three-year period so that results may be compared over time.

Of the respondents, 75.7% were female, and 41.2% were employed full-time during the degree program. The majority (74.1%) of graduates reported that they were working in a public health related field during their degree program. The median age was 33 years. The percent of respondents in each of the degree programs was: MPH, 64.5%; DrPH, 9.3%; MS, 8.7%; and PhD, 17.5%. MPH respondents from the regional campuses accounted for 29.7% of all MPH respondents. Of all respondents, 36.9% were minority graduates.

**Academic Advising:** Most graduates (≥87%) stated their advisors were readily accessible, provided appropriate guidance, and understood their career goals. In addition, 95.1% reported that they were active participants in their advisory committees, and 91.3% conveyed that they were comfortable in expressing their ideas with their advisors and committee members. While the vast majority (89.1%) of graduates reported positive experiences with their advisors, a number of students were critical in their comments in regard to the quality of the advising and the availability of faculty. Taken together, the data indicate that a small number of advisors may be responsible for the negative 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. For the third year in a row, only fewer than 60% of students thought that the comment cards were useful in the evaluation process.

**Faculty and Other Resources:** Respondents (≥86) reported that faculty expertise was available for their particular goals, and 92.4% were intellectually challenged by the faculty. Faculty members were rated as effective teachers by 89.6% 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 87-97% of the respondents. The percent of high ratings for each unit quality and efficiency of service and friendliness of the staff were: library, 91.9%; computer lab, 89.1%; research services, 83.6%; student affairs, 84%; internship office, 75.6%; and admissions office, 84.4%. ITV classes were taken by 76.5% of students. A satisfactory ITV experience was reported by 75% of those taking an ITV course, and 71.3% would recommend an ITV course to others.

**Academic Programs and Standards:** Approximately 82.3% of respondents indicated that their educational experiences met their expectations, and 85.2% agreed with the degree of academic rigor of the programs. Further, 88.5% reported that the school provided courses to meet the objectives of their degree programs. In general, 80.8% of graduates reported that courses were available for finishing their programs. However, 64.3% were satisfied with course offerings in their program area, and 59.5% wanted courses to be available after 5 p.m. Of further concern, 33.3% of respondents thought that some SPH students were not qualified for admission to graduate school.

MPH and DrPH respondents (≥94.8%) 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 (94%) reported that their degree program provided knowledge basic to public health. Adequate opportunities for an internship were reported by 81.7% of respondents.
Approximately, 71.8% agreed that their community preceptors were effective, and 68.3% stated that the internship allowed public health theory learned in the classroom to be translated into application. Most (68.5%) reported that the internship experience was valuable.

The majority (80.4%) of MS and PhD graduates reported that they were adequately prepared for academic careers, while 87.6% 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 ≥89% 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, 85.1% reported that they had been adequately trained in research ethics.

When asked what factors were barriers to finishing the degree program, 143 comments were received. The following were the most common barriers; the number of comments is in parentheses:

- Advisor and/or committee (37)
- Course availability, including evening classes (19)
- Having a job or lack of financial support by school (15)
- Thesis (proposal, research, preparation, completion processes) (15)

Respondents listed the major strengths (109 comments) and weaknesses (107 comments) of the School as:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty teaching and advising (62)</td>
<td>Faculty advising (29)</td>
</tr>
<tr>
<td>Academic program (16)</td>
<td>Course availability (24)</td>
</tr>
<tr>
<td>Staff assistance (16)</td>
<td>Variety of academic program issues (16)</td>
</tr>
</tbody>
</table>
A. Enrollment Status
During the 2007 school year the School of Public Health graduated 183 students compared to 195 and 203 in 2005 and 2006 respectively. At the time of graduation, 63.8% of the graduates reported being enrolled part-time (<9 credit hours).

![Three-Year Comparison](image)

B. Gender
Of the 181 respondents in this category, 75.7% of graduates were female, while only 24.3% were male.

![Three-Year Comparison](image)

C. Degree Program

<table>
<thead>
<tr>
<th>Degree</th>
<th># of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>118</td>
<td>64.5</td>
</tr>
<tr>
<td>MS</td>
<td>16</td>
<td>8.7</td>
</tr>
<tr>
<td>DrPH</td>
<td>17</td>
<td>9.3</td>
</tr>
<tr>
<td>PhD</td>
<td>32</td>
<td>17.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>183</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 1. The # (n=183) and percent of respondents by degree program.*
D. Age
The 176 respondents to this question ranged in age from 22 to 66 with a mean and median age of 34.5 years and 33 years, respectively. 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. Overall, 39.2%, 38.6% and 13.6% of graduates were in their 20’s, 30’s or 40’s, respectively.
### E. Permanent Residence – State

Of the 157 respondents 89.8% were Texas residents.

<table>
<thead>
<tr>
<th>State</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>California</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Iowa</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>New York</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Texas</td>
<td>141</td>
<td>89.8</td>
</tr>
<tr>
<td>Virginia</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>157</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
F. Permanent Residence – Country
Of the 167 respondents 10.2% were international students.

<table>
<thead>
<tr>
<th>Country</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>India</td>
<td>8</td>
<td>4.8</td>
</tr>
<tr>
<td>Kenya</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>PRC (China)</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>United States</td>
<td>150</td>
<td>89.8</td>
</tr>
<tr>
<td>Viet Nam (North)</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Viet Nam (South)</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>

G. Are you a U.S. Citizen or Permanent Resident?
Of the 174 respondents 84.5% were US citizens or permanent residents.

H. If yes, what is your race?
Of the 160 respondents reporting 36.9% were minorities.

I. Which of the following graduate degrees did you hold prior to entering your current public health degree program? Select all that apply.
J. Which of the following degrees are you now completing?

Table 1. The # (n=183) and percent of respondents by degree program.

<table>
<thead>
<tr>
<th>Division</th>
<th>Degree</th>
<th># of Graduates</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>MS</td>
<td>8</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>MPH</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>MPH</td>
<td>29</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td>Health Promotion and Behavioral Sciences</td>
<td>MPH</td>
<td>27</td>
<td>14.8</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>Management, Policy and Community Health</td>
<td>MPH</td>
<td>22</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td>DrPH</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>3</td>
<td>1.6</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>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Dallas Regional Campus</td>
<td>MPH</td>
<td>11</td>
<td>5.9</td>
</tr>
<tr>
<td>El Paso Regional Campus</td>
<td>MPH</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>San Antonio Regional Campus</td>
<td>MPH</td>
<td>16</td>
<td>8.7</td>
</tr>
</tbody>
</table>

K. 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>1</td>
<td>.5</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>1</td>
<td>.5</td>
</tr>
</tbody>
</table>

ACADEMIC ADVISING

Q1. The academic advising system was clearly explained to me.

![2006-2007](2006-2007.png)

73.7% of the 183 respondents agree of strongly agree.

![Three-Year Comparison](Three-Year Comparison.png)

Three-Year Comparison
Q2. My academic advisor was readily accessible to me.

89.1% of the 183 respondents agree or strongly agree.

Q3. My academic advisor treated me with respect.

94.6% of the 182 respondents agree or strongly agree.

Q4. My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study.

87.4% of the 183 respondents agree or strongly agree.

Q5. My advisor understood my career goals.

90.8% of the 183 respondents agree or strongly agree.
Q06. I clearly understood the role of my advisor and committee member(s) as guides in my academic program.

2006-2007

- 85.8% of the 183 respondents agree or strongly agree.

Three-Year Comparison

- % of Respondents

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

2006-2007

- 91.3% of the 183 respondents agree or strongly agree.

Three-Year Comparison

- % of Respondents

Q08. I was an active participant with my committee.

2006-2007

- 95.1% of the 183 respondents agree or strongly agree.

Three-Year Comparison

- % of Respondents

Q09. Comments cards were useful for my committee and me.

2006-2007

- 56.4% of the 179 respondents agree or strongly agree.

Three-Year Comparison

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

86.4% of the 183 respondents agree or strongly agree.

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

92.4% of the 183 respondents agree or strongly agree.

Q12. The SPH faculty were approachable.

91.3% of the 183 respondents agree or strongly agree.
Q13. The SPH faculty were enthusiastic about their subject.

Three-Year Comparison

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

Three-Year Comparison

Q15. The SPH faculty were effective teachers.

Three-Year Comparison

Q16. The SPH faculty treated me with respect.

Three-Year Comparison
### Q.17. Did you use this resource?

<table>
<thead>
<tr>
<th></th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>175</td>
<td>146</td>
<td>29</td>
<td>95.6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Q.17A. Quality of service</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>156</td>
<td>54</td>
<td>78</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>87.3</td>
<td>85.9</td>
<td>84.6</td>
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<td>153</td>
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<td>86.0</td>
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<td>154</td>
<td>51</td>
<td>79</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>83.2</td>
<td>61.7</td>
<td>84.4</td>
</tr>
</tbody>
</table>

Admissions – 84.6% Satisfied/Very Satisfied  
83.7% Satisfied/Very Satisfied  
84.4% Satisfied/Very Satisfied

### Q.18. Did you use this resource?

<table>
<thead>
<tr>
<th></th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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<tbody>
<tr>
<td>Library</td>
<td>175</td>
<td>164</td>
<td>11</td>
<td>93.7</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Q.18A. Quality of service</th>
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<th>Very Satisfied</th>
<th>Satisfied</th>
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<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<td>98</td>
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<td>1</td>
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<td>94.6</td>
<td>96.4</td>
<td>93.6</td>
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<tbody>
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<td></td>
<td>173</td>
<td>103</td>
<td>62</td>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>173</td>
<td>90</td>
<td>69</td>
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<td>2</td>
<td>90.7</td>
<td>93.7</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Library – 93.6% Satisfied/Very Satisfied  
95.3% Satisfied/Very Satisfied  
91.9% Satisfied/Very Satisfied

### Q.19. Did you use this resource?

<table>
<thead>
<tr>
<th></th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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</thead>
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<tr>
<td>Computer Lab</td>
<td>175</td>
<td>144</td>
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<td>95.6</td>
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</table>

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

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<tr>
<th></th>
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</thead>
<tbody>
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<td></td>
<td>158</td>
<td>94</td>
<td>53</td>
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<td>2</td>
<td>93.0</td>
<td>92.8</td>
<td>93.0</td>
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<table>
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<th></th>
<th></th>
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<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>157</td>
<td>97</td>
<td>44</td>
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<td>91.9</td>
<td>91.5</td>
<td>89.8</td>
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<tr>
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<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>47</td>
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<td>2</td>
<td>90.1</td>
<td>90.1</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Computer Lab – 93.0% Satisfied/Very Satisfied  
89.8% Satisfied/Very Satisfied  
89.1% Satisfied/Very Satisfied
### Graduating Student Exit Survey

**Fall 2006 – Summer 2007**

#### Three-year comparison

**Q.20. Did you use this resource?**

<table>
<thead>
<tr>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Services Center</td>
<td>175</td>
<td>111</td>
<td>64</td>
</tr>
</tbody>
</table>

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

- **Q.20A. Quality of service**
  - # of Respondents: 123
  - Very Satisfied: 73
  - Satisfied: 31
  - No Opinion: 16
  - Dissatisfied: 3
  - Very Dissatisfied: 0
  - %: 87.4

- **Q.20B. Friendliness of staff**
  - # of Respondents: 123
  - Very Satisfied: 73
  - Satisfied: 33
  - No Opinion: 15
  - Dissatisfied: 1
  - Very Dissatisfied: 1
  - %: 91.2

- **Q.20C. Efficiency/timeliness of service**
  - # of Respondents: 123
  - Very Satisfied: 73
  - Satisfied: 30
  - No Opinion: 16
  - Dissatisfied: 4
  - Very Dissatisfied: 0
  - %: 85.9

---

**Research Services Center – 84.5% Satisfied/Very Satisfied**

- 86.1% Satisfied/Very Satisfied
- 83.7% Satisfied/Very Satisfied

**Student Affairs**

<table>
<thead>
<tr>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>153</td>
<td>21</td>
<td>87.9</td>
</tr>
</tbody>
</table>

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

- **Q.21A. Quality of service**
  - # of Respondents: 164
  - Very Satisfied: 81
  - Satisfied: 60
  - No Opinion: 11
  - Dissatisfied: 8
  - Very Dissatisfied: 4
  - %: 81.5

- **Q.21B. Friendliness of staff**
  - # of Respondents: 163
  - Very Satisfied: 94
  - Satisfied: 49
  - No Opinion: 10
  - Dissatisfied: 8
  - Very Dissatisfied: 2
  - %: 82.0

- **Q.21C. Efficiency/timeliness of service**
  - # of Respondents: 162
  - Very Satisfied: 80
  - Satisfied: 56
  - No Opinion: 13
  - Dissatisfied: 8
  - Very Dissatisfied: 5
  - %: 74.8

**Student Affairs – 86.0% Satisfied/Very Satisfied**

- 87.8% Satisfied/Very Satisfied
- 84.0% Satisfied/Very Satisfied

**Educational Media Resources**

<table>
<thead>
<tr>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>45</td>
<td>129</td>
<td>25.9</td>
</tr>
</tbody>
</table>

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

- **Q.22A. Quality of service**
  - # of Respondents: 62
  - Very Satisfied: 25
  - Satisfied: 23
  - No Opinion: 13
  - Dissatisfied: 0
  - Very Dissatisfied: 1
  - %: 77.2

- **Q.22B. Friendliness of staff**
  - # of Respondents: 62
  - Very Satisfied: 26
  - Satisfied: 22
  - No Opinion: 13
  - Dissatisfied: 0
  - Very Dissatisfied: 1
  - %: 78.9

- **Q.22C. Efficiency/timeliness of service**
  - # of Respondents: 62
  - Very Satisfied: 25
  - Satisfied: 23
  - No Opinion: 13
  - Dissatisfied: 0
  - Very Dissatisfied: 1
  - %: 78.9

**Educational Media Resources – 77.4% Satisfied/Very Satisfied**

- 77.4% Satisfied/Very Satisfied
- 77.4% Satisfied/Very Satisfied

---

**Quality of Service**

- Friendliness of staff
- Efficiency/timeliness of service

---

**Graduating Student Exit Survey**

**Fall 2006 – Summer 2007**

11
### Graduating Student Exit Survey

**Fall 2006 – Summer 2007**

#### SPH Internship Office – 3-year comparison

<table>
<thead>
<tr>
<th>Q.23. Did you use this resource?</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPH Internship Office</strong></td>
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<td>113</td>
<td>34.7</td>
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</table>

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

<table>
<thead>
<tr>
<th>Q.23A. Quality of service</th>
<th># of Respondents</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></td>
<td>78</td>
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<td></td>
<td></td>
<td>77</td>
<td>31</td>
<td>28</td>
<td>17</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Q.23B. Friendliness of staff</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>78</td>
<td>28</td>
<td>31</td>
<td>18</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.23C. Efficiency/timeliness of service</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>78</td>
<td>28</td>
<td>31</td>
<td>18</td>
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</tr>
</tbody>
</table>

**SPH Internship Office – 73.1% Satisfied/Very Satisfied**

**Quality of Service** 76.7% Satisfied/Very Satisfied

**Friendliness of staff** 75.6% Satisfied/Very Satisfied

#### FACILITIES

**Labs – 62.0% Satisfied/Very Satisfied**

<table>
<thead>
<tr>
<th>Q.24. Did you use this resource?</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Labs</strong></td>
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<td>154</td>
<td>12.0</td>
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If yes, please rate your satisfaction in each of the following areas:

<table>
<thead>
<tr>
<th>Q.24A. Equipment</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>42</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>1</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Q.24B. Availability</th>
<th># of Respondents</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>
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<table>
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<tr>
<th>Q.24C. Amount of space</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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<tr>
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<td>13</td>
<td>13</td>
<td>10</td>
<td>16</td>
<td>2</td>
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</tbody>
</table>

**Labs – 62.0% Satisfied/Very Satisfied**

**Equipment** 62.0% Satisfied/Very Satisfied

**Availability** 54.8% Satisfied/Very Satisfied

#### Bike Racks – 50.0% Satisfied/Very Satisfied

<table>
<thead>
<tr>
<th>Q.25. Did you use this resource?</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td><strong>Bike Racks</strong></td>
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<td>20</td>
<td>153</td>
<td>11.6</td>
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</table>

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

<table>
<thead>
<tr>
<th>Q.25A. Availability</th>
<th># of Respondents</th>
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<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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<td></td>
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<td>1</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Q.25B. Functionality</th>
<th># of Respondents</th>
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<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
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<td>11</td>
<td>11</td>
<td>19</td>
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<td>0</td>
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</tbody>
</table>

**Bike racks – 50.0% Satisfied/Very Satisfied**

**Availability** 52.4% Satisfied/Very Satisfied

**Functionality**
Q.26. Did you use this resource?

<table>
<thead>
<tr>
<th>Study Areas/ Meeting Spaces</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
</table>

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

<table>
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<tr>
<th>Q. 26A. Availability</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
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<td>114</td>
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<td>11</td>
<td>5</td>
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<tr>
<td>113</td>
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<td>50</td>
<td>6</td>
<td>7</td>
<td>5</td>
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</table>

Study Areas/Meeting Spaces – 85.2% Satisfied/Very Satisfied
Availability
80.7% Satisfied/Very Satisfied
Amount of Space
84.0% Satisfied/Very Satisfied
Functionality

Q.27. Did you use this resource?

<table>
<thead>
<tr>
<th>Classrooms</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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</thead>
</table>

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

<table>
<thead>
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<th>Q.27A. Size</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
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<th>Very Dissatisfied</th>
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<td>87</td>
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<td>4</td>
<td>3</td>
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<td>173</td>
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<td>81</td>
<td>10</td>
<td>15</td>
<td>2</td>
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</table>

Classrooms – 92.6% Satisfied/Very Satisfied
Size
87.8% Satisfied/Very Satisfied
Comfort
90.2% Satisfied/Very Satisfied
Arrangement
84.4% Satisfied/Very Satisfied
Adequacy of A/V

Q.28. Did you use this resource?

<table>
<thead>
<tr>
<th>Lunchroom/ Vending Areas</th>
<th># of Respondents</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
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</thead>
</table>

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

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<tr>
<th>Q.28A. Cleanliness</th>
<th># of Respondents</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
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<tbody>
<tr>
<td>144</td>
<td>61</td>
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<td>36</td>
<td>35</td>
<td>44</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Lunchroom/Vending Area – 86.2% Satisfied/Very Satisfied  
74.3% Satisfied/Very Satisfied  
51.4% Satisfied/Very Satisfied  
45.8% Satisfied/Very Satisfied  
41.1% Satisfied/Very Satisfied  
53.0% Satisfied/Very Satisfied  
Cleanliness  
Atmosphere  
Quality of food  
Variety of food  
Vending choices  
Service

RESEARCH / INTERNSHIP EXPERIENCE

Q29. The school provided adequate research opportunities for students.

Q30. My research experience provided me the skills to evaluate the scientific literature critically.

Q31. My research experience provided me the skills to develop my own solution to the scientific/public health problem.
Q32. My research experience provided me the skills to communicate my finds effectively.

2006-2007

Strongly Agree
Agree
No Opinion
Disagree
N/A

% of Respondents
0 20 40 60 80 100

91.2% of the 181 respondents agree or strongly agree.

Three-Year Comparison

% of Respondents
0 20 40 60 80 100

2005 2006 2007

Q33. My research experience provided me with research ethics training.

2006-2007

Strongly Agree
Agree
No Opinion
Disagree
N/A

% of Respondents
0 20 40 60 80 100

85.1% of the 181 respondents agree or strongly agree.

Three-Year Comparison

% of Respondents
0 20 40 60 80 100

2005 2006 2007

Q34. I had the opportunity to develop a field experience that was appropriate to my career/academic needs.

2006-2007

Strongly Agree
Agree
No Opinion
Disagree
N/A

% of Respondents
0 20 40 60 80 100

81.7% of the 180 respondents agree or strongly agree.

Three-Year Comparison

% of Respondents
0 20 40 60 80 100

2005 2006 2007

Q35. My internship/practicum experience helped me to put theory into application.

2006-2007

Strongly Agree
Agree
No Opinion
Disagree
N/A

% of Respondents
0 20 40 60 80 100

68.3% of the 182 respondents agree or strongly agree.

Three-Year Comparison

% of Respondents
0 20 40 60 80 100

2005 2006 2007
Q36. My preceptor was an effective mentor.

2006-2007

Three-Year Comparison

71.8% of the 181 respondents agree or strongly agree.

Q37. My internship/practicum experience will be valuable to my career.

2006-2007

Three-Year Comparison

68.5% of the 181 respondents agree or strongly agree.

ACADEMIC PROGRAMS AND OUTCOMES

(For all students)

Q38. The academic standards at the School of Public Health are about right in terms of rigor.

2006-2007

Three-Year Comparison

85.2% of the 183 respondents agree or strongly agree.
Q39. Some students do not seem to be qualified for admission to a graduate school.

Q40. I found the symposiums, colloquia, seminars and other extracurricular programs stimulating and broadening.

Q41. The school provided courses enabling me to meet my degree program objectives.

Q42. Courses were available so that I could finish my program area.
Q43. I was satisfied with the number of courses available in my program area.

2006-2007

64.3% of the 182 respondents agree or strongly agree.

Three-Year Comparison

Q44. I would have liked the opportunity to take classes after 5 PM.

2006-2007

59.5% of the 180 respondents agree or strongly agree.

Three-Year Comparison

Q45. The educational experience I had as a student at the School of Public Health met my expectations.

2006-2007

82.3% of the 181 respondents agree or strongly agree.

Three-Year Comparison

Q46. My UTHSPH education has prepared me to meet the demands of my current or first public health related job after leaving the School.

2006-2007

83% of the 182 respondents agree or strongly agree.

Three-Year Comparison
Q47. The thesis/dissertation helped me to integrate the breadth of public health knowledge.

Q48. The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.

Q49. I found the thesis/dissertation to be a useful culminating experience for my degree program.

Q50. The thesis/dissertation helped to prepare me for a public health career.
Q51. Pass/Fail grading encouraged me to attempt courses that I might not have taken under a traditional letter grading system.

61.1% of the 180 respondents agree or strongly agree.

Q52. I worked equally hard for an “A” or “P”.

87.3% of the 182 respondents agree or strongly agree.

Q53. Having a GPA reported from my SPH courses will help me in my work or my future educational goals.

53.6% of the 181 respondents agree or strongly agree.
Q54. My UTSPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.

2006-2007

Three-Year Comparison

94.8% of the 153 respondents agree or strongly agree.

Q55. 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).

2006-2007

Three-Year Comparison

95.4% of the 153 respondents agree or strongly agree.

Q56. My UTSPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.

2006-2007

Three-Year Comparison

94.0% of the 150 respondents agree or strongly agree.
Q57. My research degree program adequately prepared me for an academic career.

Q58. My UTSPH degree program provided me with a public health perspective in the application of my specialty area.

Q59. The School of Public Health provides a variety of community service opportunities.

Q60. Were you aware of the Student Association during your time in the school?

Q61. Did you participate in any of the Student Association activities?

Q62. Were you a student representative for the Student Association on any SPH committees?

Q63. In general, was the quality of student life at the School of Public Health satisfactory?
Q64. Did you ever take any classes via ITV?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>179</td>
<td>42</td>
<td>76.5</td>
</tr>
<tr>
<td>2006</td>
<td>144</td>
<td>36</td>
<td>75.0</td>
</tr>
<tr>
<td>2007</td>
<td>143</td>
<td>41</td>
<td>71.3</td>
</tr>
</tbody>
</table>

Q64a. Was your experience satisfactory?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>144</td>
<td>36</td>
<td>75.0</td>
</tr>
<tr>
<td>2006</td>
<td>108</td>
<td>36</td>
<td>72.3</td>
</tr>
<tr>
<td>2007</td>
<td>102</td>
<td>41</td>
<td>71.3</td>
</tr>
</tbody>
</table>

Q64b. Would you recommend an ITV course to a fellow student?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>179</td>
<td>42</td>
<td>76.5</td>
</tr>
<tr>
<td>2006</td>
<td>116</td>
<td>63</td>
<td>64.8</td>
</tr>
<tr>
<td>2007</td>
<td>93</td>
<td>86</td>
<td>52.0</td>
</tr>
</tbody>
</table>

Q65. If it had been available, would you have chosen to take a course online?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>179</td>
<td>63</td>
<td>64.8</td>
</tr>
<tr>
<td>2006</td>
<td>116</td>
<td>63</td>
<td>64.8</td>
</tr>
<tr>
<td>2007</td>
<td>93</td>
<td>86</td>
<td>52.0</td>
</tr>
</tbody>
</table>

Q66. Would you take an online continuing education course if it were available in the future?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>179</td>
<td>93</td>
<td>52.0</td>
</tr>
<tr>
<td>2006</td>
<td>146</td>
<td>32</td>
<td>82.0</td>
</tr>
<tr>
<td>2007</td>
<td>148</td>
<td>32</td>
<td>80.0</td>
</tr>
</tbody>
</table>

Q67. Would you take a degree program if available online in the future?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>179</td>
<td>44</td>
<td>74.1</td>
</tr>
<tr>
<td>2006</td>
<td>126</td>
<td>44</td>
<td>79.8</td>
</tr>
<tr>
<td>2007</td>
<td>93</td>
<td>86</td>
<td>74.1</td>
</tr>
</tbody>
</table>

Q68. During the majority of time that I was a student, I was:

- Employed Full-Time: 41.2%
- Employed Part-Time: 49.7%
- Unemployed by Choice: 9.0%

Q69. If you were employed during your degree program, were you working in a public health related field?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>170</td>
<td>126</td>
<td>74.1</td>
</tr>
<tr>
<td>2006</td>
<td>175</td>
<td>88</td>
<td>50.3</td>
</tr>
<tr>
<td>2007</td>
<td>175</td>
<td>88</td>
<td>50.3</td>
</tr>
</tbody>
</table>

Q70. Did you ever work as a graduate assistant?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>175</td>
<td>88</td>
<td>50.3</td>
</tr>
<tr>
<td>2006</td>
<td>88</td>
<td>87</td>
<td>50.3</td>
</tr>
<tr>
<td>2007</td>
<td>38</td>
<td>137</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Q71. Did you work as a teaching assistant?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>171</td>
<td>69</td>
<td>40.4</td>
</tr>
<tr>
<td>2006</td>
<td>38</td>
<td>137</td>
<td>21.7</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>102</td>
<td>43.7</td>
</tr>
</tbody>
</table>

Q72. Do you have a need for resources from the SPH in transitioning from student to public health professional?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>171</td>
<td>69</td>
<td>40.4</td>
</tr>
<tr>
<td>2006</td>
<td>38</td>
<td>137</td>
<td>21.7</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>102</td>
<td>43.7</td>
</tr>
</tbody>
</table>
Q73. What resources have you utilized here at the SPH to assist you in searching for employment?

<table>
<thead>
<tr>
<th>Resource</th>
<th># of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>44</td>
<td>24.0</td>
</tr>
<tr>
<td>Alumni</td>
<td>21</td>
<td>11.5</td>
</tr>
<tr>
<td>Faculty/Students</td>
<td>74</td>
<td>40.4</td>
</tr>
<tr>
<td>Job Notice</td>
<td>53</td>
<td>29.0</td>
</tr>
<tr>
<td>None of the above</td>
<td>68</td>
<td>37.2</td>
</tr>
</tbody>
</table>

Q74. Which of the following best describes the type of organization for which you work or will work?

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th># of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate/Foundation/Voluntary/NGO/ Other non-profit organization</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Consulting firm</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Federal government (US or foreign)</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Hospital/health care provider</td>
<td>52</td>
<td>30.8</td>
</tr>
<tr>
<td>Industrial/Commercial firm</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>International</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>Self-employed</td>
<td>9</td>
<td>5.3</td>
</tr>
<tr>
<td>State or Local government</td>
<td>21</td>
<td>12.4</td>
</tr>
<tr>
<td>University/College</td>
<td>45</td>
<td>26.6</td>
</tr>
</tbody>
</table>

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

93.0% of the 172 respondents are either currently working or pending work in the U.S.

76. 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 or approximately 800 people.)

17.3% of the 173 respondents are either currently working or pending work in a medically underserved area or a developing country.
77. 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.)

149 of the 183 graduates responded to this question

Salary Ranges of Public Health Professionals

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

74 of 183 graduates responded to this question

<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>5.4</td>
</tr>
<tr>
<td>More satisfied working in another field</td>
<td>3</td>
<td>4.1</td>
</tr>
<tr>
<td>Not applicable</td>
<td>35</td>
<td>47.3</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>11</td>
<td>14.9</td>
</tr>
<tr>
<td>Pursuing additional training in another discipline</td>
<td>8</td>
<td>10.8</td>
</tr>
<tr>
<td>Pursuing additional training in public health or a health-related discipline</td>
<td>13</td>
<td>17.6</td>
</tr>
</tbody>
</table>
Q79. Approximately how long did it take you to complete your UTSPH degree?

*Of the academic year 2007 graduates, 26.8% were in doctoral programs compared to 16.1% in 2006.*

<table>
<thead>
<tr>
<th># of years to Graduate</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;2</td>
<td>8</td>
</tr>
<tr>
<td>2-&lt;3</td>
<td>40</td>
</tr>
<tr>
<td>3-&lt;4</td>
<td>24</td>
</tr>
<tr>
<td>4-&lt;5</td>
<td>17</td>
</tr>
<tr>
<td>5-&lt;6</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

**Three-Year Comparison**

<table>
<thead>
<tr>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments**

- 4 years
- 4 years
  - I have enjoyed my academic career at the SPH. I have learned a great deal of valuable information.
  - I have been applying much of what I have learned in my work.
- 14 years
- two years
- 1 1/2 year
- Five years
- 1 year
- 2 years
- three years.
  - It took me 4 years as a part-time student (from January 2003 to Dec 2006), which included 2 summers to complete my MPH
- 2.5 years
- 2 years
- 3.5 years
- six years
- 3 years
- 6 years
  - I believe that it took me five years.
  - 18 months.
  - 2 1/2 years
  - 5 years
  - two years and four months
- 2.5 years
- 3 years
- 6 years
  - Two and a half years.
  - 12 years
  - 2.25 years
  - 10 years
  - 3 semesters- 16 months
  - 18 months
  - 2.5 years
  - 3 years
  - 5 years
  - 8 years
  - 7 yrs
  - 5 years
  - 9 years - during which I maintained employment to pay for my education
  - 2 years
  - 3 years
  - overall, 2 years
  - 3 years
  - 10 years
  - 2.5 years
  - Approximately eight years. Mostly because I had a committee that I could never depend on. For at least three semesters I registered only to meet with my committee to discuss my proposal and each individual sat on it for as long as they wanted to until the semester ended. Each semester I registered, hoping to finish, and could not do so, because advisors and committee member were too busy to advise. There was always a reason why one person had to keep the proposal for 3-4 months and did not
give a response. Students have to register for committee members to read their paper, thus costing the students hundreds of dollars in fees wasted. The school benefits, and students lose. It appears advisors can do whatever they want and get away with, no kind of accountability. No one for students to really complain to and believe that any actions will be taken. So we play along hoping that at some point it will all be over and we are out of the system and hope no one that we know will decide to be a student a SPH.

- It take me about 7 years to finish this degree because I have 2 kids and a full time job.
- five years
- 7 years!!! I'm an MD and wasn't able to complete the thesis during the year of course work.
- 5 1/2 years
- 9 years. Too long.
- 8 years
- 7 years PhD
- since 2002 to 2006
- 3.5 years
- MPH and DrPH = 11 years (part time)
- 3.5 years
- 18 months
- 2 years
- 2 years
- 4-years
- 2 years
- It took me three years.
- 8 years
- 21 months (Aug 05-May 07)
- 2 years
- 2 years
- 4 years
- 3 years
- five years
- 3 yrs
- 3 years
- 2 years-MPH
- 3yrs-DrPH
- 4 1/2 years
- 7 years
- 2 years
- two years
- 3.5 years
- 3 years
- 4.5 years
- 2 years
- It took me 8 years to finish my Ph.D.
- 2 years 6 months
- 6 Semesters (fall 2004 to Spring 2007)
- two years
- 2 years
- Seven years due to personal circumstances (caregiver to ailing mother)
- 8 semesters
- 3 years
- 3 years
- 3 years
- 5 years although there were years in between I did not work on my degree
- 5.5 years
- It took me 7 seven years.
- 4 years
- 4 semesters (Fall Spring, Fall, Spring)
- 4 semesters
- 3 years
- 5 years
- 7 years
- 6 years 1983-1990 followed by 3 years 2003-2007 with a 12 year break retaking a few courses. Approx 9 years active, 24 years lapsed.
- About 5 years
- Seven years
- 4 years.
- 4 years
- 1.5 years
- 4 years
- 2 years
- 3 years
- 2 years
- 2.5 years
- 4 years, taking classes part-time and working full-time
- six semesters.
- 2.5 years
- MPH took 2 years, a total of four semesters
- 8 years
- 2 years
- four years
- 2 years
- 2 years
- Three years
- I had a 1-year fellowship from NASA that allowed me to attend UTSPH full-time. I completed my MPH coursework and practicum during that year. When I returned to work full-time, it took me another 4 semesters to complete my proposal and thesis.
- Five years
- 6 yrs
- 4 years
- 2 years10 years. (extenuating circumstances)
- 4 semesters
- 3 years
- 10 years.
- 2 years
- 2 years
Q80. What would have helped you complete your degree sooner?

- N/A
- have very nice and knowledgable advisors
- Not working full time all the time
- Better access to my thesis advisor. More classes offered in the summer.
- guidance from faculty.
- More courses offered in evening or online might be helpful. However, it is hard to take more than 4 hrs while working full-time.
- No Comment
- Assistance with understanding the exact process in completing the Master's thesis.
- Improving the committee communication between student and advisor. (Most of the time, we were waiting on the advisor to respond)
- Eliminating or reducing the requirements of the thesis. Already done to some degree in the new use of the Culminating Experience.
- More classes in the evening
- Having a job during the course work period of my degree program that was related to my interests & would provide a dissertation topic. I had to come up with a dissertation idea after my qualifying exams and this delayed me.
- More forceful - directed efforts to help me select a topic for the dissertation.
- I believe an added benefit to my degree program would have been a higher standard and level of rigor in courses that required students to really apply themselves. My core courses could have offered much more to the overall experience than they actually did.
- Money
- Strong motivation
- my thesis supervisor and my committee members and working supervisor
- If I would have begun on my thesis earlier, I would have only taken 2 years.
- More accessible thesis committee. A lot of vacations were taken. I was at fault too.
- I have found that the thesis process is what held me up the most. From what I understand the Nutrition department has thesis data available to students and they work with them to finish in a timely manner. I strongly believe that all modules/disciplines should have this same opportunity.
- More classes offered at each semester and at a variety of times.
- Better advisory support and feedback; first dissertation project "bombed out". Advisor basically sat on second proposal for over two years until extension problems arose, creating tension all around. What was finally approved was the original proposal. In the interim, I had to work full-time, was paying for research hours while getting no input, and stress-related diseases flared up, further complicating the completion of the degree.
- A more comprehensive and clear policy guide available at one location online that is easily searchable would have made the process easier. I found it difficult to find all the forms that I needed to complete my thesis, practicum, ensure graduation requirements were filled because they were in many different places on the website.
- I was too busy with work. There was a lot of administrative barriers in the way of me completing my degree earlier.
- online classes
- More evening courses
- More funding from the school so that I did not have to work in a job unrelated to my dissertation while I was a student.
- More time for school and less for employment - I often had to take a semester off to focus on employment/work.
- Making thesis requirements easier. My project took too long to complete. But I am happy I did it and it helped me to practically try out my knowledge.
- funding and space for work (graduate cubical)
- More guidance from committee members on how to fo about writing the thesis.
- nothing
More meetings with my advisor
It was just the time needed to complete
greater and easier access to my thesis advisor
More involvement of my advisor and committee members. I finished all my course work since Spring 2002 having taken off Fall of 1998 and Fall of 1999. I personally feel that professors who advise are not too sure what their roles are regarding students, they act as if students are a burden
This school have a lot classes which are very helpful to my job.
My advisor's encourage support me for finishing the degree.
The support staff, such as Sema, are very patience and helpful.
More evening classes.
Nothing. It was my problem, lack of focus.
Other IRB responses (not from the university) sometimes takes a while.
More ability to work at a distance.
I worked on my own schedule- I wasn't really trying to finish faster
Financial AID and been a full-time student
Advisors that were not so busy
The advisor’s guidelines and supports in every respect, the committee's comments and expertise, and the assistances and discussion with the faculty, the staff, and classmates.
I completed my degree as expected
n/a
n/a
Nothing
Scholarships
Accreditation of a previous Intro to Biostatistics - Since it was not accredited, I had to take her course in its place to satisfy this core area. (2) A better variety of courses. (3) More evening courses
if life had cooperated, if I had won the lottery, etc. :)
Timeliness of faculty to review my thesis proposals and drafts. Not requiring so many meetings with OSA and cutting down on the paperwork and signatures needed (use the computer!!).
Have more classes available every semester.
Not having full time employment and deciding on a definitive thesis topic.
N/A
guidance from faculty.
I was also enrolled in medical school.
presented all the thesis options before I began my research during my 1st year. I didnt know the manuscript I wrote could be used as a thesis.
more courses offered to the El Paso regional campus during my first year
Have evening classes or classes at more convenient time for working-students
A better advisor and people more knowledgeable about the program requirements
core courses sequenced in a manner that would facilitate more efficient completion of coursework; clarity about the role of the dissertation committee in general and about the respective roles of the dissertation supervisor, the academic advisor, and general committee members
better match between my interests and my advisor's interests
If I start searching for dissertation project in the beginning of my degree study.
i think this is the right time to finish MS
Faster turn around in the research and thesis area
nothing really much
more evening classes
An alternative to the thesis
greater student funding to avoid having to juggle work and dissertation research
Nothing. I have always been employed full time and I am also a single parent with a 9 year old now.
better advising; improved student services; clearer expectations for dissertation formatting (the templates on the web are incorrect)
It went as scheduled
classes offered more regularly. More online courses because I worked full time and needed that flexibility in my schedule
→ All academic staff
→ The thesis requirement took 3 years. I struggled to do this well.
→ Faster data collection
→ more active advisor
→ Nothing
→ Better understanding of the overall system, especially of the culminating experience. I think you should offer an optional course early in training that outlines the experience, offers panels with students and faculty, and allows students to discuss their experience, including successes and More deadlines during the dissertation process
→ Better guidelines concerning thesis submission and graduation requirements
→ scholarships/ grants so I wouldn’t have to work
→ If the thesis process took a shorter time.
→ not having to work
→ more time.
→ 1. better communication between and with committee members. they seemed much too busy to be advising students most of the time. it made the process take much longer than i expected.
→ 2. easier access into public school arena in which i did my thesis research project (it took many months to get in, get approved, and get started)
→ more meetings with advisor, and them letting us know if they are going on vacation or taking time off, or sabbatical.
→ clearer guidelines for requirements
→ more time
→ n/a
→ everything helped
→ Less focus on the thesis and more focus on practicing what is being taught in the courses.
→ I would have preferred to have at least 1 more semester to work on my proposal and thesis full-time. Also, I wish I lived closer to the school.
→ More classes offered during the day (I know I'm a rare bird in this sense, but my professional environment was more flexible than my personal life, so daytime classes were preferable to night-time).
→ Greater interest from faculty and advisors in my academic career. For a while, during a particularly trying period, I felt that the faculty did not care if I continued or dropped-out. Once I became more active in the program again, I perceived more interest.
→ Finally, greater emphasis on professional networking, particularly regarding membership with professional associations, announcements of conferences and meetings, and references to professional communication media (Listservs, Web sites, etc.).
→ required classes offered more often
→ Better working relationship with my secondary advisor and a firm outline for preparing a thesis.
→ support from faculty, academic advisor.
→ More evening or weekend courses. Or accelerated courses between semesters. Or online courses.
→ Better communication and understanding with thesis committee
→ Everyone has been wonderful about helping me finish after all these years. I ahve no complaaints.
→ my advisor helped me the most.
→ More respect from staff and faculty. We pay to get treated the way we do.
→ better orgnize schedule
→ A clearer checklist for what needs to be accomplished while at the school.
→ More guidance on when to start the thesis process
→ The lack of illnesses in myself and my family.
→ Student mentor, more help with the proposal/thesis process
→ revising the culminating experience process for policy papers
→ n/a
→ Choosing an alternative, pre-qualifying examination committee member who had time to serve in such capacity.
→ More time
→ I took about 100 hours of credit. Taking less courses and speeding up the proposal process would have helped me complete my degree more quickly.
→ To have more information to help in starting and completing the thesis.
→ Choosing a thesis topic more quickly or a Thesis course which was not offered.
Decresing the time of IRB approval for my thesis project
- My advisor
- fellowship opportunities
- Having the requirements for the thesis process more clearly laid out. Was unaware of online submission process because online documents were not updated. More staffing in the research services department and in the student affairs office to offer thesis/dissertation help to students.
- More night classes or internet classes
- Having easier access to current research projects; having more instruction on what a thesis really is and how to do one; a meeting perhaps in the second semester with the office of research to familiarize students with what needs to be done to complete a thesis.
- My thesis could've been completed sooner were it not for my full time job in public health.
- I would have liked to have had opportunities to learn about research centers in SPH and what works were being done when I initially enrolled as a student. I had to provide a personal statement with an idea of what I thought I wanted to do. But in the course of my SPH work, I realize that the area I initially enrolled in was not meant for me. I changed disciplines and research project in the middle of my coursework. Although I was able to finish in a timely manner, it would have been so much different if I had an idea of the discipline details. A change in a research interest also motivated the discipline change. Perhaps having something like a 'research opportunities fair' during orientation would be helpful for those students who don't have a clear idea of the type of projects they would like to work during their course work.
- When I started there was no timeline to finish, and students were able to take years off at a time. Adding the timeline was a great motivator for me. I also think there should be some accountability system for faculty to help motivate their students to finish.
- A better understanding of the thesis process.
- better availability of faculty on committee and less complicated exit procedures!
- better website (keep the information current and CORRECT)
- Pre select courses of the degree program.
- sufficient classes, excellent advisor and hard working
- getting rid of the thesis requirement
- A course designed to write a thesis proposal.
- NA
- More evening courses
- Having an advisor who would have made the thesis process easier
- More thesis preparation information. In depth courses on statistical programs, i.e. SPSS.
- Better advising the first time. Readmitted in 2005 and my advisor was excellent.
- being fired sooner and not treating me in a hostile manner
- Family support
- Not been working full time for 3 of the seven years and part time for 2 more.
- financial resources (other than student loans since I already have the equivalent of a mortgage to pay in student loan debt); work space of my own as a doctoral candidate (even a cubicle somewhere) with the resources available that I've paid for in the thousands of dollars in fees
- n/a

Q81. What skills acquired at UTSPH do you think will be most useful in your career?

- Communication, presentation, evaluation
- Statistical skills in Epidemiology
- The wonderful academic training that I have received in toxicology, occupational health, occupational medicine, environmental sciences, and biomedical ethics.
- Having better understanding of public health issues
- program monitoring and evaluation
- biostatistics and epidemiology
- Writing research papers.
- research skills; honesty to the work.
- Research study methods, including study design, epidemiology, and basic statistics. I'm in a field where critically reviewing scientific literature is a necessity.
The skills that will be useful in my career include: research proposal writing, statistical data analysis, and health behavior change assessments.

- statistical analysis, infectious disease/outbreak investigations
- Intervention Mapping process, program evaluation, and the skills I applied in my master’s thesis.
- epidemiology methods, stats, investigation...

All classes
My epidemiology training provided a solids methods foundation coupled with grant writing experience (work-related).

Research and analytical skills.
Research skills, ability to apply statistical methods to problem solving, development of a research framework for working on public health related issues.

I gained valuable experience during my practicum.

Knowledge
statistical analysis
epidemiology study design
statistical package
learning about linear/logistic regression techniques and how to apply them in public health situations. data analysis, also learning how to work with people in other disciplines.

Writing and analytical skills
Thinking more critically about how data is reported and working with teams/committees. Also, I think that writing a thesis gives a student a good idea of what public health research is like and gives them a good foundation of what is expected of them in a health research field.

Learning about intervention mapping and program evaluation will be most helpful in my career.

- My work experience (on-the-job training).
- communication, knowledge of more public health resources/needs
- How to write a proposal, biostatistical methods, program evaluation course
- Concepts related to outcomes research and statistical analysis.
- research skills
demographics, statistics, health behavior and promotion, community health awareness, project planning
Writing, analytical reasoning
Critical thinking skills, skills in applying research methodology, skills in developing research

Research skills
- Inter-personal and statistical knowledge and study designing
- Thinking broadly and creatively about population health
- My knowledge of the data analysis and interpretation.
research
- I gained a lot of knowledge about looking at things from a larger perspective.
- Epidemiology principles
research
- The information gained from my individual courses as a whole will help me out. Also, the analytical skills that I developed, particularly in my biostatistics, health economics and health policy classes.

Perseverance if that can be called a skill.

The ability to slove the problem by myself is the most useful skill in my career.

- Epi, health care economics, basic reasearch design
- All of them including my improvement on writing skills
- Research skills
- research,
- better communication skills

- The Course of Behavioral Science, help me to understand the different theories that we can use to help the community to change toward healthier behaviors. The experience in the internship gave me the skills to write and design a project. The culminating thesis experience help me to search the medical literature, and understand the efforts required for a research study

Statistics
- The ability to use the scientific methods to come up with a close as possible to the answer to a problem.

For research skills, the ability to use Refworks was very useful. I am especially grateful to Ms. Helena Vonville for
introducing this to the SPH Library.

- Theory, programming, and public health background.
- Everything, statistical knowledge, public health skills, proposal writing to mention a few
- n/a
- study design
- Biostatistics
- Epidemiology
- adding more tools to my academic toolchest- ie. quantitative data gathering to add to qualitative
- Ability to synthesize research, influence behaviors, and conduct presentations.
- Computer and statistics skill
- Leadership skill
- Biostatistics
- Learning to work in groups and working with other students to accomplish a certain objective. A
  team is more effective when you listen to others’ ideas and engage in productive discussion.
- Understanding the breadth of health issues
- research skills, honesty to work.
- Biostatistics and research methods.
- critical thinking, data management, program planning, data analysis
- Broad background in epidemiology, disease investigations
- I have acquired knowledge from all of my courses that will be helpful. Biostatistics, Epidemiology,
  and Environmental Sciences knowledge will be most helpful to my career goals.
- PH knowledge
- Writing and research
- analytical and statistical skills; scientific writing
- literature reviewing skills, research skills, presentation skills
- Problem solving skill is most useful.
- working in teams
- Lab experience and thesis writing
- biostatistics and paper writing
- My research skills
- Ability to review research literature, design epidemiological studies.
- research ability
- statistics, public health awareness
- diligence
- statistical software/data analysis
- Being employed at the University while in school helped me learn how to work in an academic research
- Program Evaluation, Statistical Analysis
- evaluating medical literature and planning/evaluating public health programs
- Scientific communication skills and academic writing skills
- Research methods, monitoring & evaluation, HIV/AIDS courses have all helped me in my career.
- Epi methodology. Study design and coordination.
- Biostat and Epi data analysis
- research and thesis writing
- Team skills, research skills, presentation skills, skills in literature assessment
- Research skills; understanding of public health models.
- Writing, research, literature searches, statistics
- statistics, epidemiology
- Development of research proposals, reviewing of scientific literature, scientific writing, epidemiologic data
  analysis and field epidemiology methods
- Ability to present scientific information amongst my peers (use of PowerPoint)
- Research, data management and analysis, exposure to public health and its implications
- learning to critically evaluate and present research findings, learned through Epi course, Biostatistics, and thesis
  process
- the computer, writing, and critical reading skills.
- thinking about health issues in a broader way
learning how the 5 core disciplines merge and are integrated in the "real world" of public health
- critically analyzing epidemiologic studies and utilizing results. Also scientific writing.
- working with others
- analytical skills
- Working with diverse teams of people both at school and abroad as I did research for my thesis.
- Writing the thesis
- Learning how to read journal articles and understanding statistics. Also, I will forever be grateful of learning how
to design and implement research studies.
- I believe I can read the scientific and academic literature with a more critical eye.
- Statistical analysis, research study development, epidemiological concepts
- Working with groups to resolve a problem. Ability to research the literature.
- Epidemiologic methods, statistical methods for data analysis.
- Policy Analysis.
- Epidemiologic methods, Statistical techniques, Communication skills
- Communication, Policy development, Needs assessment
- Research skills
- Epidemiology concepts, Biostatistics softwares
- Knowledge of epidemiology and Biostatistics and the different statistical softwares
- Every skill learned at SPH
- Quantitative skills and field epidemiology skills
- The real-life experience I gain from the practicum.
- Policy development and public health management
- Communication skills
- Research skills.
- skills to critically evaluate the scientific literature, problem solving skills
- collaboration with communities
- analyzing data, understanding policies and procedures on local, state, and national level,
- counseling as a behavioral scientist, developing research strategies
- Practical application of academic materials to scientific and public health research.
- professional and reasoning, and writing skills
- Skills from UT-H SPH not extremely relevant to my consulting career.
- Analysis of data and of written literature as well as just the general knowledge of health systems.
- behavioral theory, research methodology, statistics
- Interpersonal and networking
- analytical, and participation
- A greater understanding of the tenants of public health and of biostatistics
- Epidemiology & statistics skills as well as practical knowledge learned from my classes
- Epidemiology, survey data analysis, the health administration.
- Intro to epidemiology, environmental health knowledge, social and economic determinants of health,
  basic knowledge on health promotion/health education.
- The opportunity to work on a variety of research projects.
- The ability to apply the knowledge I gained to actual Public Health Programs
- knowledge of various fields in PH and dietetic internship
- statistics
- Use of the computer, use of Blackboard, Retrieving Data and Stata
- Both knowledge and computer skills
- Knowledge od Epidemiology and Biostatistics
- Evaluation and program planning.
- Biostatistics
- Epidemiology, biostatistics, writing skills
- research, evaluation, knowledge of all public health areas, program development
- Analyzing previous research, involvement in community health practice.
- the ability to critically read literature and understand statistics
- Research skills.
- statistics, epidemiology, biological sciences knowledge and skills
The statistical methods
The field epidemiology and statistical training
most useful - I'm not sure
Community planning skills

Q82. What aspects of public health practice or research were not adequately addressed in your program at UTSPH?

N/A
N/A
The practicle application to prepare you
N/A
I would have liked to see enough classes offered to the Dallas campus (and other regional campuses) so that the students can have a concentration like in Houston.
one.
None
I would have enjoyed more classes offered in maternal and child health.
international research, training in SAS, SPSS softwares
Statistical classes, especially logistical regressions and so on. We did not discover the need until we were writting up the master's thesis proposal
none
More application in managing and analyzing databases.
My core course in social and behavioral aspects of community health (Dr. Taylor) was subpar in terms of content presented and depth of knowledge. Previous coursework with social sciences helped me to understand some of the deeper implications of the material, but the level of teaching and student expectations effectively made me lose interest in the course and the division. Additionally, I pursued independent work in biostatistics to supplement the lack of instruction in the I would have liked to take more management classes addressing federal and state guidelines. More information on the planning process, e.g. rfp, etc. I found my process evaluation almost vital in preparing me for what I'm doing now.
Not sure as I do not have work experience
research experience
I didn't have alot of experience outside of the classroom.
morre government policies
Two areas stand out the most to me. They are ethics in handling research subjects and the process of writing a manuscript for a scientific journal. These are things that I learned in more detail from a part-time research job and from my practicum.
No cardiovascular epidemiology (program or courses)- a significant shortcoming, considering it's ranking as a leading killer and cause of significant morbidity.
I would have liked to make more contacts here. Also, I felt that many of the professors simply did not care about me as an individual.
Social theory
I would have liked more practical statistical coursework and more class choice each semester.
one
Clinical research and its impact on public health
I would like to see more courses like those by [redacted] etc... - courses that put public health and health care in to the context of ethics, human rights, social & political issues etc...
I would consider not focusing in to modules earlier on at admission as most of them tend to realize their interest only after a few semesters
qualitative research is barely represented here and not well respected. I had to attend UH classes to gain skills. Gerontology, a growing public health concern, is generally ignored.
To the best of my knowledge, I think all aspects were adequately addressed.
one
Behavioral Science
educational instruction
International health
Environmental safety. There could be more indepth information in class.
A big lesson I learned here is that you have to focus to finish one thing at a time.
Preventive health and community assessments/Dietary and health focuses
How to effectively use search engines for literature review such as ovid or pubmed. Had to learn the majority on my own. Afterwards the university was starting to offer courses.
Would have liked more courses in psychometrics.
there was a lack of epi methods classes for advanced students after Adv Epi I
N/A
All were adequately addressed
Perhaps we a little more investigative skills since many will be going directly into these areas.
I can't think of any
n/a
Ethics
Nutrition and how to influence individual behavior (ie motivational interviewing).
None
I think most of my interests were addressed while in the program.
I would have liked to do a second practicum to help me become familiar with actively addressing public health concerns in my community. I would have preferred a more community-based learning approach as well as classroom education.
None
none
Global health!! very sad, lack of international focus
I think the program is adequate in all regards.
I wish there was more of the Environmental Microbiology classes offered, so that I could have expanded my field and interest of research.
None
very practical and normative aspects of the practice of public health (e.g. federal health and human services organizations, community health departments, etc.) are often not understood by academicians, and conversely, practitioners do not often understand academic public health research; the school does a fairly good job teaching practitioners about public health research, but not such a good job informing current and future academics about the practice of public health; the negative consequences of this are too numerous to describe here
na
None
opportunity to publish
statistics
none
the grant application process
Writing skills.
none
Well addressed
I wish I had more time to learn about qualitative research methods and survey research methods, but I didn't have time to take those classes. I wish they were online.
Health promotion analyses
The statistics courses did not prepare me to work with data on my thesis.
I did not have enough support finishing my degree. I should have been advised to not proceed with my own data collection after the first year when it was clear that I could not collect enough data to power my study.
none
grant writing
Unknown at this juncture
How to apply for grants.
N/A
Global health-theory as well as areas of practice
Clinical Research
there is a need for more in depth practice with statistical software
no comment.
biostatistics. this was the only negative experience I had with regards to a course taught at the SPH. the first one i
tried was totally worthless with regards to true application, and the second one was worthless in the fact I could have taught it to myself.

- more leadership training.
- health promotion/behavioral science-related biostatistics, grant writing
- None
- none
- I would like to see more focus on community and social health in the reional campuses
- I believe that I need more coursework in my field of study, industrial hygiene, probably at least 1 more semester.
- Data analysis - what to do when you get a data set to analyze. Specific software training (SAS, SPSS, etc.) - I know it shouldn’t warrant graduate-level classes, but a non-credit or 1-hour credit course in using the software would have been very helpful.
- none
- NA
- None
- I was very satisfied with the program.
- all were addressed.
- Practical epidemiology
- N/A
- Genetic and laboratory courses were not available or were in conflict with other required classes.
- community outreach aspects
- None.
- Community dentistry
- academic focus
- n/a
- Professors with practical knowledge in the field. Most professors had limited industrial/construction/manufacturing experience and base most of their information on Healthcare and Office environments.
- I was in San Antonio and would have liked more access to International Health and Maternal Education topics/courses.
- none
- I wish there were environmental health classes in the social sciences.
- none
- I would have liked to have learned more practical experience in terms of how to apply what we learn in epidemiology and statistics to our thesis, to real life experiences. It was difficult translating didactic training into applied knowledge.
- health policy-making, policy analysis, legal framework of public health, health administration
- I would have to say research methodology and critical appraisal of the literature.
- I would have appreciated more information on International/ Global Health issues
- international work, international topics and opportunities and YES i have a global health concentration. classes alone won’t cut it. when I did go abroad (recommended by UT) the program was a farce and my safety had been put in jeopardy.
- not sure
- None
- There is no faculty’s research interest that is related to stroke from epidemiological prospective
- N/A
- Obtaining funding.
- NA
- Biostatistics
- More hands on experience helping implement existing public health programs in communities
- More instruction on how to conduct research for those new to the field.
- More opportunities to learn about public health careers.
- reproductive epidemiology
- special topics in environmental epidemiology, geriatric epidemiology, public speaking, How to prepare a budget.
I think all students should have to have some seminar, etc. about "what is public health" because I am frequently amazed in conversations with other students by their comments that reflect a lack of understanding about what public health is at its core. Other than that, I find this question difficult since I deliberately sought out faculty or other resources to help me address those areas where I felt I lacked something or wanted to know more. I think all students should be doing that although most don't/won't which is unfortunate. Any degree (or degree program) is only what the student

n/a

Q83. Would you recommend UTSPH to others who are interested in graduate study in public health?

<table>
<thead>
<tr>
<th># of Respondents</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>179</td>
<td>169</td>
<td>94.4</td>
<td>10</td>
<td>5.6</td>
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Three Year Comparison

<table>
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<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
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<tbody>
<tr>
<td>%</td>
<td>93.6</td>
<td>93.6</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Q84. What is the greatest strength of UTSPH?

- Faculty are wonderful
- Suitable shedule programs.
- Well support for international students
- The excellent faculty that I had for my classes and my advisor.
- Preparing the next generation to addresss public health problems
- Diversity
- The faculty and the student body
- Some really great faculty
- The number of faculty in Houston. I think regional campus students should be encouraged to work with the faculty at any campus in order to pursue their personal interests.
- Faculty; research opportunities; plenty of research job opportunities.
- Epidemiology and statistics courses. Access to advisors. Overall, the faculty were strong, accessible, and very helpful.
- The wide variety of specialities held by the faculty. As well as the flexibility of the degree program. the diversity in students
- Friendliness of the staff and its connection with MD Anderson.
- Access to people/organizations in every field.
- The level of academic work
- Some faculty are "true" mentors and provide great opportunities to be involved in working on grants.
- The willingness of the faculty and staff to be available and of assistance.
- An eclectic mix of faculty with varying interest. If you are lucky enough to find someone on your wavelength, your experience here will be greatly enhanced.
- I found the faculty and staff very passionate about what they do. This automatically pours over into the student's academic life.
- Good Academic Environment
- the environment
- professors that are self motivated to be here to do research and teach students.
- Location
- The faculty. They are dedicated to what they believe in and generally very approachable. I was treated with respect 9 times out of 10 and felt that I was a peer more than a student.
- The faculty are very willing to help and to provide advice to students. Faculty are also very willing to provide assistance in students' research.
- When you do get a working group together, it can be a great group of truly great minds that can solve big problems.
- Great student body.
- Location
The greatest strengths are the exceptional faculty and some very good T.A.’s. My mentor provided me with clear guidance for my research and coursework, he was encouraging and supportive throughout my MPH education. The educational experience was excellent.

The staff is extremely supportive

Faculty are well-trained. Staff are great

Faculty, diversity of student body

Some individual faculty have been excellent, truly of the highest calibre.

Some of the prof. are wonderful; resources are good;

Excellent knowledgable faculty, very structure program and excellent student support, more than everything, being in the TMC and the number of opportunities that are available in terms of training

When I enrolled I was drawn to the open atmosphere, collegial relationship between professors and students and an environment for discourse on concerns of national and international health. I’m afraid that some of these assets have gradually diminished.

I believe the greatest strength of UTSPH is their research work.

The close knit community

great diversity and staff

Faculty

meticulous and sketical reviews until conceptes proven successful

Kindness of the professors. I would recommend students attend the main campus versus attending the regional campuses because of the greater number of courses available to them.

Great school that has impacted the community a whole lot. Diversity of programs and students from various countries a big plus.

SPH have a lot of resources. The faculty and stuff are efficient.

Thesis, puts the learning into practice

Openness of the faculty and opportunity to work for faculty...that experience is invaluable. Surprisingly, the administrative duties required to complete my Dr.P.H. (i.e. signatures and formatting went really smoothly. I was able to edit the dissertation at a distance and the Student Affairs office and were very helpful to me and always available. Given the stress of completing the dissertation and defending, I appreciated having this part be easy!!!!

My Advisor, and some of the other wonderful professors here

flexibility, collegiality, faculty very open to working with students

The course core curriculum. The academic rigor was a challenge to me, it forced me to read a lot.

The greatest strength was the assistance of . She is very encouraging and supportive. She went the extra mile to ensure I graduated on time. She is an asset to this institution.

There are extremely supportive staff members here. This helps allay many of the anxieties that many students have. Very knowledgeable staff. in Students Affairs knows her job very well.

Connection.

The willingness to help of the faculty

n/a

Very high-level faculty research

Good faculty

The variety of courses in Houston.

is an excellent professor. She is an asset to the program, and the program needs more instructors like her.

the diversity of the students’ backgrounds-- ethnicity, occupations, etc.

Faculty, contacts in the health profession and TMC, and location in the TMC.

Faculty

learning environment

affordable tuition
- The passion many of the professors have in teaching. I had a great experience with all of my instructors they were pretty knowledge about their subjects which made it interesting and easy.
- Objectives are clearly defined. The faculty and staff provide a very welcoming atmosphere that promote learning.
- Diversity
- research job opportunities; faculty
- Faculty
- Variety of professor backgrounds & skills of knowledge.
- Many faculty with many diverse backgrounds.
- Location
- Faculty is always available and willing to mentor students.
- A structured program
- The classes and professors are great.
- the handful of professors who are willing to stay on top of their field and demand a lot from their students
- all students taking core courses
- Great resource of faculties and surrounding research institutions. We expose to lots of opportunities in public health research.
- diverse and up-to-date program in public health
- The availability of the faculty to the students and the networking for future career opportunities.
- online courses, ITV and evening classes
- lot of opportunities for different kinds of public health research and medical research at other schools of UT.
- The emphasis on community health (San Antonio campus)
- Friendly atmosphere
- excellent facility and resources.
- Faculty
- Great school and wonderful faculty and staff.
- the teachers who care as much about teaching as research
- Large number of fields available to study
- faculty
- Great, supportive faculty.
- Everyone should get a degree in public health. It affects everyone's life. The strength of the UT-H SPH is that they teach you the far-reaching aspects of public health, and they really make you think critically about public health problems and how to approach meaningful solutions.
- Staff friendliness
- Professors. Also, the education is affordable
- Analytical skills and seeking the macro perspective. Operationalizing the public health perspective in an interdisciplinary model.
- proximity to TMC and the faculty available
- variety of classes
- Diversity of student population, diversity of aims and skills of faculty, setting in TMC
- It's faculty.
- Rigor of coursework/curriculum
- Faculty and variety of coursework
- diversity of staff, faculty and students
- A diverse faculty and student body with diverse research areas and the access to other affiliate schools such as UT M.D Anderson, Baylor College of Medicine, the health department and other Texas medical center institutions.
- Interdisciplinary opportunities and availability of faculty
- The experience of the faculty
- Diversity, variety of classes and programs, faculty
- The location in the Medical Center.
- faculty and staff
- the professors.
- straight-forward degree plan with a well-rounded scope
- The amount of resources in The Medical Center.
- friendly, accessible faculty
- Academic committee
There is a very diverse student body - both in terms of where people are from and in terms of age and experiences. Everyone has something to bring to the classroom, a new perspective, a different viewpoint. The best moments in classes were the times when we all had the chance to discuss articles, debate issues, and engage with one another. That's when the real learning and critical thinking takes place.

Requirements such as the practicum.

The fact that they open their doors to everyone, regardless of race or color. I found the students to be friendly and some of the professors to be inviting.

I believe the program here is well-rounded, forcing the students to consider all aspects of public

Its vicinity to and affiliation with the medical school (DRC-UT Southwestern). The overall reputation of UTH.

The variety of backgrounds, experiences and opinions that the students bring to the programs.

Location in TMC, great faculty, friendly staff.

A faculty willing to nurture students.

Diverse research areas, Opportunities to learn from various modules

Diversity and variety of course offerings.

The personal attention that we receive as students.

friendly, high standards, good teaching.

Its location in TMC making a variety of health related research projects accessible to students.

A few faculty members

Q85. What is the greatest weakness?

limited course availability at regional campuses

Need to recruit more faculty and open more elective courses

You could offer some classes in other subject areas.

Not having enough resources to help the needy students who had no choice but work or take student loans to pay their tuition.

There is no uniformity/empirical standards applied in for example dissertation formats (book or manuscript) and qualifying exams. A lot depends on the committee.

Lack of direction among the school’s administration

Integration

I think that the regional campuses should offer the PhD degrees. In general, the Dallas campus needs more faculty with a broader range of research interests.

I don’t know. I think it is really a very good program.

Lack of courses, specifically for International Health. Some courses were not offered annually, only sporadically (e.g. International Health, Epidemiology of Cancer).

There is poor communication between the main campus and the regional campuses.

some of the classes are too big (intro to epi, intermediate biostatistics I and II, advanced epi, field

Not having a clear direction as to what are the required components within the thesis and the estimated timelines one will need to take to complete the thesis

Had the worst biostats professor. Did not feel there was an adequate support system for tutoring or other additional help.

Also felt that some of the professors were too “academic”. Things that are best for research are often not feasible in the real world.

none

I was not exposed to alternatives to non-academic track careers in epidemiology & learning more about private sector opportunities.

No guidance given in preparing and interviewing for a University-based position.

Zero expectation of student performance, lowering standards to meet student deficiencies upon entering a graduate school.

There were limited options as far as course selection in SA once I passed my basics. Scheduling classes I wanted to take became difficult, especially working full-time.

Not sure

research opportunity

not enough information on what courses are mandatory for each program.

Staff availability

The system of finishing your degree was not clear to me when I started the program. It was a joke amongst
students that once you figured out how to graduate then you would be allowed to graduate. From what I hear, it sounds like things are changing for the better. Some degree of freedom is necessary in a graduate program but guidance is also vital to survival. I think this would help more students finish their program and not drop out.

- Communication to students upon entering into a program, especially true during orientation. A better outline of submitting a thesis would be helpful. Additionally, scholarships that help in thesis research, which is seen in other graduate schools, is lacking.
- Eviscerated epidemiology department.
- Lack of online classes
- Don't know
- The administration and processes for research are the greatest weaknesses of the school. It seemed very disorganized. It seemed as though one area of the administration would make a policy and not consider how it impacted other rules and student life. It did not seem that there was a cohesive strategy and central policy making body. The admissions process was difficult and the registrar’s office did not reply to their emails. I was a sponsored student and had difficulty obtaining sponsorship each semester, it was not a straightforward process. It seemed to have a different set of rules each semester. I also did not understand having to turn my badge in prior to the last day of classes. I lost access to the computer lab prior to completing my coursework. I don’t understand how this makes sense and no one was able to answer my questions about this or help me to understand it. The administrative guidance was not strong. This weakness has greatly impacted my perception of my experience here at the school. I do not want to participate in the alumni association because of what I felt were administrative failures.
- Lack of summer courses toward degree
- course availability
- Some courses not very challenging
- The administration which communicates poorly if at all with the student body. An example is the withdrawal of funding to support student research after it was stated explicitly that differential tuition was to be directed to this. The funding was arbitrarily withdrawn without any announcement being made. I see this as highly disreptuable, but sadly symbolic of the way the school is heading.
- lack of community at the school (this seems to have improved); lack of involvement in the Houston community (esp obvious when you are doing community health research). It would be great to have more connection with other academic programs that could bring more creative thinking to public health - ie antro, social work, law school, policy etc.
- Most of the students tend to have a long wait to graduate after completing the courses, is it because of the thesis. Sorry I don't have any idea as to how it can be modified
- Increasing seclusion of professors and diminished conversation among studnets in public spaces at the school. Greater rigidity.
- I think the greatest weakness in this school would be the guidance of students through the degree process.
- Unorganized at times
- no weakness
- Lack of available classes
- maybe a little behind in current technology innovations
- Regional campuses do not provide the same atmosphere the main campus does. The student association here existed but was not active until a group of my friends and I decided to revamp it. Research opportunities are few and class selection is sometimes really bland, especially if you have already finished your core classes.
- It appears that everything is centered around how much money can be collected from students regarding fees. Need to recognize the importance of students and their contribution to the system. Yes we want to pay but I don't think our money is really working for us as students only for the benefit of the school.
- This school need more communications.
- The fact that it was an extended campus in Dallas put most students at a disadvantage: Limited resources for students, no concentrated areas of study, and fees required for services Dallas students never saw or used.
- Offer more ITV courses to regional campuses.
- The fact that you don't have a strong distance education / online program. The school is really behind the times.
- always changing requirements, too much turn over in faculty
- N/A
- Advising
- None specific.
- Several courses have students with different backgrounds usually cannot go into enough depth because not
everyone can follow.

- Being rigid in maintaining high standards
- job resources
- n/a
- Poor english from some lecturers (overall not bad though)
- Satellite campuses ignored by Houston
  (1) The lack of variety of courses in Dallas. (2) Only one course on Public Health Law.
- COMMUNICATION-- this has been the biggest problem for 8 years. It is certainly better than when I got here, but has a long way to go. Important information needs to be clearly imparted, consistent, and accessible. This problem pervades every aspect: from entrance into the program to the last stages before graduation!!
- The school accepts too many students who are underqualified and faculty attempt to push their political views on their students.
- None
- The rude services that some of the staff in Student’s Affair provided.
- Rules are constantly changing.
- None
- dont know
- Lack of available courses offered.
- lack of international focus
- Many of the graduating students are having difficulty finding jobs. A stronger career assistance program might help.
- The regional campus does not offer classes at various times, if someone was a full time employee it may take them longer to complete the program.
- Not accomodating full-time working students
- My advisor has horrible and treated me as if I was stupid. The thesis process was even worse, if you asked anyone employed at this school a question you had to go to three or four people to get one answer.
- professors who give courses but are not committed to teaching, and another, lack of clarity in the advising process, particularly in the dissertation committee
- Usually our advisors have too many students and can't give us more attentions and guidance. It would be nice if they teach us and help us to publish at least one paper before we graduate.
- lack of funding / scholarships to MS and PhD students
- Loss of the sciences in public health
- noy much known nation-wide..not participating in big all US SPH events. more focussed to south US (mexico border -Texas).
- Lack of faculty that mirrors the demographics of San Antonio, including experts in the fields of maternal child health, Hispanic health issues, etc.
- staff and faculty are very overworked and busy.
- Students isolated from other students
- an abundance of students that clearly do not belong here... maybe if the school admitted fewer students, then it could afford to give more perks to the ones who are most deserving. Not much student/faculty involvement in grant writing and preparation and support of junior faculty.
- student services
- Could do more for out-of-State or International Students in terms of orientation, provision of cross-cultural transition and orientation that allows for a smoother landing in the Texas Country.
- I love learning about all aspects of public health. I wish I had time to take more classes. I focused on health promotions, but I would have loved to learn more about policy and environmental public health issues as well.
- Training curriculum is not clear to students
- The program was somewhat insular and focused on texas based issues only.
- Took too long. I did not have enough support, financial or mentor. I choose the wrong mentors (My advisor was great, but I needed more hands on practical help and advise).
- small size
- more classes needed to be offered outside usual school day
- Not organized, not enough student support or instruction, difficult to know how to get through the system.
- Lack of job opportunities after graduation
- only a few night courses and no internet only courses
- Sometimes it’s difficult for a foreign student to integrate into the American system
Lack of international connections and opportunities for students
need for more diverse course work
no comment.
disrespect shown to students by advisors (who are late, don't show up to meetings, don't give any feedback whatsoever, take a very long time to get back to students)
Not enough assistance with the thesis/dissertation process.
class sizes too large
is not identified
The graduation/exit process is not clearly defined or outlined. Some of us were left wondering what the steps were and different information was given to different students - you wondered if you were doing it right.
ITV courses.
For students, like myself, who plan to attend medical school, it hurts students to only have certain courses graded. For those courses that are pass fail, you are still required to do a heavy load of work, but are not recognized for it.
I believe the program is too oriented toward academics and research, with too little focus on practical, everyday application of the knowledge.
The regional campuses seem to be treated as the the step-children of the main campus. Faculty appear to feel sent to the frontiers and left out of the work in Houston. Students feel fully accepted by neither the host institution nor the main campus, especially regarding graduation.
It is obvious that faculty members work under a " tiered " system even if it is not acknowledged. Some faculty members have more " respect " or opportunities than others based on the differences between a PhD and DrPH for example. Also, many faculty members do not have a clue on how to adequately advise students or returned messages and phone calls on a timely basis.
Not enough part-time study opportunities.
Faculty are not always accessible but faculty on my committee were very accessible.
Lack of stability of program structure
NA
I didn't find any.
Lack of depth in Masters level courses. The courses could have been designed to give more knowledge and practical experience.
Too numerous to mention - lack of accountability.
Parking. I wish parking lot opened free at evening
The loss of many other good epidemiologists over recent years
Too much paperwork. Changing requirements for graduation and thesis.
Student life
No structure as far as what classes to take. Students are on their own.
I can't think of one.
versatility of the degree
the administrative hurdles to graduate
more emphasis of different modules at the regional campus.
The qualifying examination and dissertation requirements need to be re-evaluated. One committee member should not have the power to postpone advancement in the program by two years. The concept of the 'minor' for PhD students needs to be re-evaluated.
The process of submitting your dissertation is not efficient. The templates published for student use are incorrect and difficult to work with. The school has devised a system that makes it impossible for a person to finish the formatting of their dissertation without actively engaging someone who can " explain " the template. The guides and requirements at this stage should be clear and easily understandable. In theory, a student will only be completing their dissertation once - the guides, templates, form requirements should be explained in a manner that you can do it right the first time. Currently, a student has to go through a learning curve of " the process " in order to finish - the ability to complete your degree in a timely manner should be about content not wading through a poorly described administrative process. Student's are forced to waste the time of the Student Affairs staff in order to figure out what needs to be done. It seems like a correct template and agreement between the school's faculty and student affairs would save everyone a lot of time.
The SPH needs to have more information available to help students complete the program and graduate. More emails, brown bags, and things like that are needed to help students understand the whole process and to know when everything is due.
Variety of courses at satelite campuses
Administration - Lack of consistent information and answers to guide students.

- need more professors and classes on different fields
- lack of organization
- as a remote campus...it always felt as though El Paso is the step child
- The move towards conforming with bureaucracy

- Lack of available mentorship; lack of access to ongoing research projects in the school for students to get applicable experience. I think there is a general lack of understanding among students at the school about how they are supposed to graduate. In addition, I think our school has a sort of understated motto that students should extend their education here as long as possible. I feel that advisors do not push their students to graduate as soon as possible, but instead, make them feel as though they are incapable of graduating soon. It would be much more rewarding and encouraging if faculty members were to be more conservative and shoot for a tighter deadline, then automatically assume that students will not be able to graduate after working on their thesis for 6 months, 1 year, or whatever the term may be.

- courses not available listed in question in Q82

- Communication of expectations at the beginning of the course (i.e. during orientation)
- The faculty who have no desire to teach but are required to which shows in the quality of their
- I believe that a better understanding of the student-advisor relationship, and possibly a mandatory thesis process/writing class in the first or second semester would have been helpful.
- The school is not well organized and they got rid of the professional counseling department. I would not recommend that anyone try to come to school here.
- having attainable information about program and procedure
- None
- Still need some improvement with dissertation template. Faculties might need to offer a little bit more help to international students when they are not used to the study environment.

- Student life
- Aiding students in the culminating experience process.
- NA
- Lack of a campus life
- There is a large focus on research and in health promotion, I believe a lack of opportunities to get involved in programs that are currently being implemented in the community
- More resources needed for those who are completely new to public health and research.
- amount of paperwork
- More focus on values and ethics. The interdisciplinary nature of the public health could be addressed better. I don't think my work experience would be respected in a SPH classroom even though I have worked with impoverished children and families for 10 years. There is not enough focus on the needs of specific populations or direct practice skills (except for research). As an employee of a large non-profit, I have come across very few people at my agency who know about the public health discipline. I would like for more agencies/organizations to see the value in hiring public health professionals. The prevention programs at my agency are managed and staffed by family therapists, social workers and professional counselors. The only public health professionals I am aware of at my agency are in our research department. I have a master's degree in social work and believe that the training I received here is much better maybe promoting the benefits of MPH students in the community by the SPH is needed.

- The epidemiology department MUST be reconstructed! is ineffective! The faculty is harsh, condescending, rude, unprofessional, and cruel to the students! What in the world is doing as a professor. The way treated students in the Epi seminar is disgraceful! How dare you allow your students to be brutalized the way they were by. is bringing other faculty members down to her nasty level because they see she gets away with it. She is a liability. With the school shootings as bad as they are, you are putting your faculty, students and staff in danger if an unbalanced students enters this school. Also, PLEASE get under control. He has serious social problems and needs sensitivity training. I was treated poorly, harassed, threatened, and hazed by him. This is totally unprofessional and MUST be corrected but please give him a mentor that is NOT because they are just as bad. Finally, please remove from the of our school. She hates the students and treats visitors poorly. I am ashamed that the first impression some people get from this school is rudeness. In conclusion, get a new with some guts and try and get rid of who obviously has problems with leadership skills and appreciation for public health. Oh, one last thing... it is CRYSTAL CLEAR to all of the students that we are not important and research dollars are... so sad. Remember this... Education should not hurt in any way shape or form. I have been told not to express my opinion on this form but I am hoping some positive changes can be
Lack of students offices, student financial aid, limited evening courses.

overburdened faculty: in terms of advising and teaching responsibilities... some faculty members have 12+ advisees while others have 0-2 (and also the level of attention advisees receive... my advisor with ~20 students always had time for me and other students, but many students get little time or attention from their advisors, even when they are the advisor's only student); similarly, some faculty teach every semester and/or will offer special topics at the students' request with no problem however many will not; also there are a few faculty positions that remain vacant and have been for a LONG time which only exacerbates the problem too specialized faculty in some areas: specialization is good and the expertise is a benefit to students, but some of our faculty are so specialized (or think they are) that they won't teach anything else, they can't teach an intro or general methods course in epi or biostats and if they aren't actually teaching a topics course then they aren't even sharing their expertise in that role (this also adds to the burden of their colleagues)

students who cannot write a single complete sentence with few grammatical errors and/or cannot even do basic math (addition, subtraction, multiplication, and division ... nothing remotely difficult or advanced) should not be in graduate school; my job as a TA should not include teaching someone how to do elementary school math, how to use their own calculator, or having to correct & edit their writing because they didn't even use a complete sentence

inconsistent information between what is posted online and what the registrar's office, student affairs, or any other office tells you about school policies, etc. this is worse when two people in the same office give differing information or the same person give two students different information about matters like when the deadlines for registration, thesis submission, etc. are.

because there doesn't seem to be another place for it: the thesis/dissertation guidelines need help... there is a table of instructions for how to format, etc. posted online which has one set of rules (and date), and [ ] and [ ] each seem to have different rules, even after they met to work it all out. It also doesn't help that the guidelines keep changing even within the same semester. the guidelines should be specified, clearly written so any student can read and follow them, dated, and posted and then they shouldn't change for at least the year. Also, the template is not stable enough to be helpful. People comfortable with Word, etc. should be fine to set the margins, create the table of contents, etc. and follow a table/list of what the formatting rules are without the template. The people who aren't that comfortable with Word, etc. need more than the current template - they really need some sort of dummy-proof template where they click on the field to enter the title, names, text, etc. and can't do anything else so they actually use the correct format. As it is now, the using the template caused me more problems because I had to keep fixing the problems created by the instability of the program which grew as my document grew. Just to be clear, though, I'm not saying a template would not be useful for some, nor do I think any of this is [ ] fault - the current template is just the best that can be done with the poor resources given.

- n/asrch

Q86. Would you like to participate in alumni association activities/ luncheons, etc.?

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