

GRADUATING STUDENT EXIT SURVEY

Fall 2009 – Summer 2010

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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).	17
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Q74. Which of the following best describes the type of organization for which you work or will work?	20
Q75. Is your current or pending work based in the United States?	20
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Executive Summary

A total of 210 students graduated from the School of Public Health during the Fall 2009 through Summer 2010; 175 graduates (83.3%) participated in the survey. Percentages are based on the number of responses to individual questions. Student comments are included taken directly from the survey and have not been edited. Personal identifiers and personal references have been removed. For easy reference and where possible, student comments were placed into categories. Information has been included for a three-year period so that results may be compared over time.

Of the respondents, 71.5% were female (123) and 28.5% were male (49). Fifty one percent (51.7%) of respondents were employed full-time during the degree program, and the majority (76.7%) reported that they were working in a public health related field. The median age was 39 years. The percent of respondents in each of the degree programs was: MPH, 67.4%; DrPH 4.6%; MS, 6.9%; and PhD, 13.7%. Respondents from the regional campuses accounted for 21% of all MPH graduates. Further, 51.7% of graduates were under-represented minorities.

Academic Advising: Of the 175 respondents, most students ($\geq 88.4\%$) stated their advisors were readily accessible, provided appropriate guidance ($\geq 93.3\%$), and understood their career goals ($\geq 87.8\%$). In addition, 91.7% reported that they were active participants in their advisory committees, and 90.7% conveyed that they were comfortable in expressing their ideas with their advisors and committee members.

While the vast majority of graduates reported positive experiences with their advisors and committee structure, some students were critical in their comments in regard to the quality of the advising, consistent messages with regard to degree requirements and the availability of faculty (see comments). Furthermore, repetition of such comments from past years point out the necessity of identifying and addressing specific problems. A continuing observation is that only 53.2% of students thought that the comment cards were useful in the evaluation process similar to graduates in the 2008-2009 Academic Year, 50.2%.

Faculty: Respondents (86.6%) reported that faculty expertise was available for their particular goals, and 86.4% were intellectually challenged by the faculty. Faculty members were rated as effective teachers by 85.4% of respondents. In their comments regarding the strengths of the school, many comments were in praise of faculty expertise, teaching and mentoring.

School Resources: The school's library services (88.3%), computer laboratory (76.65), admissions office (77.6%), research services (71.4%), student affairs office (86.1%), and classrooms (97.6%) were used by over 70% of the respondents. The percent of high ratings for student's satisfaction with each unit's quality of service were:

- library, 91%;
- computer lab, 85.5%;
- research services, 92.1%;
- student affairs, 77.7%; and
- admissions office, 81.5%.

The percent of high ratings for student's satisfaction with each unit's efficiency of service and friendliness of the staff were:

- library, 85.6-84.4%;
- computer lab, 81.9-83.4%;
- research services, 88.9-89.6%;
- student affairs, 73.7-76.3%;
- admissions office, 77.7-82.9%.

ITV classes were taken by 82.7% of students. A satisfactory ITV experience was reported by 78.6% of those taking an ITV course, and 70.3% would recommend an ITV course to others.

Academic Programs and Standards: Approximately 79% of respondents indicated that their educational experiences met their expectations, and 85.5% agreed with the degree of academic rigor of the programs. Further, 91.9% reported that the school provided courses to meet the objectives of their degree programs. In general, 84.4% of graduates reported that courses were available for finishing their programs. Graduates wanted more courses to be available after 5 p.m. (52.3%) or online (69%).

MPH and DrPH respondents ($\geq 92.7\%$) thought that the curriculum provided the skills and experiences to meet their educational program objectives and gave them the ability to synthesize and integrate this knowledge. The great majority (94.8%) reported that their degree program provided knowledge basic to public health. Appropriate opportunities for an internship related to career and academic needs were reported by 75.8% of respondents. Approximately, 69.1% agreed that their community preceptors were effective, and 71.5% stated that the internship allowed public health theory learned in the classroom to be translated into application. Most (71.5%) reported that the internship experience was valuable.

The majority (79.6%) of MS and PhD graduates reported that they were adequately prepared for academic careers, while 88.1% reported that they were provided with a public health perspective in the application of their specialty area.

Research: The research training of all students was of high caliber with $\geq 80.9\%$ reporting that they are able to critically review the literature and $\geq 82.1\%$ reported that they were able to develop their own solutions to scientific and public health problems. Eighty-six percent (85.6%) reported that they had gained the skills to communicate their research findings. Further, 79.2% reported that they had been adequately trained in research ethics.

When asked what factors were barriers to finishing the degree program, 80 comments were received, and 17 indicated that they were satisfied. Of the 63 remaining comments, the five most common barriers were noted; the number of comments for each category is in parentheses. These factors are the same as noted in previous years with the addition of more comments regarding the research/thesis work and process.

- Advisor and/or committee problems (10 comments or 12.5%)
- Course availability, including evening classes (13 comments or 16.3%)
- Better information and/or processes (17 comments or 21.3%)
- Personal/financial problems (3 comments or 3.8%)
- Research/thesis work and process (16 comments or 20%)

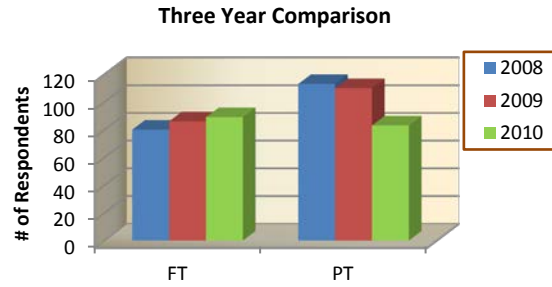
Respondents ($n = 80$) indicated the following areas of public health practice or research as not being adequately addressed in the degree program. Of the 80 comments, 56 were statements suggesting that additional information and/or experience be provided writing, policy and leadership. Most notable were the following areas: Biostatistics (12), Epidemiology (10), and Field/Internship experience (14).

Respondents listed the following as the major strengths (130 comments) and weaknesses (101 comments) of UTSPH:

Strengths	Weaknesses
Faculty (71) and/or staff (13)	Academic program (10) /course availability (9)
Academic program (18)	Administration (19)
School and its resources (13)	Faculty Advising (19)
Diversity (13)	Regional Campus system (16)
Research (6)	Student services (14)
	Teaching (14)

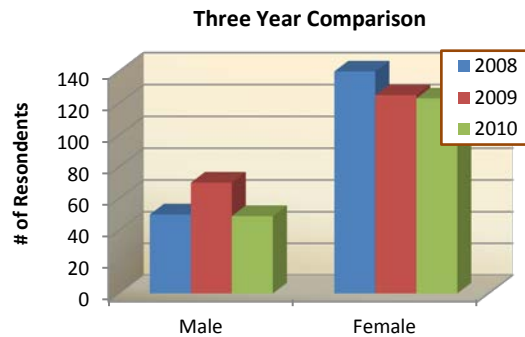
CLASS DEMOGRAPHICS

A. Enrollment Status



During the 2010 school year, the School of Public Health graduated 210 students compared to 200 and 209 in 2008 and 2009, respectively. At the time of graduation, with 175 respondents, 83 (48.3%) of the graduates reported being enrolled part-time (<9 credit hours).

B. Gender

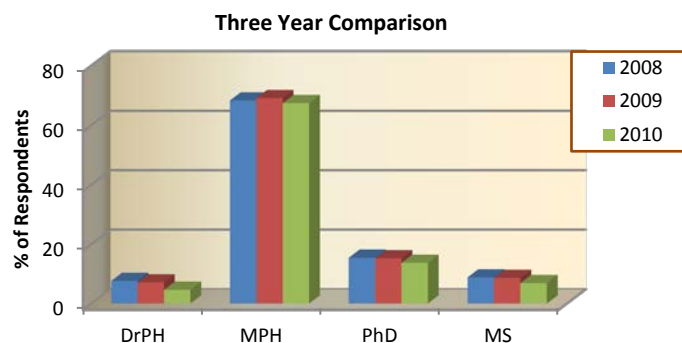


Of the 175 respondents in this category, 71.5% of graduates were female, and 28.5% were male.

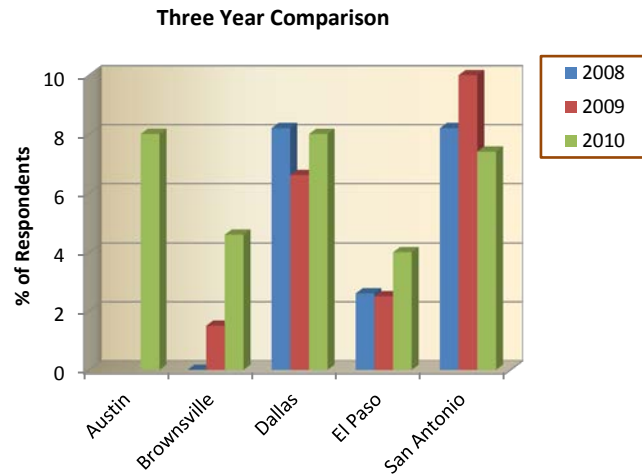
C. Degree Program

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

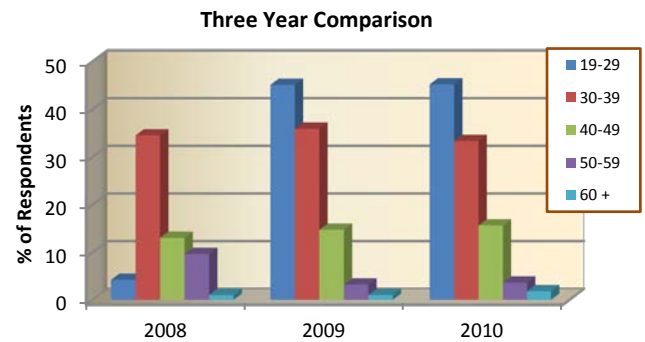
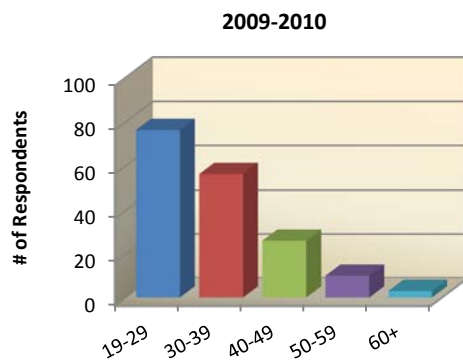
Degree	# of Respondents	Percentage
DrPH	8	4.6
MPH	118	67.4
PhD	24	13.7
MS	12	6.9
TOTAL	182	92.6



Percent of graduates from Regional Campus MPH programs.

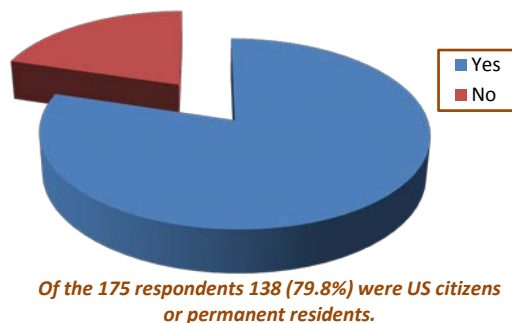


D. Age

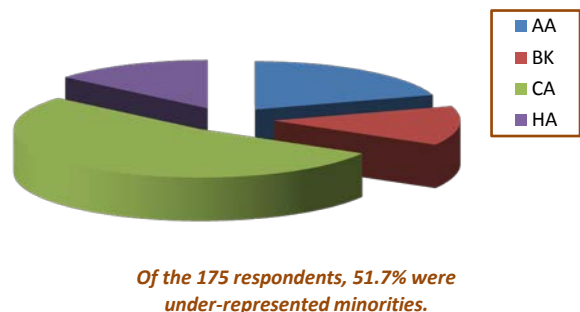


The 175 respondents to this question ranged in age from 22 to 65 with a mean and median age of 39.9 years and 39 years, respectively. In comparison, the mean and median age for graduates in 2008 was 33.9 and 31 years, and for 2009, 32.9 and 31 years. In all years, the majority of respondents represented two groups: 1) those admitted shortly after completion of the undergraduate degree and 2) a group admitted approximately 10 years following the completion of an undergraduate degree.

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



F. If yes, what is your race?

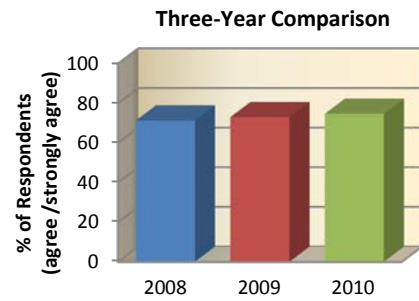
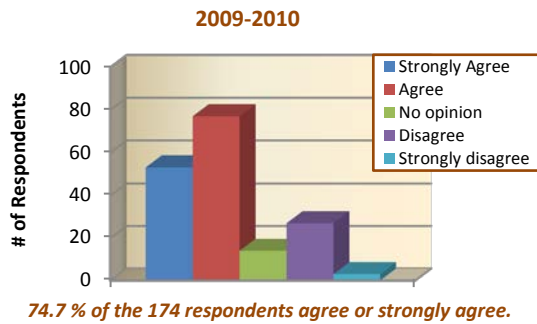


G. Which of the following degrees are you now completing

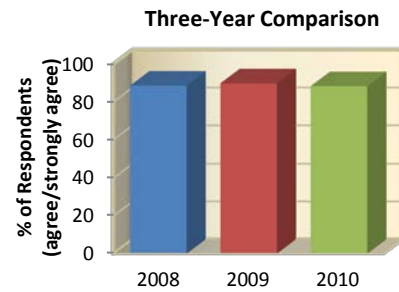
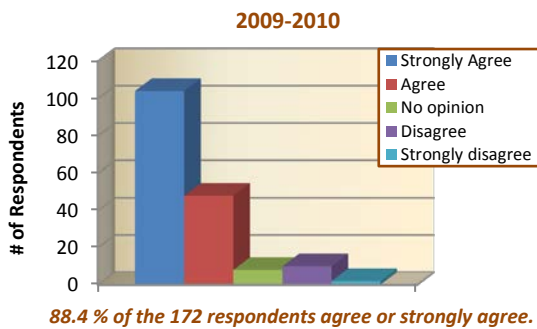
Table 1. The number and percent of respondents by degree program.

Division	Degree	# of Graduates	%
Biostatistics	MS	6	3.4
	PhD	1	0.6
Environmental and Occupational Health Sciences	MPH	7	4.0
	MS	0	0
	DrPH	1	0.6
	PhD	0	0
Epidemiology and Disease Control	MPH	33	18.8
	MS	6	3.4
	DrPH	0	0
	PhD	8	4.6
Health Promotion and Behavioral Sciences	MPH	17	9.7
	DrPH	3	1.7
	PhD	5	2.9
Management, Policy and Community Health	MPH	18	10.3
	DrPH	2	1.1
	PhD	6	3.4
Other (International Family Health)	MPH	0	0
	DrPH	2	1.1
REGIONAL CAMPUSES			
Austin Regional Campus	MPH	14	8.0
Brownsville Regional Campus	MPH	8	4.6
Dallas Regional Campus	MPH	14	8.0
El Paso Regional Campus	MPH	7	4.0
San Antonio Regional Campus	MPH	13	7.4

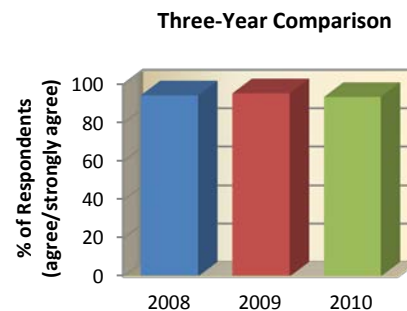
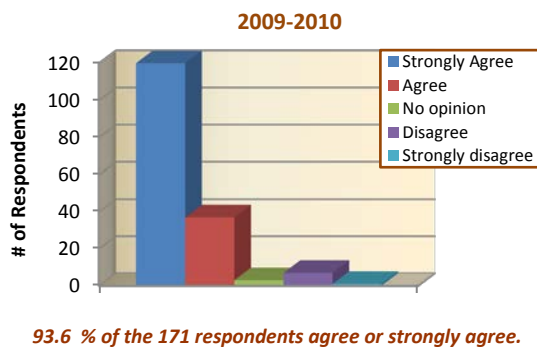
Q01. The academic advising system was clearly explained to me.



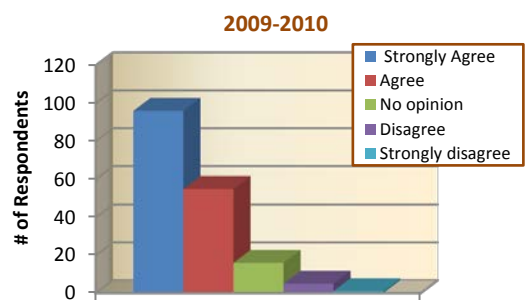
Q02. My academic advisor was readily accessible to me.



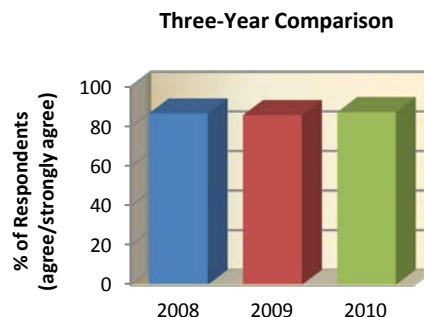
Q03. My academic advisor treated me with respect.



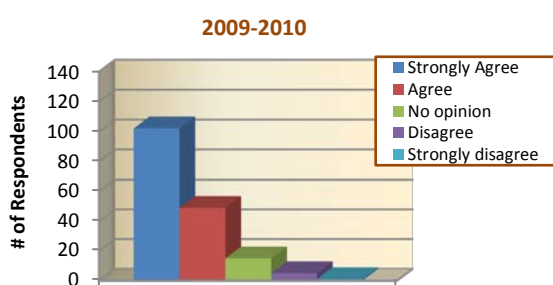
Q04. My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study.



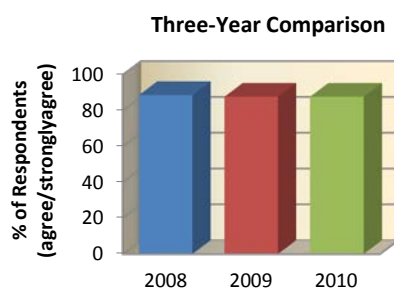
87.3% of the 173 respondents agree or strongly agree.



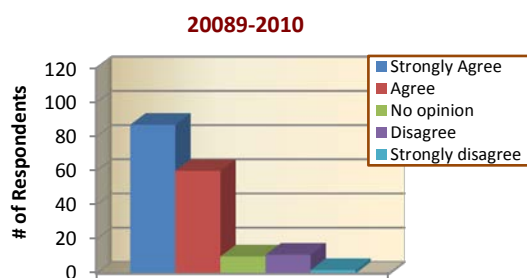
Q05. My advisor understood my career goals.



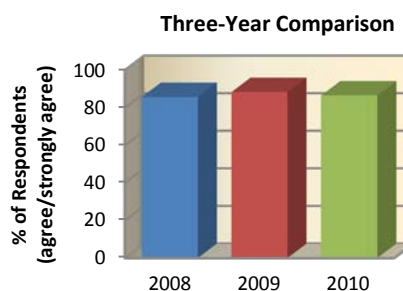
87.8% of the 172 respondents agree or strongly agree.



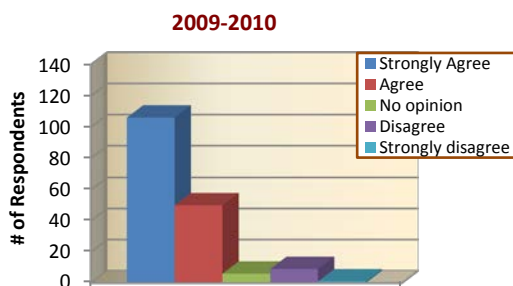
Q06. I clearly understood the role of my advisor and committee member(s) as guides in my academic program.



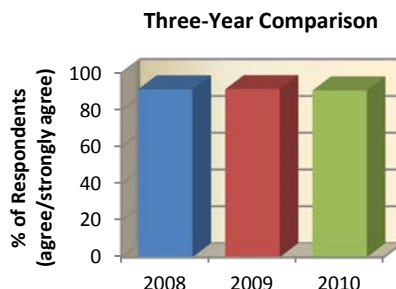
86.5% of the 170 respondents agree or strongly agree.



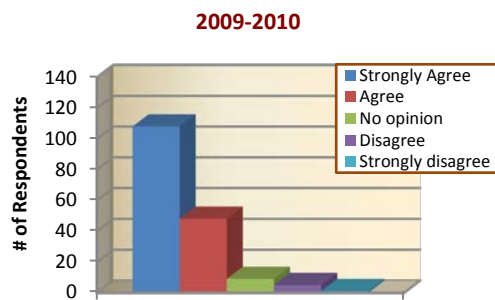
Q07. I was comfortable expressing my ideas to my academic advisor and committee members.



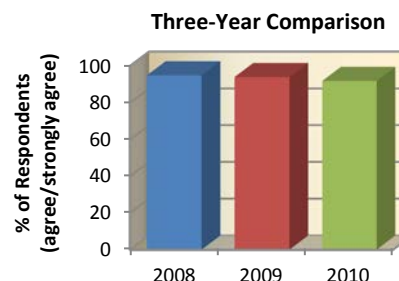
90.7% of the 172 respondents agree or strongly agree.



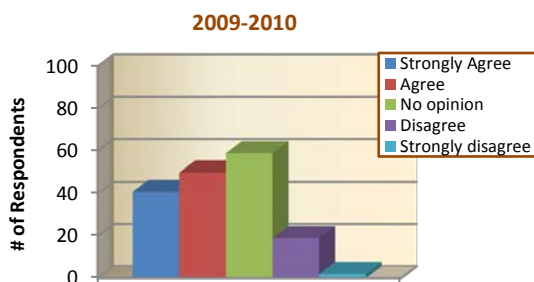
Q08. I was an active participant with my committee.



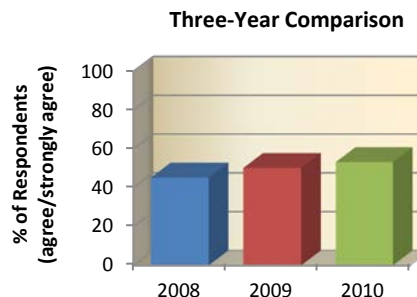
91.8 % of the 170 respondents agree or strongly agree.



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

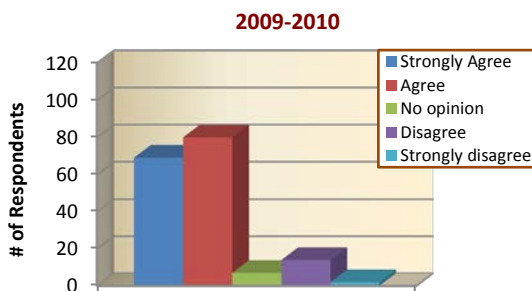


53.2% of the 171 respondents agree or strongly agree.

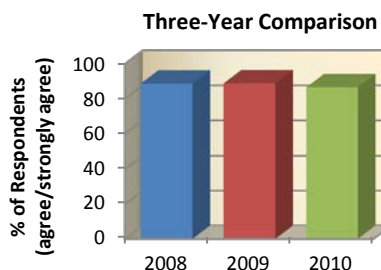


FACULTY

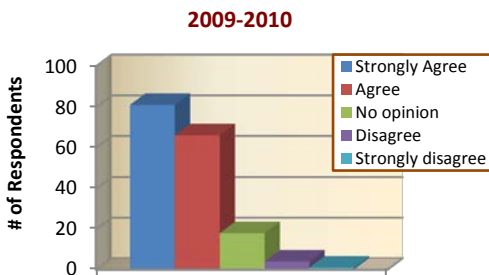
Q10. There were faculty available whose fields of expertise satisfied my academic interests.



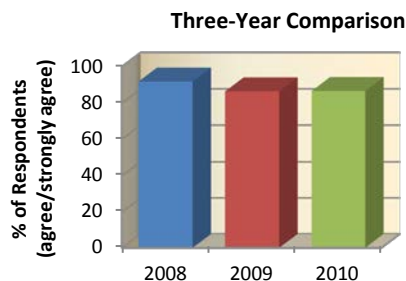
86.6% of the 172 respondents agree or strongly agree.



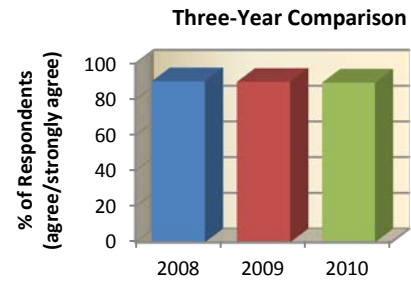
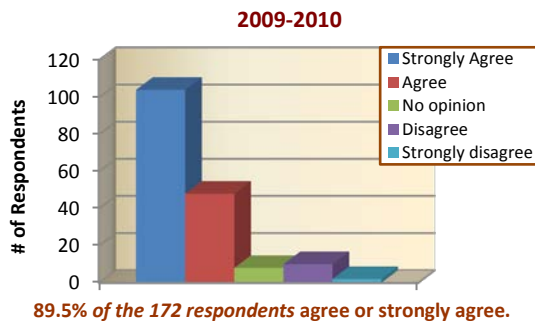
Q11. I was intellectually challenged by my interactions with SPH faculty.



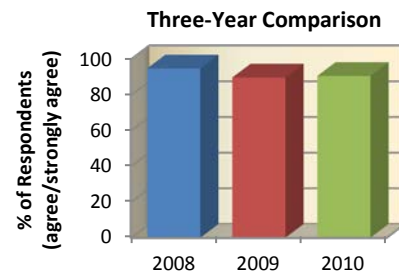
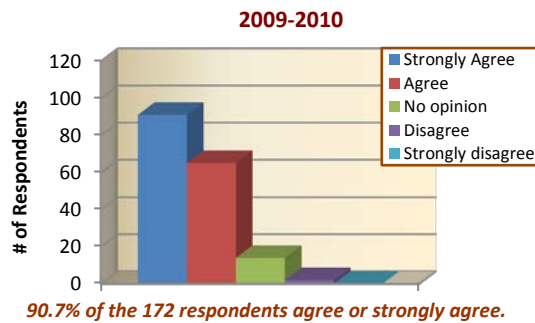
86.5 % of the 170 respondents agree or strongly agree.



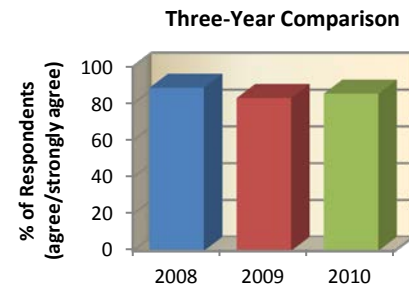
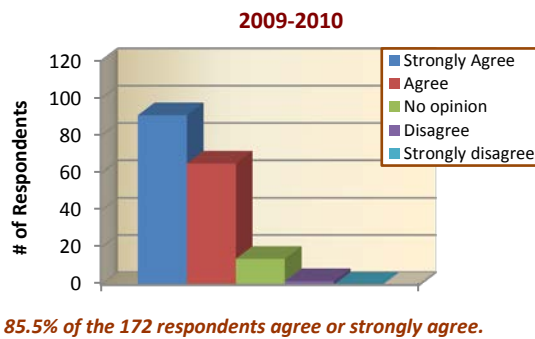
Q12. The SPH faculty were approachable.



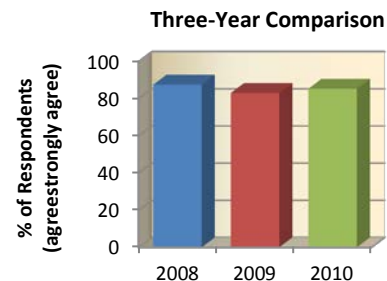
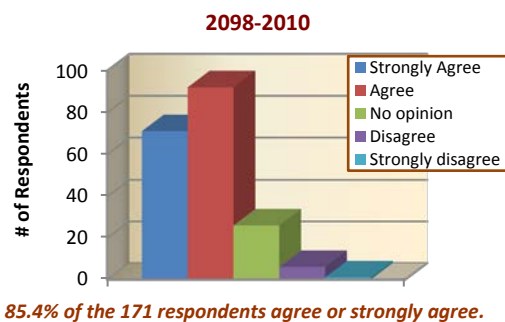
Q13. The SPH faculty were enthusiastic about their subject.



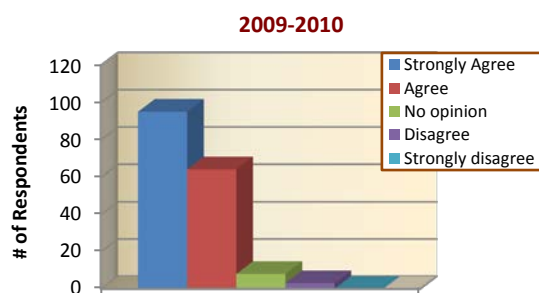
Q14. The SPH faculty motivated me to do my best.



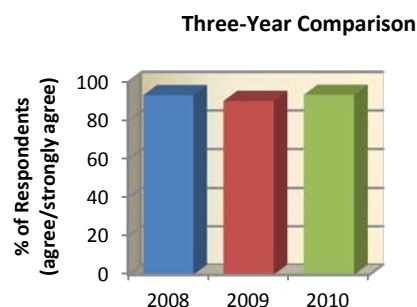
Q15. The SPH faculty were effective teachers.



Q16. The SPH faculty typically treated me with respect.



93.5% of the 170 respondents agree or strongly agree.



RESOURCES

Q17. Did you use this resource?

Admissions	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	170	132	38	77.6												
If yes, please rate your satisfaction in each of the following areas:																
Q17A. Quality of service											135	41	69	11	11	3
Q17B. Friendliness of staff											134	45	66	15	6	2
Q17C. Efficiency /timeliness of service											134	38	66	9	16	5

Three-year comparison

2008	2009	2010
87.6	82.8	81.5
82.5	86.0	82.8
80.0	79.5	77.6

Q18. Did you use this resource?

Library	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied	
	171	151	20	88.3							
If yes, please rate your satisfaction in each of the following areas:											
Q18A. Quality of service						156	71	71	11	2	1
Q18B. Friendliness of staff						154	73	57	20	3	1
Q18C. Efficiency /timeliness of service						153	71	60	20	1	1

Three-year comparison

2008	2008	2010
95.3	92.8	91.0
9.29	92.3	84.4
91.2	91.7	85.6

Q19. Did you use this resource?

Computer Lab	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	171	131	40	76.6												
If yes, please rate your satisfaction in each of the following areas:																
Q19A. Quality of service											138	62	56	13	6	1
Q19B. Friendliness of staff											138	64	51	19	4	0
Q19C. Efficiency /timeliness of service											138	59	54	19	5	1

Three-year comparison

2008	2009	2010
93.5	92.4	85.5
93.5	90.6	83.3
92.3	90.0	81.9

Q20. Did you use this resource?

Research Services Center	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	168	120	48	71.4												
If yes, please rate your satisfaction in each of the following areas:																
Q20A. Quality of service											126	69	47	8	—	2
Q20B. Friendliness of staff											126	73	40	11	1	1
Q20C. Efficiency /timeliness of service											126	69	43	11	1	2

Three-year comparison

2008	2009	2010
87.2	87.5	92.1
87.2	87.5	89.7
86.3	86.2	88.9

Q21. Did you use this resource?

Student Affairs	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied	
	165	142	23	86.1							
If yes, please rate your satisfaction in each of the following areas:											
Q21A. Quality of service						148	60	55	19	12	2
Q21B. Friendliness of staff						148	60	53	18	12	5
Q21C. Efficiency/timeliness of service						148	58	51	19	15	5

Three-year comparison		
2008	2009	2010
70.4	80.2	77.7
72.7	83.0	76.4
64.2	77.2	73.6

Q22. Did you use this resource?

Educational Media Resources	# of Students	Yes	No	%	Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied
	164	28	136	17.1						
If yes, please rate your satisfaction in each of the following areas:										
Q22A. Quality of service										
Q22B. Friendliness of staff										
Q22C. Efficiency /Timeliness of service										

Three-year comparison		
2008	2009	2010
69.3	73.3	59.2
72.6	77.5	59.2
68.5	75.0	59.2

Q23. Did you use this resource?

SPH Internship Office	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	168	29	139	17.3												
If yes, please rate your satisfaction in each of the following areas:																
Q23A. Quality of service											46	17	10	17	2	0
Q23B. Friendliness of staff											46	17	10	17	2	0
Q23C. Efficiency /timeliness of service											46	16	10	18	2	0

Three-year comparison		
2008	2009	2010
67.1	71.6	58.7
71.4	71.7	58.7
66.6	71.7	56.5

FACILITIES

Q24. Did you use this resource?

Labs	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	169	17	152	10.1												
If yes, please rate your satisfaction in each of the following areas:																
Q24A. Equipment											31	6	8	16	1	0
Q24B. Availability											31	7	8	15	1	0
Q24C. Amount of space											31	5	8	16	2	0

Three-year comparison		
2008	2009	2010
62.5	62.1	45.2
60.5	63.9	48.4
56.3	60.0	41.9

Q25. Did you use this resource?

Bike Racks	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	164	9	156	5.5												
If yes, please rate your satisfaction in each of the following areas:																
Q25A. Availability											28	7	5	16	0	0
Q25B. Functionality											28	7	5	16	0	0

Three-year comparison		
2008	2008	2010
57.4	62.5	42.9
57.4	62.5	42.9

Q26. Did you use this resource?

Study Areas/ Meeting Spaces	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied	
	165	90	75	54.5							
If yes, please rate your satisfaction in each of the following areas:											
Q26A. Availability						100	34	45	9	11	1
Q26B. Amount of Space						100	40	36	9	14	1
Q26C. Functionality						99	36	40	10	12	1

Three-year comparison		
2008	2009	2010
77.7	83.1	79.0
73.8	77.4	76.0
77.6	79.7	76.8

Q27. Did you use this resource?

Classrooms	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	168	164	4	97.6												
If yes, please rate your satisfaction in each of the following areas:																
Q27A. Size											168	68	84	9	5	2
Q27B. Comfort											166	62	84	13	7	0
Q27C. Arrangement											166	61	86	12	5	2
Q27D. Adequacy of A/V Equipment											167	63	74	15	10	5

Three-year comparison		
2008	2009	2010
92.6	90.0	90.5
83.6	88.0	88.0
85.8	85.9	88.6
81.7	81.4	82.0

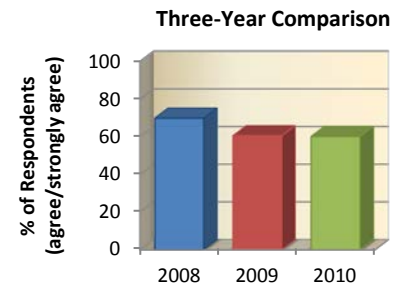
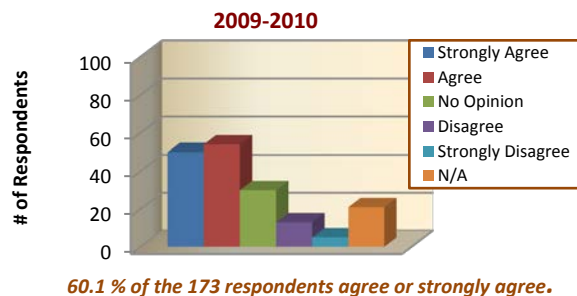
Q28. Did you use this resource?

Lunchroom/Vending Areas	# of Students	Yes	No	%	# of Responses	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied						
	165	102	63	61.8												
If yes, please rate your satisfaction in each of the following areas:																
Q28A. Cleanliness											114	44	55	11	4	0
Q28B. Atmosphere											115	40	49	18	8	0
Q28C. Quality of food											113	18	37	36	14	8
A28D. Variety of food											113	19	32	34	19	9
A28E. Vending choices											113	16	37	30	22	8
A28F. Service											111	23	44	31	7	6

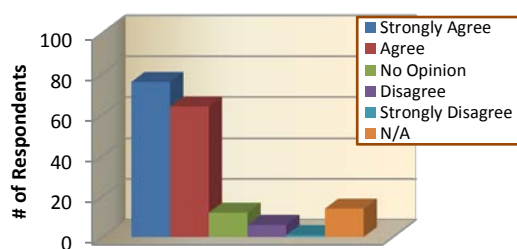
Three-year comparison		
2008	2009	2010
85.7	84.7	86.8
83.0	76.7	77.4
51.0	49.3	48.7
44.2	43.6	45.3
49.7	45.4	46.9
59.3	53.9	60.4

RESEARCH / INTERNSHIP EXPERIENCE

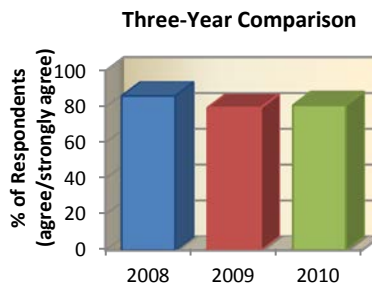
Q29. The school provided adequate research opportunities for students.



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

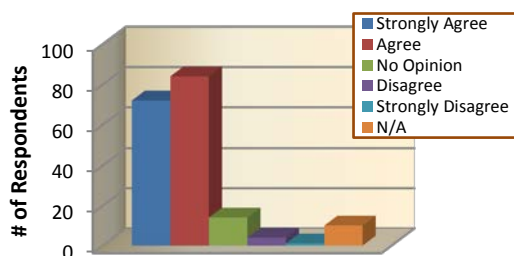


80.9 % of the 173 respondents agree or strongly agree.

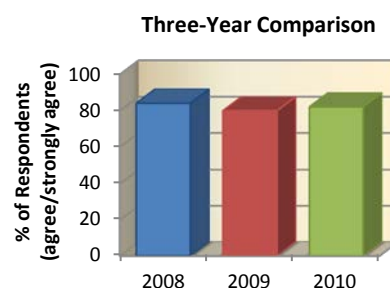


Q31. My research experience provided me the skills to develop my own solution to the scientific/public health problem.

2009-2010

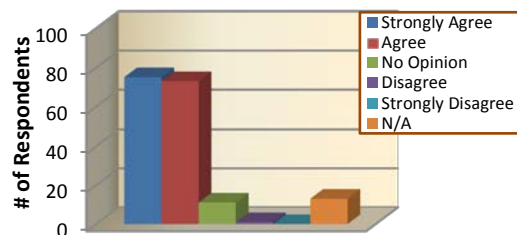


82.1 % of the 173 respondents agree or strongly agree.

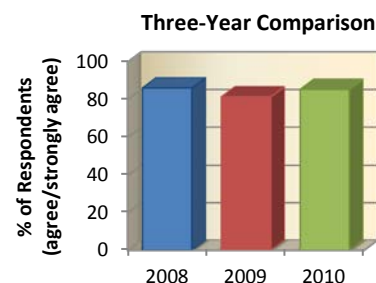


Q32. My research experience provided me the skills to communicate my findings effectively.

2009-2010

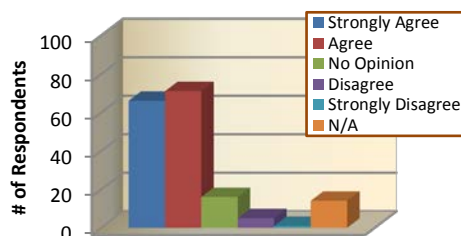


85.5 % of the 173 respondents agree or strongly agree.

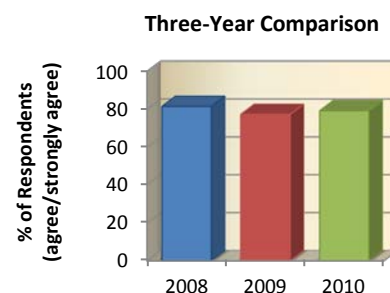


Q33. My research experience provided me with research ethics training.

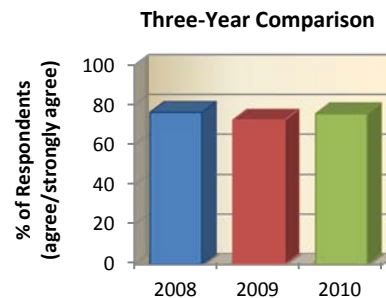
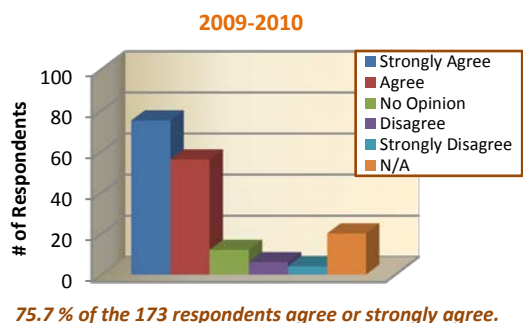
2009-2010



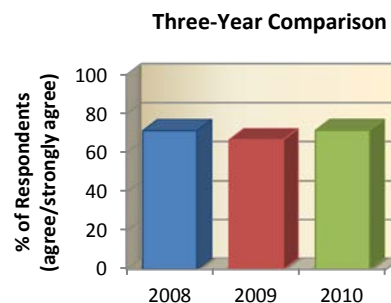
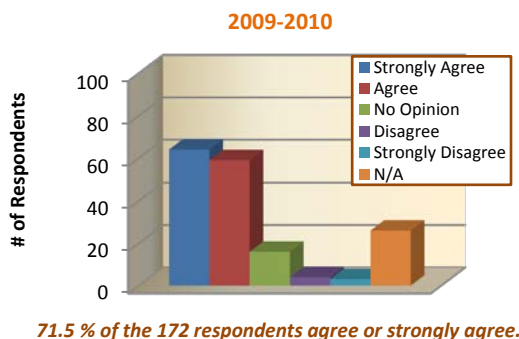
79.2 % of the 173 respondents agree or strongly agree.



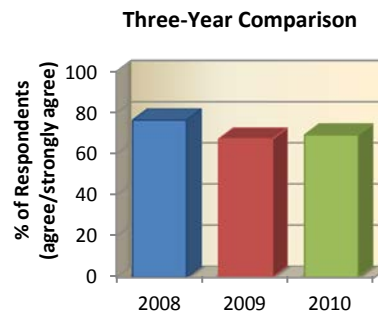
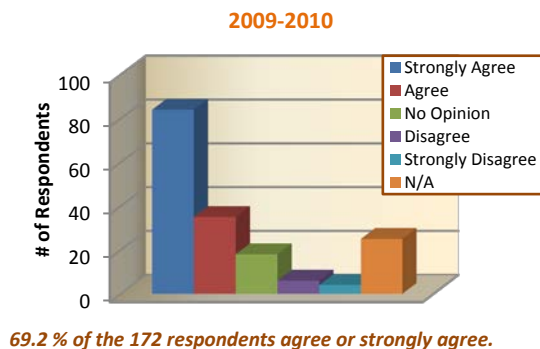
Q34. I had the opportunity to develop a field experience that was appropriate to my career/academic needs.



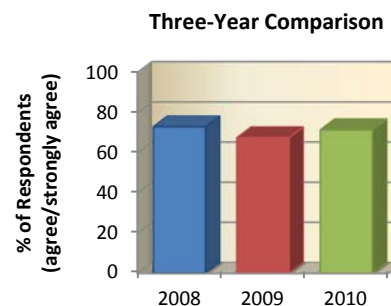
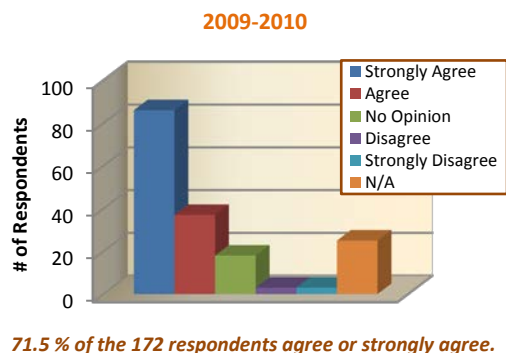
Q35. My internship/practicum experience helped me to put theory into application.



Q36. My preceptor was an effective mentor.



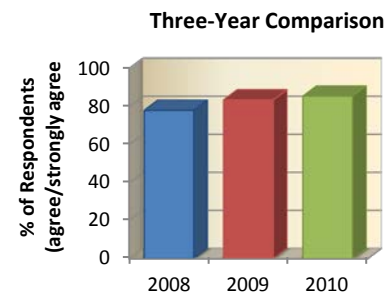
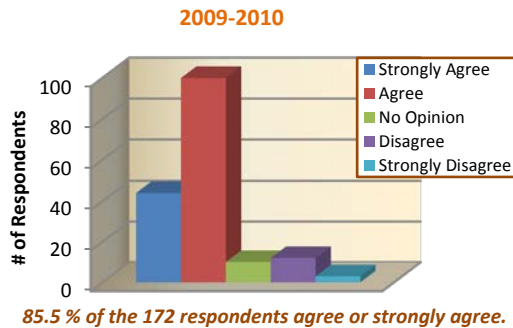
Q37. My internship/practicum experience will be valuable to my career.



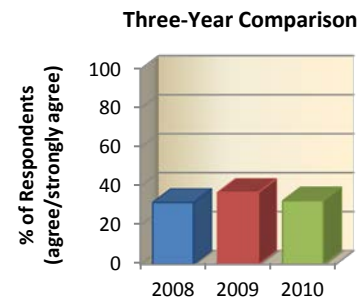
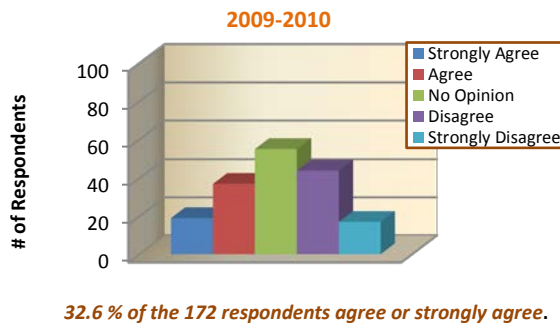
ACADEMIC PROGRAMS AND OUTCOMES

(For all students)

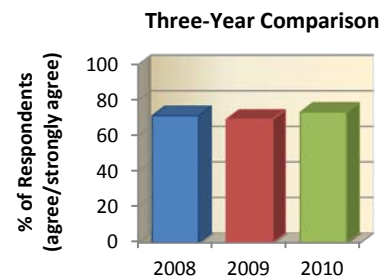
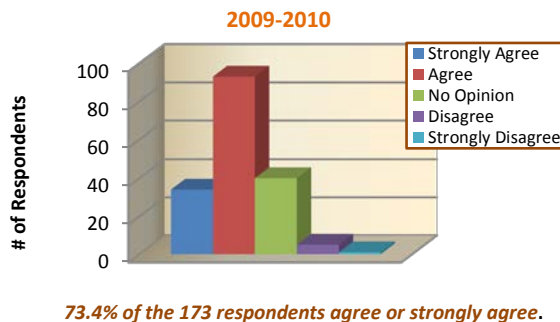
Q38. The academic standards at the School of Public Health are about right in terms of rigor.



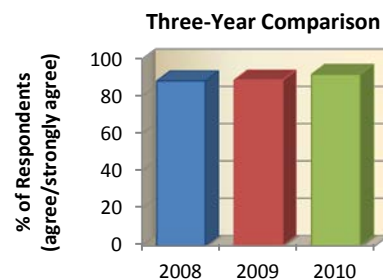
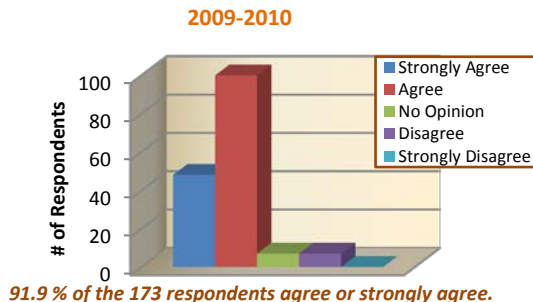
Q39. Some students here do not seem to be qualified for admission to a graduate school.



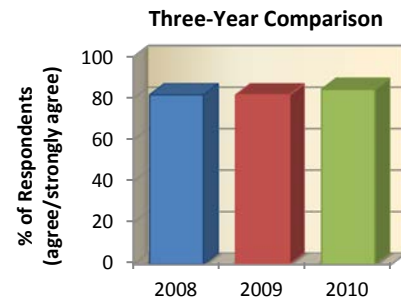
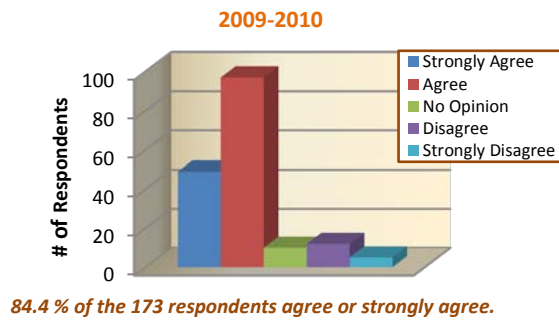
Q40. I found the symposiums, colloquia, seminars and other extracurricular programs stimulating and broadening.



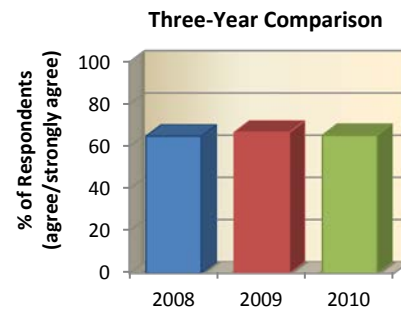
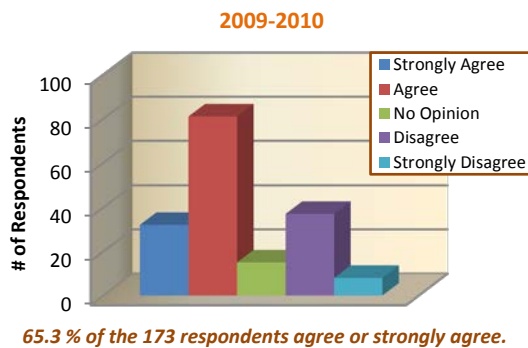
Q41. The school provided courses enabling me to meet my degree program objectives.



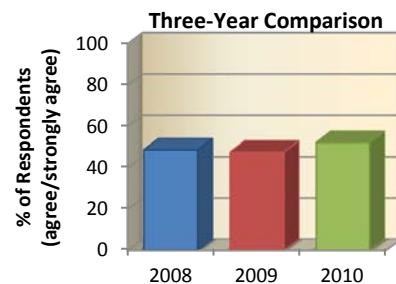
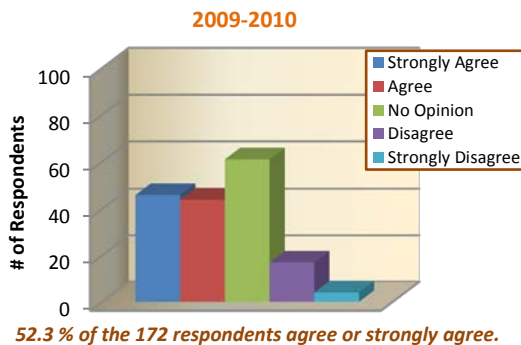
Q42. Courses were available so that I could finish my program in a timely manner.



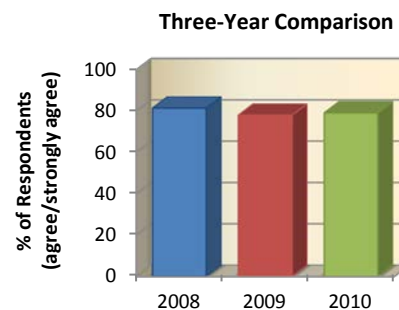
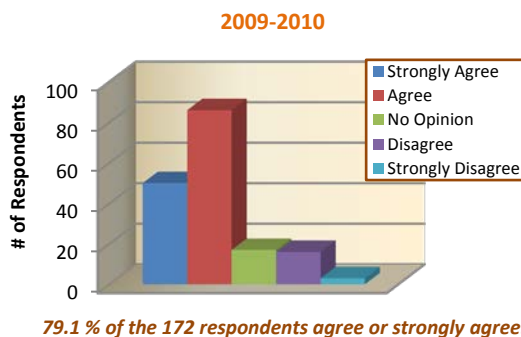
Q43. I was satisfied with the number of courses available in my program area.



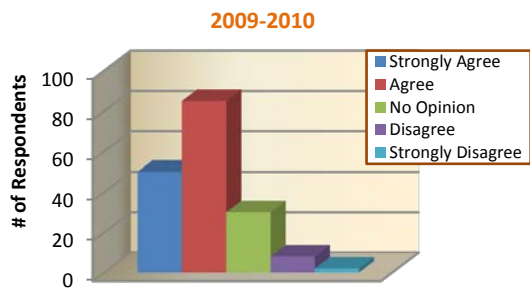
Q44. I would have liked the opportunity to take evening classes.



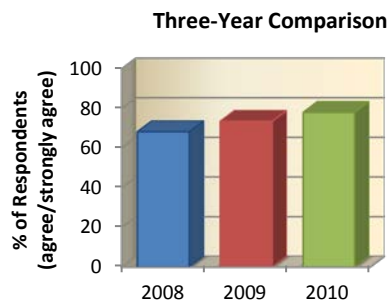
Q45. The educational experience I had as a student at the School of Public Health met my expectations.



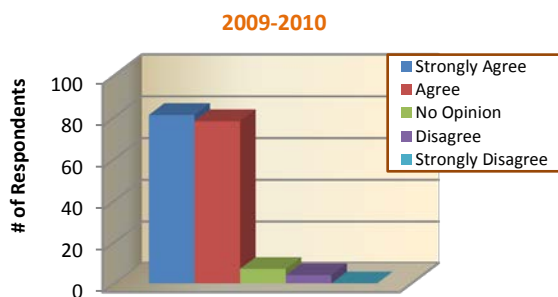
Q46. My UTSPH education has prepared me to meet the demands of my current or first public health related job after leaving the School.



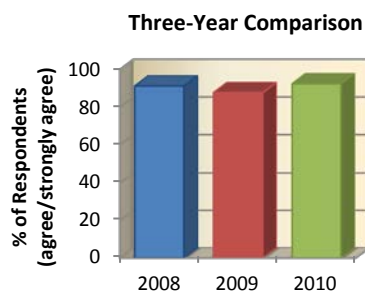
78.0% of the 173 respondents agree or strongly agree.



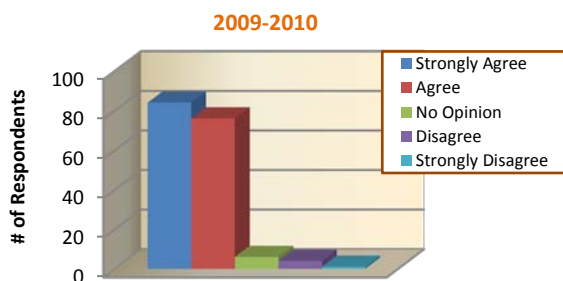
Q47. The thesis/dissertation helped me to integrate the breadth of public health knowledge.



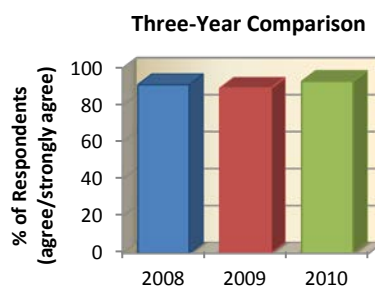
92.4% of the 172 respondents agree or strongly agree.



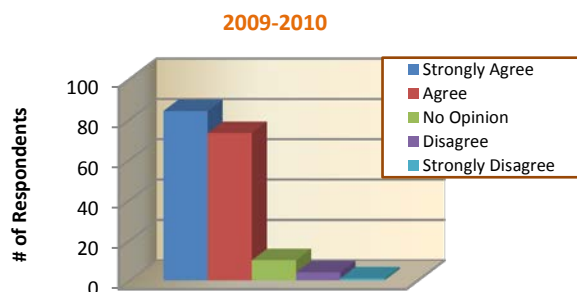
Q48. The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.



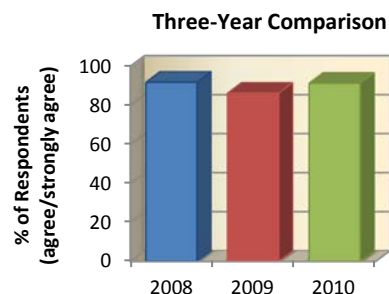
93.0% of the 172 respondents agree or strongly agree.



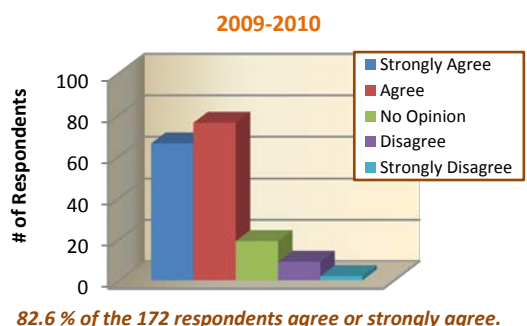
Q49. I found the thesis/dissertation to be a useful culminating experience for my degree program.



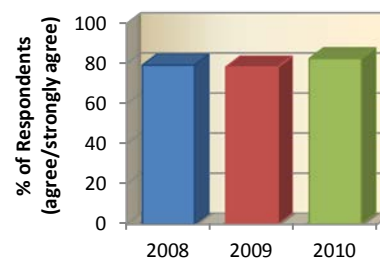
91.3% of the 172 respondents agree or strongly agree.



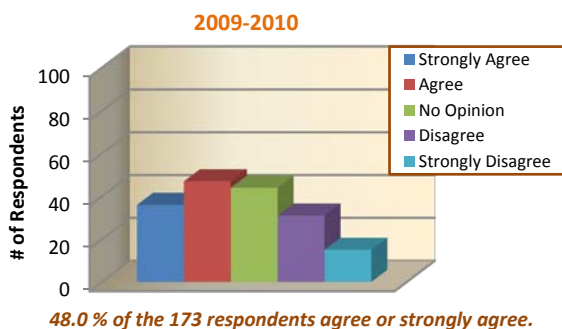
Q50. The thesis/dissertation helped to prepare me for a public health career



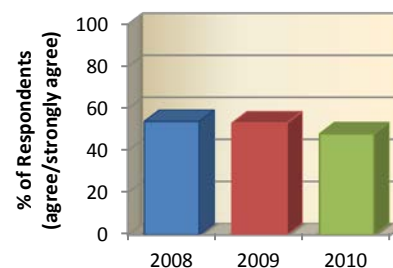
Three-Year Comparison



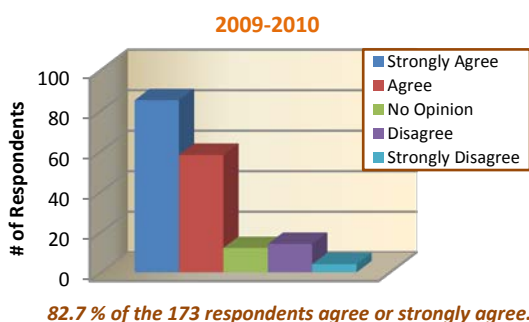
Q51. Pass/Fail grading encouraged me to attempt courses that I might not have taken under a traditional letter grading system.



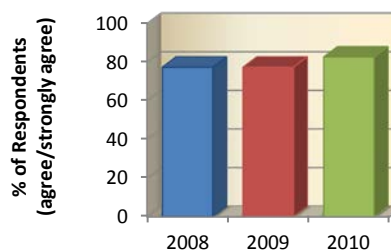
Three-Year Comparison



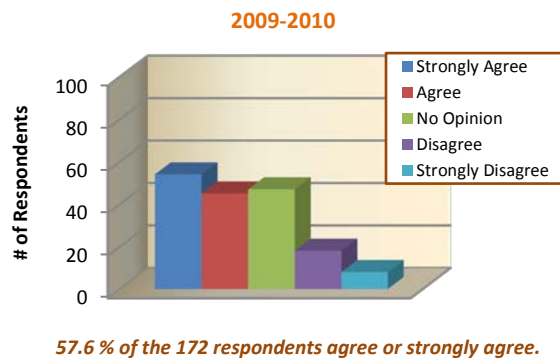
Q52. I worked equally hard for an "A" or "P".



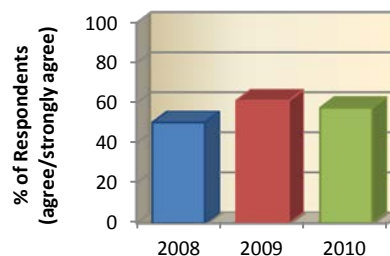
Three-Year Comparison



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



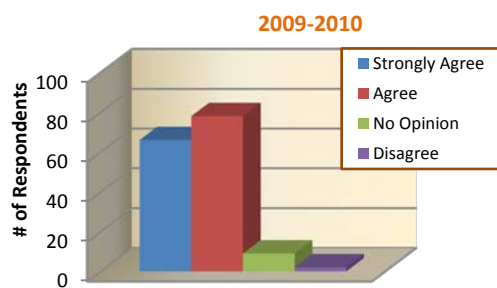
Three-Year Comparison



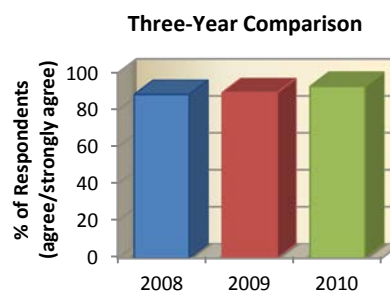
ACADEMIC PROGRAMS AND OUTCOME

(For MPH and DrPH students only)

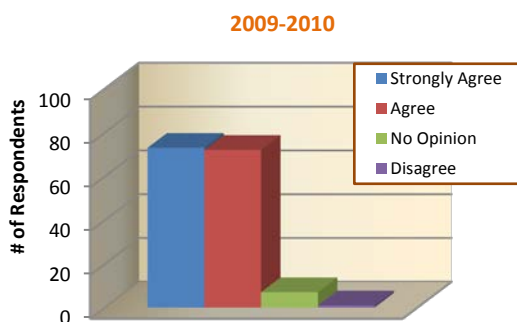
- Q54. My UTSPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.**



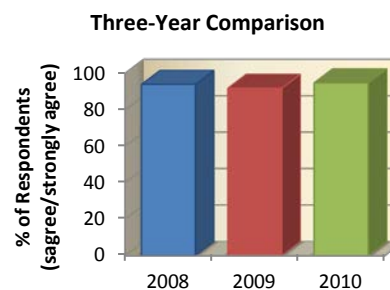
92.9% of the 155 respondents agree or strongly agree.



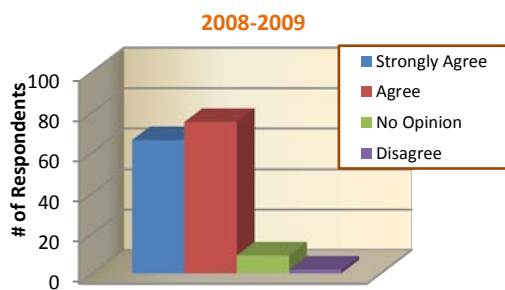
- Q55. My UTSPH program provided me with an understanding of the areas of knowledge which are basic to public health (biostatistics, epidemiology, environmental sciences, health services administration, social and behavioral sciences).**



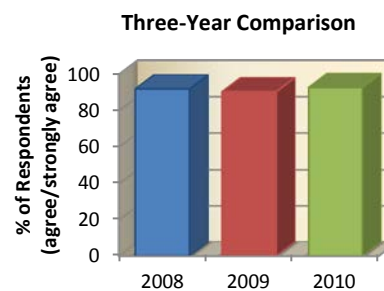
94.8 % of the 153 respondents agree or strongly agree.



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



92.8 % of the 152 respondents agree or strongly agree.

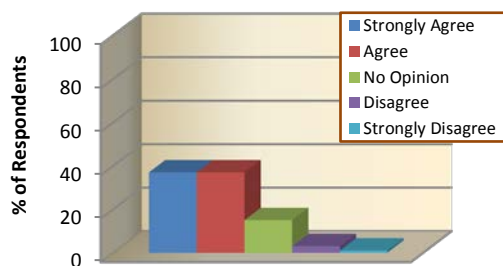


ACADEMIC PROGRAMS AND OUTCOMES

(For MS and PhD students only)

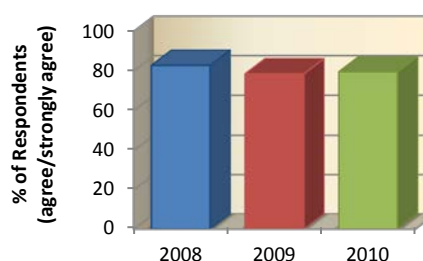
Q57. My research degree program adequately prepared me for an academic career.

2009-2010



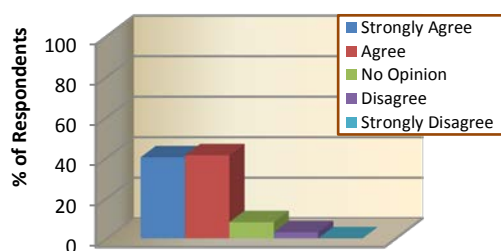
79.6 % of the 93 respondents agree or strongly agree.

Three-Year Comparison



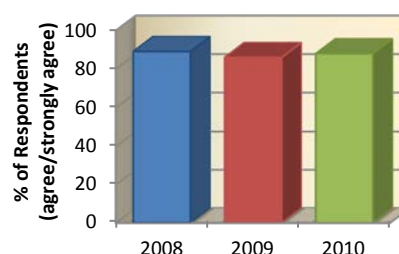
Q58. My UTSPH degree program provided me with a public health perspective in the application of my specialty area.

2009-2010



88.0 % of the 92 respondents agree or strongly agree.

Three-Year Comparison



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?

# of Respondents				Three-Year Comparison		
	Yes	No	%	2008	2009	2010
Q59. The School of Public Health provides a variety of community service opportunities.	145	27	84.3	81.4	83.2	84.3
Q60. Were you aware of the Student Association during your time in the school?	149	23	86.6	93.3	90.2	86.6
Q61. Did you participate in any of the Student Association activities?	86	86	50.0	47.9	57.7	50.0
Q62. Were you a student representative for the Student Association on any SPH committees?	24	147	14.0	11.9	21.4	14.0
Q63. In general, was the quality of student life at the School of Public Health satisfactory?	141	30	82.5	87.0	89.0	82.5

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 an online continuing education course if it were available in the future?

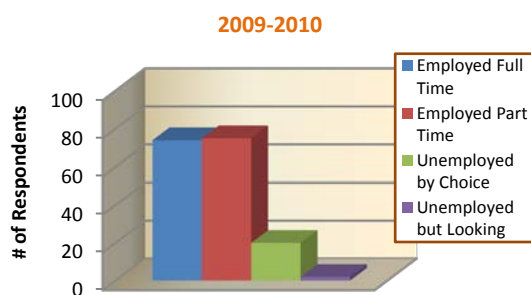
Q67. Would you take a degree program if available online in the future?

# of Respondents	Yes	No	%
168	139	29	82.7
145	114	31	78.6
145	102	43	70.3
171	118	53	69.0
171	137	34	80.1
171	97	74	56.7

Three-Year Comparison		
2008	2009	2010
82.1	84.5	82.7
76.1	77.1	78.6
67.9	69.0	70.3
65.4	67.7	69.0
79.6	84.5	80.1
48.1	54.1	56.7

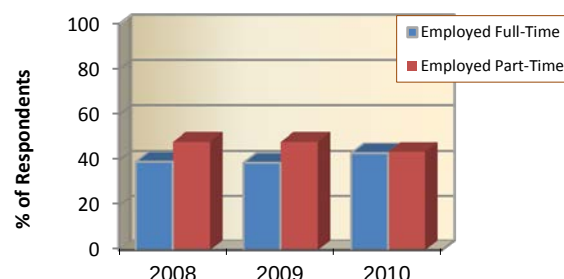
EMPLOYMENT

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



Of the 171 respondents 43.3 % were employed full-time and 43.9 % were employed part-time.

Three-Year Comparison



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?

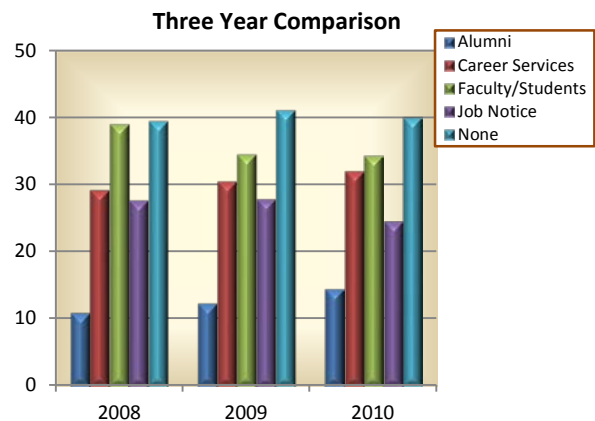
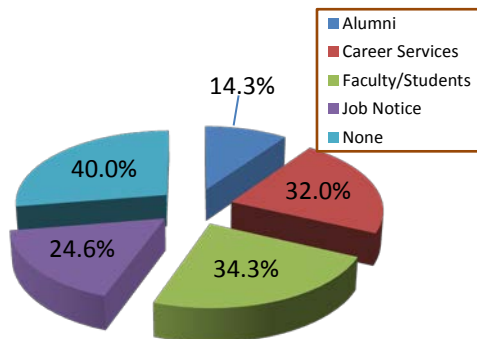
Q71. Did you work as a teaching assistant?

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

# of Respondents	Yes	No	%
163	125	38	76.7
170	80	90	47.1
170	34	136	20.0
167	79	88	47.3

Three-Year Comparison		
2008	2009	2010
80.8	76.8	76.7
46.1	53.9	47.1
17.3	23.0	20.0
46.1	46.4	47.3

Q73. What resources have you utilized here at the SPH to assist you in searching for employment?

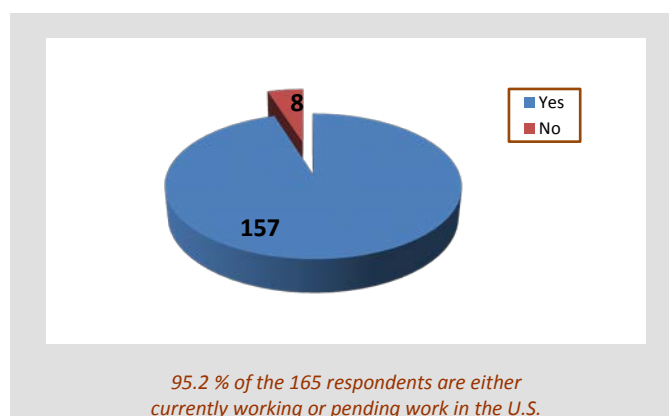


Q74. Which of the following best describes the type of organization for which you work or will work?

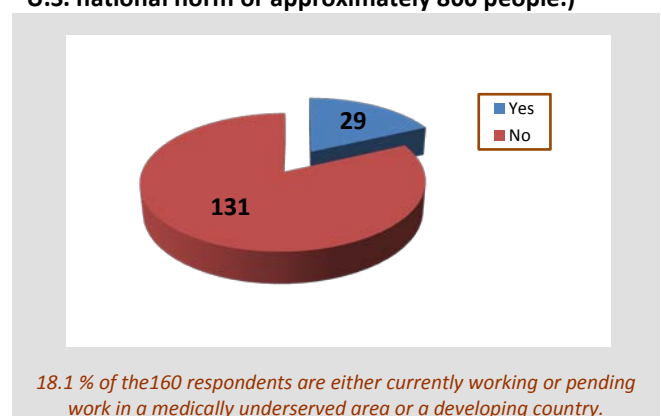
	# of Respondents	%
Associate/Foundation/Voluntary/NGO/ Other non-profit organization	3	1.8
Consulting firm	6	3.6
Federal government (US or foreign)	10	6.0
Hospital/health care provider	63	38.0
International	4	2.4
Military	6	3.6
Non-health related position	0	0
Not seeking employment	3	1.8
Other Industrial or Commercial firm	3	1.8
Pharmaceutical, biotech or medical device firm	2	1.2
Seeking employment	14	8.4
Self-employed	3	1.8
State or Local government	10	6.0
University or College Faculty	20	12.0
University or College Staff	19	11.4
University/College	0	0

38 % of the 166 respondents reported that they are currently employed or will be employed by a hospital or health care provider.

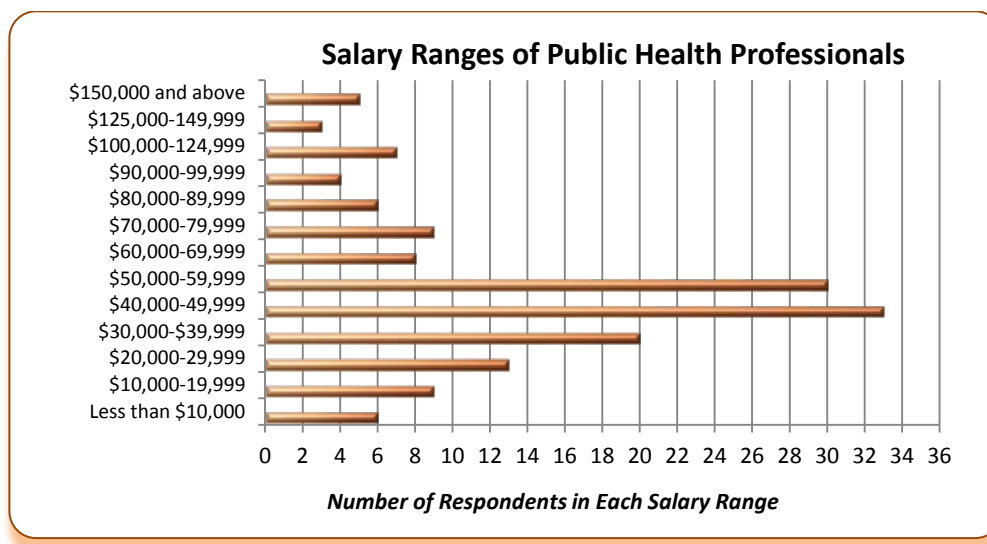
Q75. Is your current or pending work based in the United States?



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 fewer primary health care providers per person than the U.S. national norm or approximately 800 people.)



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.)



78.3 % (137) of 175 graduating students responded to this question.

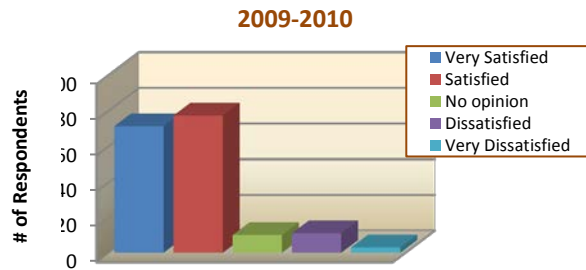
Q78. If you are not employed in a public health or health related field, which of the following is the primary reason?

	# of Respondents	%
Lack of jobs in your preferred location	7	7.9
Lack of jobs in your specialty area	3	3.4
More satisfied working in another field	4	4.5
Not applicable	49	55.1
Personal reasons	9	10.1
Pursuing additional training in another discipline	6	6.7
Pursuing additional training in public health or a health-related discipline	11	12.4

50.9 % of 175 graduates responded to this question.

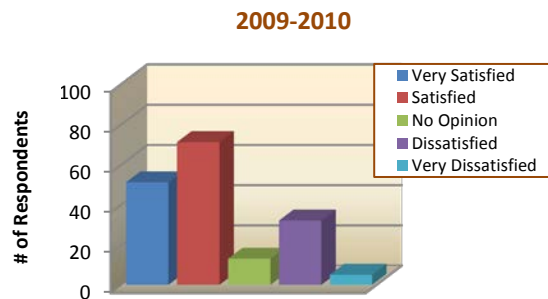
CE/THESIS PROPOSAL

P1. How would you rate the information you received from your faculty committee about how to complete a CE/Thesis Proposal?



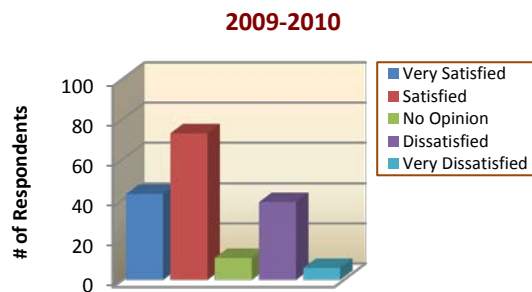
86.0 % of 172 respondents were satisfied or very satisfied with the information received.

P2. How would you rate the process of completing forms required for submitting your CE/Thesis Proposal to Research Services for approval?



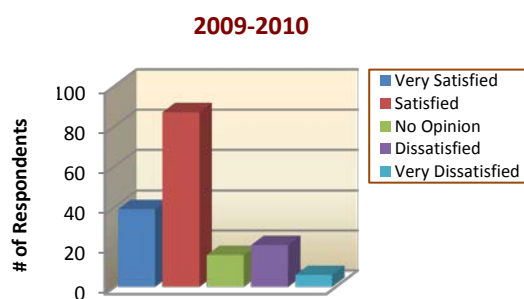
70.9 % of the 172 respondents were satisfied or very satisfied with the information received.

P3. How would you rate the ease of navigating the Research Services Website to obtain information and forms related to the CE/Thesis Proposal?



67.4 % of the 172 respondents were satisfied or very satisfied with the information received.

P4. How would you rate the overall CE/Thesis Proposal process?



74.6 % of the 169 respondents were satisfied or very satisfied with the information received.

P5. What would you improve about the CE/Thesis Proposal approval process? (Comments are listed as submitted with only the names of individuals removed.)

The process went well (11).

- It is good enough.
- I think the approval process is very effective and don't need any change.
- I had a great experience submitting my proposal and the turnaround time exceeded my expectations.
- Nothing to add. All went extremely well.
- It was quite easy.
- I don't think there is a need to improve this process.
- I had a great experience through-out the thesis proposal process. I won't make any changes to the process.
- Nothing
- I was satisfied with the process!
- None
- The process was very efficient I had no problems with the approval process.

Process and checklist

- More online resources are needed. FAQ documents are not up to date and do not fully explain what is needed, especially in terms of formatting the thesis. A workshop on active Word documents may also be useful.
- Have students familiarize themselves with the proposal and thesis submission steps long before planning to graduate to give themselves an accurate timeline.
- The whole process seems rather cumbersome. It might be a good idea to combine/condense steps in order to make it even more efficient.
- I would make the guidelines more clear. Although, this would leave less room for creativity.
- Clarify the process!! It seem that rule and regualtions change regularly so it become diffiicult for faculty to keep up. The end result is wrong information is given.
- Introduce the process in the EOHS journal club.
- I would expedite the proposal approval process. I submitted my proposal for approval on August 25th and did not get an approval until October 8th or so, making it impossible to complete the thesis and necessary forms, and oral presentation by the November 11th deadline, so I "opted" for the December 11th deadline.
- Proposal approval process should be fast.
- Possibly incorporate some kind of online system where proposal or thesis revisions can be uploaded and all committee members notified. The system would allow reviewers to suggest changes and send them back to the student through the system. This may help to speed up the process between each review of the paper.
- Improve the turnaround time, make it faster for the student.
- It's very stressful to have to get all of the departments to clear you and not really knowing when they've done so. There must be an way for students to check whether they've been cleared in the database for each department, rather than having to bug X. Also, I think its crazy that we have to turn in our badge before the last day of classes (I have a night class through the end of the semester and now cannot get in the building unless someone lets me in).
- Have forms given to us, because The website is not navigable. Update templates for Thesis-they are wrong and we follow them and then have to go back and make changes. If i didn't attend a brown bag session about graduation i would have been completely lost. either make the sessions mandatory or provide us with better

resources to know what we are expected to do. I did not receive feedback in a timely manner from any of my advisors (and by timely i mean i waited after the 2 week deadline, and still hadn't heard from any of them). X talks way too much and ends up confusing people instead of helping them. It's also very frustrating when you have a finished thesis product and still have spend hours reformatting the work because the format we followed from the school website was incorrect.

- The main thing I would address about the thesis proposal process is that if a student has not started on one, and their respective academic advisor has not been able to get the student to begin perhaps the advisor or someone else supervising both the advisor and the students should suggest changing advisors and/or looking at other ways to get the proposal process moving. In may case, I had to go outside of my campus to obtain the assistance I needed because I was not receiving it from my advisor. I felt the advising sessions were just timeconsuming and not productive in assisting me to get organized and geared for preparing or even selecting a thesis project. I felt very lost for a long time and consequently affected my overall self esteem and motivation to finish the program. Not the feeling I got from my course and internship work.
- There is so much paperwork. It seems like it could be streamlined or something, because it is just one form after the other. Also, the pdf manual about the CE is not clear about how MPH students don't have to have a formal review process that takes about 4 weeks. It is very stressful. A very clearly worded guidebook should be generated, specific to each student's goals, that guides one through the timeline and process. It is very unclear at this time.
- When going through my proposal submission, my proposal "fell through the cracks" and took 3 months to approve. My proposal was a policy review, and to my knowledge, should not have taken that long. I think there needs to be more than one person reviewing proposal as they are often overwhelmed at times.
- Timely feedback from committee.
- I think there is a difference between the expectation of a proposal from the thesis chair and the explanation from the Student Proposal Workshop. It created some confusion in the expectation.
- better guidance - most of the information on the website remains geared for research types of proposals even though many thesis types are allowed...the descriptions are not that helpful for the less traditional forms of papers.
- More direction and clearly state what needs to be done to complete the CE.
- There is alot of confusion between the Dallas campus and Houston campus. The process of completion of the forms needs to be easier and with more assistance from Houston.
- Simplify the process - from a paperwork intensive exercise to a research exercise.
- Instructions and information related to the thesis and thesis proposal are fragmented and split up between several web pages. I think it would be much easier to navigate if information was more consistent and available on one and only webpage. There should also be paper copies of instructions in the library/SA office.
- There needs to be more information up front on what needs to be submitted and how that paperwork needs to be filled out. The information is scattered, not streamlined, and ambiguous at best. Make it clear, simple, and inform people far in advance of submission deadlines.
- It's very stressful to have to get all of the departments to clear you and not really knowing when they've done so. There must be an way for students to check whether they've been cleared in the database for each department, rather than having to bug X. Also, I think its crazy that we have to turn in our badge before the last day of classes (I have a night class through the end of the semester and now cannot get in the building unless someone lets me in).
- More streamlined process. For those that don't need IRB approval, it would be nice if maybe advisors could approve start of project or for projects at regional campuses have the regional dean give final approval.
- Probably should get approved the semester prior to starting because there is very limited time to finish the thesis
- Reduce the number of forms or signatures needed.
- Explain the process better upfront and provide resources at hand. It was difficult to know what I needed to do next and I felt like no one could help at times.
- It took nearly 4 weeks to receive my approval. It is difficult to find all the necessary forms on the website.
- Reduce the paperwork and simplify the approval process.
- Create a deadline for proposal submission the semester before graduating. Also, if hard copies are required, regional campus students should be allowed to submit hard copies to their regional office on the deadline. There also seems to be a bottlenecking of the process which might be alleviated by increasing the number of staff available to review proposals.
- I believe the thesis supervisor chair, and committee members' signature, should be sufficient for thesis proposal approval.

- It took way too long to get confirmation that all forms were received. Also, nobody in student affairs was able to answer my questions about the forms I needed to turn in and the website to turn the thesis in to. I was directed to X who was extremely busy and no one else was able to help. It would be much more helpful to have multiple people who can help with the process instead of just one person.
- Advising faculty should not be burdened with explaining the mechanics of the process to complete CE/Thesis/Dissertation. The first semester a student is enrolled in a dissertation/thesis research section, they should be required to attend a session overview of the process, resources, sign-off procedures, web-site pages of note, etc. Several sessions should be made available at the beginning of the semester to accommodate our diverse schedules. Advising faculty should be primarily responsible for the scholarly guidance.
- The feedback and signatory process requires rather adept management on the part of the student. This is reasonable at some level given the goals of graduate level education, however, I think the process could be streamlined with electronic forms. Also, perhaps a more dialogue focused interface for use exclusively by CE/thesis/dissertation stage students with their committee for communications so that all participants can easily view and track progress and discuss.
- Make the guidelines more clear.
- I appreciated the templates provided--those were a major help in streamlining the approval and writing process. However, understanding which forms were due at what dates was confusing--was difficult to find the Research Services website.
- It would have been helpful to have a required session or online presentation outlining the steps to take to complete proposal approval.

Need more information earlier in program

- Explain from the beginning of the first year
- There is some confusion as to when is the appropriate time that an incoming student can submit his/her proposal for the Thesis project. Many students (like I was) come into the program with experience in the field of public health and therefore already commit to what he/she wants to research for a Thesis Project. There is some confusion as to when a student is eligible to submit a proposal and get approval to work on a research paper.
- More emphasis on the time frame needed for completion should be discussed earlier (like in the first year) either during Spring /Fall evaluations or during the student's workshop. Here's a document I found that offered some explanation and a good timeline for the thesis project:
- There needs to be more information up front on what needs to be submitted and how that paperwork needs to be filled out. The information is scattered, not streamlined, and ambiguous at best. Make it clear, simple, and inform people far in advance of submission deadlines.
- Explain the process better upfront and provide resources at hand. It was difficult to know what I needed to do next and I felt like no one could help at times.

Better template

- Make a thesis proposal template available online to all incoming students. Make it easily accessible online by completely altering website. School of Public Health website needs a webmaster as it is difficult to navigate
- Put sample proposals online so that students who no longer go to campus can easily obtain examples.
- The template provided by UTSPH was not adequate to meet the formatting requirements of the University, so I needed to re-do all of the formatting at the last minute.
- I would improve the online thesis template.
- Standard page limit guidelines.
- Have forms given to us, because the website is not navigable. Update templates for Thesis--they are wrong and we follow them and then have to go back and make changes. If I didn't attend a brown bag session about graduation I would have been completely lost. Either make the sessions mandatory or provide us with better resources to know what we are expected to do. I did not receive feedback in a timely manner from any of my advisors (and by timely I mean I waited after the 2 week deadline, and still hadn't heard from any of them). X talks way too much and ends up confusing people instead of helping them. It's also very frustrating when you have a finished thesis product and still have to spend hours reformatting the work because the format we followed from the school website was incorrect
- Perhaps making the template more user friendly. It was difficult to format some of the headers/footers, when necessary.
- Better clarification of formatting requirements.

- I would make the sample forms/template online accurate and match what Ms. X requires. She was very kind and efficient throughout this process and it only creates more work for her to have to correct on student submissions.
- My academic advisor (Dr X) was crucial to me and helped a lot. I don't know that I knew enough about the process and what to do at the initial stages and middle stages and at the approval process. The forms were there but basic. Maybe too more examples of template formats would be great to work from.
- In the outline for the Thesis formatting, I wish there was a section that discussed if headings should be bold, just a little more info on that. Also, if the submission/upload your paper online-- I wish there were instructions for what the different options meant.
- I appreciated the templates provided--those were a major help in streamlining the approval and writing process. However, understanding which forms were due at what dates was confusing--was difficult to find the Research Services website.

Improve advising

- My advisor was of almost no help during the entire thesis process. Any questions I asked of him were 'turfed' to someone else. Then, some of the time, those people that I was 'turfed' to, told me to ask my advisor.
- I would make information on the website easier to find. There should be a planning to graduate tab on the home page under current students. The steps should clearly define what to do and when. Also I would have everyone meet with X in order to graduate. I would heavily advise students to take a thesis writing course to prepare them for the actual thesis process. I would also recommend advisors encouraging students more during the process as it is a difficult task to complete.
- Have forms given to us, because The website is not navigable. Update templates for Thesis-they are wrong and we follow them and then have to go back and make changes. If i didn't attend a brown bag session about graduation i would have been completely lost. either make the sessions mandatory or provide us with better resources to know what we are expected to do. I did not receive feedback in a timely manner from any of my advisors (and by timely i mean i waited after the 2 week deadline, and still hadn't heard from any of them). X talks way too much and ends up confusing people instead of helping them. It's also very frustrating when you have a finished thesis product and still have spend hours reformatting the work because the format we followed from the school website was incorrect.
- The main thing I would address about the thesis proposal process is that if a student has not started on one, and their respective academic advisor has not been able to get the student to begin perhaps the advisor or someone else supervising both the advisor and the students should suggest changing advisors and/or looking at other ways to get the proposal process moving. In may case, I had to go outside of my campus to obtain the assistance I needed because I was not receiving it from my advisor. I felt the advising sessions were just timeconsuming and not productive in assisting me to get organized and geared for preparing or even selecting a thesis project. I felt very lost for a long time and consequently affected my overall self esteem and motivation to finish the program. Not the feeling I got from my course and internship work.
- Educate advisors on the CE process and make sure they encourage students to start thinking about it early, especially in Austin where the process is new to everyone.
- Advisors need to be aware of the process and able to convey that process to the student I felt like I sort of discovered what to do by talking to other students and then going to the website to figure out what to do.
- I had difficulty with my advisor returning feedback in the two week turn around time frame.
- Advising faculty should not be burdened with explaining the mechanics of the process to complete CE/Thesis/Dissertation. The first semester a student is enrolled in a dissertation/thesis research section, they should be required to attend a session overview of the process, resources, sign-off procedures, web-site pages of note, etc. Several sessions should be made available at the beginning of the semester to accommodate our diverse schedules. Advising faculty should be primarily responsible for the scholarly guidance.

Issues with website

- In general, the SPH website is quite difficult to navigate and the subheading to go to in order to find links is not intuitive.
- Make sure all the information posted (in Research Services and Student Affairs) matches. A graduation guide is posted on the the Research Services website that is out of date and conflicts with the information posted on the Student Affairs website.
- Forms and information in general are very hard to find on the website. Website needs to be more clear/simple.

- Web site needs a bit of an update - some links are split so keep getting 404 errors. Also, information is sometimes buried several levels deep.
- Have forms given to us, because The website is not navigable. Update templates for Thesis-they are wrong and we follow them and then have to go back and make changes. If i didn't attend a brown bag session about graduation i would have been completely lost. either make the sessions mandatory or provide us with better resources to know what we are expected to do. I did not receive feedback in a timely manner from any of my advisors (and by timely i mean i waited after the 2 week deadline, and still hadn't heard from any of them). X talks way too much and ends up confusing people instead of helping them. It's also very frustrating when you have a finished thesis product and still have spend hours reformatting the work because the format we followed from the school website was incorrect.
- I would make information on the website easier to find. There should be a planning to graduate tab on the home page under current students. The steps should clearly define what to do and when. Also I would have everyone meet with X in order to graduate. I would heavily advise students to take a thesis writing course to prepare them for the actual thesis process. I would also recommend advisors encouraging students more during the process as it is a difficult task to complete.
- Keep your website updated and be more specific about requirements for dissertation versus thesis. students should be strongly advised to take courses on proposal development in the first semester of their first year. This course should be made available every semester.
- better guidance - most of the information on the website remains geared for research types of proposals even though many thesis types are allowed...the descriptions are not that helpful for the less traditional forms of papers.
- Instructions and information related to the thesis and thesis proposal are fragmented and split up between several web pages. I think it would be much easier to navigate if information was more consistent and available on one and only webpage. There should also be paper copies of instructions in the library/SA office.
- Improve the website by reducing the cascading links. This refers to one link leading to information and another link, etc.
- The website needs to have more information and needs to include contac information for people to contact if you have certain questions in regards to sepcific subject areas.
- There needs to ONE webpage with all the information for CE/Thesis proposal, submission and graduation requirements. Also, all old versions of the Thesis templates need to be removed from the website completely. I found 3 different versions of the "same" MPH thesis template online.
- It took nearly 4 weeks to receive my approval. It is difficult to find all the necessary forms on the website.
- Would make the website more user friendly with a direct link to thesis-related issues from the home page.
- There also needs to be an easier way to check the status of everything. For example, there should be a simple way to check to make sure things were received. If there could be a link on UTLINK where we can look and see that things were received that would be great.
- I appreciated the templates provided--those were a major help in streamlining the approval and writing process. However, understanding which forms were due at what dates was confusing--was difficult to find the Research Services website.

Issue with iRIS/IRB process

- Don't force students to use iRIS. It is not user-friendly and adds no value. Any process that requires so much staff support needs refinement.
- Have someone who's only job is to help students with the IRB and Human Subjects process.
- More streamlined process. For those that don't need IRB approval, it would be nice if maybe advisors could approve start of project or for projects at regional campuses have the regional dean give final approval.
- Explain the process better upfront and provide resources at hand. It was difficult to know what I needed to do next and I felt like no one could help at times.
- The expectation is set that the IRB approval process will take two to four weeks. In my case, it took over nine weeks for my proposal to be approved. This significantly set me back and I had to enroll in an additional semester to complete it, costing a significant amount of time and money wasted.
- Persons who are not using human subjects in their research project should not have to submit for IRB approval.

Better cooperation/coordination with regional campuses

- better coordination between houston and regional campuses. there should be one go-to person for regional campuses. students should get feedback about their progress during the CE approval process.

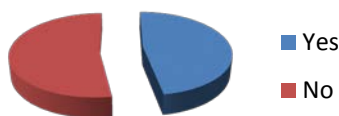
- More streamlined process. For those that don't need IRB approval, it would be nice if maybe advisors could approve start of project or for projects at regional campuses have the regional dean give final approval.
- Create a deadline for proposal submission the semester before graduating. Also, if hard copies are required, regional campus students should be allowed to submit hard copies to their regional office on the deadline. There also seems to be a bottlenecking of the process which might be alleviated by increasing the number of staff available to review proposals.
- Attending school at a regional campus makes this process extremely difficult to turn in the appropriate forms. It is not clear whether the forms were mailed to Houston or not, and you are left guessing.
- To improve the thesis process I would like have a thesis writer or professional to advise the students regarding the writing protocols (no limited to grammar), especially that here in El Paso regional campus that is a border city and the majority of the students are English learners.

Other miscellaneous comments

- People have great IDEAS but without access to data to address and answer those ideas, one feels helpless. To my understanding research started with an original idea to develop a proposal and Research Office assisting there on to guide you to some resources to address that IDEA is the original research. In here only a secondary research is performed. Student somehow has an access to data and based on that will develop a proposal and research office just stamps it as it is....there is no harm in doing so as part of secondary research, but major part of original research is not supported altogether. Even to perform a secondary research, I have seen many people getting rubbed very hard through this process. I worked out well and went through it seamlessly. What I see a dichotomy here is to prepare the proposal one need to see data variables. People who own data want to see your proposal to commit. In the process once you develop a preliminary proposal and unluckily share with the people at data end, they become greedy and think of using it for their own grants and publication and there on the delay tactics start.... till the time you get deter and search another idea and data altogether. I have seen students who have developed multiple proposals before one gets approved. These areas seemingly less gray at faculty echelons are very grave at student level and if addressed adequately would reshape the face of future research.
- Attending school at a regional campus makes this process extremely difficult to turn in the appropriate forms. It is not clear whether the forms were mailed to Houston or not, and you are left guessing.
- -I assume I don't fill out this section since I am a doctoral student (p1-p6).
- Staff (especially Ms. X) was exceptional and prompt in answering my questions.
- In order to navigate the system in the most efficient manner, I believe everyone should attend the Research Services Student Proposal Workshop offered by the Associate Dean for Research.
- I WOULD HAVE DONE MORE LITERATURE REVIEW.
- N/A
- One hour orientation session at the end of the semester prior to the final semester.
- I think there needs to be one person who can PATIENTLY answer all questions about this very important process without belittling the students or rushing them out the door, which is the way I was treated by X
- Removing X from the process.
- My academic advisor (Dr X) was crucial to me and helped a lot. I don't know that I knew enough about the process and what to do at the initial stages and middle stages and at the approval process. The forms were there but basic. Maybe too more examples of template formats would be great to work from.
- Dr. X is a terrific and dedicated advisor - ! He is an amazing guide and a tremendous resource!
- It took way too long to get confirmation that all forms were received. Also, nobody in student affairs was able to answer my questions about the forms I needed to turn in and the website to turn the thesis in to. I was directed to X who was extremely busy and no one else was able to help. It would be much more helpful to have multiple people who can help with the process instead of just one person.
- To improve the thesis process I would like have a thesis writer or professional to advise the students regarding the writing protocols (no limited to grammar), especially that here in El Paso regional campus that is a border city and the majority of the students are English learners.
- I did not feel prepared to complete my thesis as a result of the coursework that I completed previously.

P6. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research?

2009-2010



47.4 % of the 171 respondents attended the workshop.

P6 - NO. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If not, why? (Comments are listed as submitted with only the names of individuals removed.)

Too late to be helpful

- I definitely would have. The workshops were offered after my proposal was already accepted.
- Had already completed by proposal by the time I learned of this resource.

Scheduling problems

- No, Unable to attend due to work. This should be mandatory, before qualifying exams.
- I was not in town.
- No, they were in the middle of the day and I had work.
- Conflicted with my work schedule.
- Not conducive for working person... I would have watched a video if it had been recorded.
- work problems
- not available at the time I was in school later only during the day.
- should have these taped and available on video for viewing at any time of day for those persons who work during the day and can't get away until later in the evening during the week
- work full time
- No time fit my schedule.
- Do not really know why, probably this workshop was not advertised as much, also maybe not suitable as per my timing.
- Lack of time.
- I would have been great to have a specific meeting in Austin for students. I believe they were only offered over ITV. The ones I was aware of were not convenient to make.
- I am employed full-time across town from the Regional Campus. Access to non-class activities is very limited. It would be nice to have a taping of this session available on BlackBoard for review by part-time students.
- I did not have time since the where at times when i was at work.
- I'm in Dallas. We don't get the good stuff here in Dallas. Usually if something is available, we either get an email about it 1-2 days before and it's at 2 pm on a Thursday, or else it's a regular class offered at an inconvenient time. For those of us who coordinate school and work, that's difficult.
- Work schedule did not allow, more time offerings would be helpful and also offering the workshop online.
- Time Conflict
- I couldn't make the times.
- I was out of town.
- I did know they had it I am part time student with a full time job.
- Schedule conflicts.
- Time conflicts

Didn't need to attend

- There was enough information online. I also got help from my thesis chair and advisor.
- Received help from my thesis advisor.
- Didn't need it

- My advisor gave sufficient advice.
- I didn't feel the need to attend the workshop as I had clear direction given to me from my committee and used the templates provided on the UT website for guidance.
- I did not feel the need to do so.
- Didn't feel the need to.

Didn't know about it

- Did not know it was available
- WAS NOT INFORMED ABOUT ANY ONE
- I wrote my proposal early to apply for extramural funding. At that time, I was not aware of any workshop of this type.
- Did not notice there was the workshop
- have not heard of it.
- I'm in Brownsville, and it was not advertised.
- I wasn't aware that we had one offered to us.
- No aware if offered in El Paso.
- I did not know.
- I did not know a Student Proposal Workshop was offered to regional campuses.

Miscellaneous comments

- no time
- I attended it every semester, but I developed a kind of hackneyed feeling as the timelines are all fictitious and it is kind of scarier than once I understood it actually. That presentation is no doubt a colorful one, but far from any academic standard to give you an educational guidance.
- Not an effective use of time.
- I took a class by Dr. X that covered the type of proposal/CE I did, a systematic literature review.
- My advisor gave sufficient advice.
- Received help from my thesis advisor.
- I was already comfortable with the process of submitting a proposal as I was previously required to do so with my Master's degree. Also, my committee was able to answer any questions I might have had.
- N/A
- It was not helpful to me. Finding an idea and finding the data needed for that research is the hard part.
- Confidence in my committee to guide me through the process
- Spoke with X over the phone to finalize my research proposal.
- N/A
- I just read the instructions and submitted my proposal. I was also doing a research fellowship at the time and so had a variety of mentors.
- should have these taped and available on video for viewing at any time of day for those persons who work during the day and can't get away until later in the evening during the week.
- I felt comfortable with the information and assistance I received from my advisor.
- Do not really know why, probably this workshop was not advertised as much, also maybe not suitable as per my timing.
- I knew what I needed to do. I wrote my proposal as an independent study one semester so I had enough guidance.
- I took Dr. X's class for developing and creating a proposal which answered all my questions.
- I would have been great to have a specific meeting in Austin for students. I believe they were only offered over ITV. The ones I was aware of were not convenient to make.
- Because I moved out of state during my proposal process so I was unable to attend.
- I did not live in Houston once I began my proposal process.
- I took the Proposal Development course for Ph.D. students, and learned a lot from this course.
- Personal reason
- I am employed full-time across town from the Regional Campus. Access to non-class activities is very limited. It would be nice to have a taping of this session available on BlackBoard for review by part-time students.
- My advisors adequately informed me in the areas that I was lacking knowledge.

- I had no problem submitting my proposal.
- I could communicate with my advisor better than that.
- I'm in Dallas. We don't get the good stuff here in Dallas. Usually if something is available, we either get an email about it 1-2 days before and it's at 2 pm on a Thursday, or else it's a regular class offered at an inconvenient time. For those of us who coordinate school and work, that's difficult.
- I took a class that provided all the needed information from Dr. X.
- I was not near campus during the writing of my thesis.
- Was away.
- I was educated by my academic advisor.
- I had a class with Dr. X discussing the process.
- Received direct help from academic advisor.

P6-YES. Did you attend a Research Services Student Proposal Workshop offered by the Associate Dean for Research? If so, did the workshop adequately address the proposal process? Why or why not? (Comments are listed as submitted with only the names of individuals removed.)

Yes responses

- Yes!
- Yes especially for the beginning stages
- Yes, but did not explain details on length of time for each step in submission process.
- Yes. Step by step instructions were given which were very helpful.
- Yes, it gave a good overall idea of what needed to be done and when. I thought it was very informative.
- Yes. It addressed every question in detail.
- Yes it did
- Yes. Information provided during the workshop was decent enough for me to start my project. Later correspondence with the research services staff was equally helpful
- Yes, all the information we need to know was presented.
- Yes - Dr X did a great job of explaining the proposal process
- I attended the workshop on two occasions, one early in my course work and the other after I had completed the quals. In both cases the message and directions were clear stated with easy to follow steps. I was well prepared to address the proposal following these classes.
- Yes it did. It was very useful.
- Yes, it did address the process. However, it is my opinion that most faculty members are not familiar with process. They need to take the workshop!
- It helped me to better understand the process and how to get started. It also provided me with resources to help with any problems that I might have encountered.
- Yes, the workshop was very helpful and clear. It provided clear steps and listed necessary resources
- YES, IT WAS VERY HELPFUL
- Yes. There were adequate guidelines as to how to go about preparing research proposal.
- Yes, it gave basic information on how to start of the proposal process
- Yes, but I read about it a lot on the SPH website so I was somewhat familiar with the procedures involved.
- Yes. But he/she should emphasize how much time it actually takes the average student to complete a proposal/thesis.
- Provided me with info I needed to get me started with my internship
- I think it did, but I attended several sessions way before I did the proposal. I would encourage students to take it again if more than 2 semesters have elapsed to refresh memory and for update of
- changes.
- Yes, but we lost contact with Houston half way through the class.
- Yes, the workshop did adequately address the proposal process. The requirements were straightforward to begin with, and the Assoc. Dean gave a very comprehensive walk-through of this process.

- Yes. It was very helpful and informative.
- Yes it was helpful.
- It explained the process adequately of what was expected.
- Yes, it covered all essential topics.
- It did, but it was very anxiety provoking. I don't think scare tactics are necessary to get students to complete the process efficiently, and may actually hinder some students.
- Yes, the timeline handout was helpful.
- Yes, somewhat. However, it would be helpful to have the advisors and everyone on the same page so I knew what the next steps would be.
- Yes. Information on the website was clarified even more.
- Yes, the workshop was helpful.
- The workshop was thorough, but long.
- It addressed everything I needed to know and they were available to answer any questions we had.

Equivocal or "No" answers

- Kind of
- The workshop did not because I was still unaware of all the steps needed in writing the proposal.
- These steps need to be made known to students way in advance of graduation.
- Not very much. I think there is a lot to say about proposal writing that you just can't have it done in one hour.
- Somewhat I had already done a lot of research on the website prior.
- small details are left out. most of the information in the workshop is also available online

Miscellaneous

- It addressed steps of the proposal, but it doesn't go into specific details. I think maybe an initial workshop is needed for those who are in the pre- or early-proposal stages (beginner). Another is needed for those in the mid- or end-proposal phase (advanced).
- The workshop was helpful in sorts. There should be some better explanation as to what the student has to do in order to complete the research project. Student who are coming from college without too much experience can be very confused with the explanations given. One is left to rely on the information on the website and ask Rebecca a lot of questions. (and she is so pleasant and helpful)
- The workshop addressed the proposal process, though the timeline and expectations in that time frame could be more emphasized. I'm glad however, that the workshop was offered on different days, time and via ITV as well. The schedule flexibility made it possible for me to attend many sessions.
- It outlined all the steps required to complete the proposal, from the literature review all the way to submission of the proposal. More emphasis could have been made on the time it takes to do the proposal since many revisions may pass between the student and the research advisor/committee members.
- In order to navigate the system in the most efficient manner, I believe everyone should attend the Research Services Student Proposal Workshop offered by the Associate Dean for Research.
- I needed to get started. Again, I did not receive encouragement from my academic advisor about this workshop.
- NA

COMMENTS

Q80. What would have helped you complete your degree sooner? (Comments are submitted with only the names of individuals removed.)

Advising

- My hard work and help of advisors

- More information about how to pick an advisor. Although I happen to pick a great academic advisor, my research advisor was difficult to reach and was unaware of policies and procedures at SPH.
- An advisor at the beginning who knew the best degree program for an MS.
- More guidance on the thesis/CE process
- If my advisor were interested in my career goals, or even me as an advisee. He even fell asleep during my 20 minute MPH presentation!
- Better cooperation and fewer conflicts between committee members
- A more encouraging and present administrative staff and faculty would have helped me complete my degree. More diversity among the faculty to bring different ideas to the table would have made me more comfortable to speak and learn in that way.
- Academic advisor's guidance
- More clear delineation of role of advisor while writing thesis, e.g. how much time to expect him/her to take before returning a draft
- Better advising and assessment in completing the thesis proposal and eventually thesis report. Eventually, I did get the assistance I needed however it mostly due to a lucky opportunity to change thesis advisors but it was almost too late. My self esteem and commitment to the degree were negatively affected because it took longer and I felt less capable than when I started the program. I learned that my academic advisor and my thesis advisor did not have to be the same person and so I changed advisors. I also feel that been a student in a regional campus having more consistent connection to the main campus could really motivate students in their degree plan. You often feel like a student completely disconnected from the bigger picture. You feel your most connected when you are taking courses because you interact with faculty both from regional and main campuses. However, when you get into your thesis it is rarely that you get to participate in Houston events unless you go out of your way to make sure they are even ITV the meeting/presentation or event. Students from regional campuses need to have more connection with the student body in the main and other campuses. Its your colleagues that you learn and get the most motivation from because they are going through the same process. It is never good to learn in isolation.
- My primary assigned advisor Quit UTSPH after I had completed all my course work. The advisor left with my thesis project, contacts and resources. I was SO lost! I was difficult to start with a new primary advisor. The challenges endured when both my advisor and committee members traveled frequently and were unavailable. The path to graduation was unclear. I would have preferred to build my own committee and had a fall back advisor in my field who could have taken over when my first advisor left. Overall I did not enjoy the culmination of my degree. I am just satisfied it is complete.
- My initial advisor who left the school because of disagreements with management had issues and I wish there was more of a student advocate what we could voice are concerns with in regards to advisors and their treatment to their students.
- Guidance and support from my advisor and faculty members helped me complete my degree.
- The major disappointment in my experience as a student at UT SPH was the relationship I had with my primary advisor. My expectation at the beginning was having an advisor that I could openly speak with regarding school issues, work issues, career progress etc. Upon our initial meeting, it was clear that what I had anticipated for our relationship while a student would not happen. I strongly considered switching my advisor, but I was worried about the process and to be honest worried about "hurting his feelings". It was a poor decision for me to not switch. Throughout my program, communication with my advisor was very difficult. Never once, did he check in on me to see how I was progressing, or how my thesis was coming along. In addition, weeks would go by before hearing back from him from left phone messages and emails. This situation made me rely heavily on the support of my thesis chair and secondary advisor, whom I consider much more capable for instructing and providing valuable insight to me. I understand the advising process has now changed and I sincerely hope that this new process works better for students.
- An advisor with a passion for assisting his/her student to complete their degree in a timely manner.

Course Availability and Scheduling

- I worked full time during my time at UTSPH. It would be great if more evening or later classes would be offered to allow workign persons to participate. Many of the required classes are offered only during the daytime for all semesters. For a fulltime employee, it is not conducive.
- Greater flexiblity of scheduling classes.
- I was a full time student and a part time employee, and often my work obligations superceded my school obligations. In that regard, I was an employee first and student second, which is not how I would ideally like

- to pursue a graduate degree. From the Brownsville campus, it was at times extraordinarily difficult to communicate with Houston, especially around the time of course registration.
- more on-line courses when appropriate
- More classes for the Dallas regional campus.
- More support and encouragement from staff and more classes during the day for popular subjects.
- The option to take evening classes would have been appreciated. Perhaps more importantly, I would have desired greater faculty stability. As one example, I was required to recreate my committee nearly every semester due to faculty turn over, and found this situation to be quite frustrating and discouraging.
- I was very satisfied with the resources to complete my degree. The only thing I can think of would possibly be online courses.

Better Information/process

- A thesis/dissertation writing course, similar to the proposal course offered, would have helped keep me on track with the writing and various timelines.
- Having administrative procedures available online.
- The course design, the faculty, the advisors, the research exposure.
- Knowing how long the thesis review process takes. Knowing how the thesis needs to be formatted ahead of time. Having a thesis template easily accessible online. Having the Steps to Graduate page of the website edited to correct for the fact that the clearance procedures need to take place before the uploading of theses. Generally, having the graduation steps more clearly elucidated.
- Timely and adequate information on requirements for international student at the regional campus could have helped me to achieve my degree much earlier than it was.
- More structure during the thesis process.
- A more structured curriculum
- A quicker, more streamlined thesis revision process would have helped me complete my degree faster.
- The most difficult part about graduating is all the paperwork that must be done and signed. Its much more complicated than it needs to be, mostly because information is hard to find and not streamlined for the individuals. Thesis formatting, signing off on presentations, etc, just too much paperwork involved.
- more support on the thesis experience. my first advisor was horrible - she quit and never told me. i showed up one day to meet with her and was told she quit. so i asked Dr X to take me in. She was wonderful! very supportive and easy accessible to me. i just wish i had more resources on how to perform a literature review.
- My education at UTSPH was superb. However it would have been ideal to have more guidance on teaching us how to navigate the system towards obtaining our degree during our first trimester.
- More help with ideas and direction in choosing a thesis topic and in finding a practicum site
- A curriculum beyond academics that included completion of the proposal, subsequent biostats primers if needed, and completion of the dissertation; all as part of the required curriculum. This would have helped me, by necessity, stay on track and finish in a more timely fashion b/c it's much too easy to let work and other commitments take priority over school once your academics are completed.
- More discussion on procedures and timelines for completing my degree. I uncovered most of the information on my own via the SPH website.
- A deadline for Dissertation Research Proposals
- culminating experience explained better
- More of a structured plan of the classes to take.
- Clarification of the CE/Thesis proposal process and more evening or on-line core courses.
- An online status check of all graduation requirements. It took a considerable amount of UTSPH staff time to simply tell me which graduation requirements were complete and which were not. If this were centralized and put online it could save a considerable amount of time for the SPH staff, and would likely increase student satisfaction and understanding during the graduation process. That being said, staff was very friendly and always did the best they could.
- More easily accessible information on the SPH website.
- At the time when I was deciding on which minors to pursue, I did not have reliable access to course requirements for minors. Subsequently, I was inefficient in selecting coursework and working toward my minors.
- More information on the job prospects after MPH would have helped me to take courses helpful to build my resume.

- Clear guidelines on what courses are required, which credit hours count towards total credit hour requirements (e.g., can only take 6 hours COMBINED thesis and practicum), prerequisite requirements for matriculation into the MPH (biology, chemistry, and math courses).

Personal/financial problems

- If I had an idea of what I was going to do for my thesis the day I started at SPH, it would have been the one thing that would have helped me complete my degree faster.

Other

- Better website.
Also, the graduation process needs to be MUCH more transparent. It often felt like I was in limbo with the whole process, and it would be great to have a web-based tool that didn't just remind you of the 11 steps needed to graduate, but told you what steps had already been cleared by the administration. X was wonderfully helpful, but she's just one person.
- easier transition to DrPH program. The level of students in that program is not noticeably higher than in the MPH program so I see no need for MPH to be a prerequisite other than to satisfy the university's objective for getting more money from the state. There should be a transition opportunity, for example if you get As in all 5 core courses, you should be able to petition to apply your coursework to date towards a DrPH.
- Continued work support from MD Anderson Cancer Center, my former employer.
- Better cooperation and fewer conflicts between committee members.
- help of staff
- Having a better website to navigate would greatly help students. Sometimes it was a major issue to find an answer to a question that should have been readily available to students. SPH has made great strides in this area, but I think it may still need work.
- More opportunities for student research. The course offerings are exceptional, but the opportunity to work with faculty in your area of interest, and to develop a project in to a dissertation, is seriously lacking.
- Some of the classes were geared toward recent college graduates - a separate track possibly for health professionals should be considered
- My two original faculty members (Dr. X and X) moved to London this past Spring, at the time that I was ready to submit my proposal, so having to find two new faculty members for my committee and working with faculty I did not know was difficult at first, but the two members (Drs. X and X) I ended up with were great.
- Better support for regional campuses from Houston, including offering more classes each semester via ITV.
- I completed my degree in a timely manner. I'd like to say that after taking a field Epi class, whoever designed this exit survey did a very poor job. Maybe you should get a professor at SPH to redesign this survey so it accurately can measure the experiences of students.
- My determination, focus and commitment.
- If I had been on campus more, it would have helped to have relationships with other students in my program.
- i think God helped me a great deal - I thank him
- I think it was my own lack of time that hindered my completing the degree.
- MY advisor was eally guided me throughout and encouraged me.
- A more competent biostatistics professor.
- Better biostatistics courses and teachers. I have had to take additional classes because I could not understand the material. Remember it has taken me 9 years to finish and we have had turn over in staff during that time. Dr X is a breath of fresh air, a great teacher and cares about her students. Her dedication enabled me to do the analysis for my thesis.
- Consideration of (and credit for) prior experiences
- once working and not in classes anymore - a formal study buddy system with the other students in the same boat the thesis only folks. the only way I finally finished was with a study buddy we encouraged each other to keep going and meet deadlines the professors did not do this for us so we finally found each other and did this for ourselves with weekly meetings to keep going. once thesis only and working it is VERY hard to keep going and keep any semblance of the student mind-set - having a more formal stucture with other students is VERY helpful.
- More support and encouragement from staff and more classes during the day for popular subjects.
- My intial advisor who left the school because of disagreements with management had issues and I wish there was more of a student advocate what we could voice are concerns with in regards to advisors and their treatment to their students.

- More international/national career services, job exploration services more readily available to Brownsville students.
- The introduction to Biostatistics course for non-biostats majors is not helpful to completing the thesis. They should teach a program that we can actually use in research instead of MiniTab. The school should offer a course just in journal style statistics.
- Not having a full time job.
- self-confidence and together with a long time working experience
- I did complete it.
- Better TAs, that respect me and actually have knowledge of material.
- option of an exam in place of the thesis
- More clinically oriented biostatistics course (I took Intermediate Biostatistics and it was very focused on the mathematical proofs behind the statistical formulas)

Satisfied/accept responsibility

- N/A. I worked hard and dilligently, and my committee helped me immensely with editing and providing feedback for my thesis, which helped me to graduate.
- n/a
- I think from A to Z everything helped me to achive this higher academic standing
- More opportunities for student research. The course offerings are exceptional, but the opportunity to work with faculty in your area of interest, and to develop a project in to a dissertation, is seriously lacking.
- N/a
- Nothing additional. The online courses were a huge resource, especially since I worked full-time during school.
- n/a
- No comments
- I am satisfied with the resources and help I have received so far.
- I had adequate support---both financial and social
- Was happy with how I completed my degree
- N/A

Q81. What skills acquired at UT-H SPH do you think will be most useful in your career? (Comments are submitted with only the names of individuals removed.)

Critical Analysis/Research

- Analytical and research skills
- Research skills
- Networking and Research experience
- Research and biostatistical analysis skills.
- The skills I gained in taking some classes geared at techniques or ideas that are cutting edge in research.
- Interdisciplinary approach to research
- Learning how to read research so that I can translate it into words that the average person can understand. Learning how to question studies and make critical assessments of documents and presentations. Public speaking in class and during presentations will help me in my future goal to relay information to people.
- My research skills.....literature review and statistics skill
- Research in medicine
- Research Experience
- Research and writing.
- Research experience.
- Research development
- The ability to perform address questions raised, perform research, and assess the literature.

Epidemiology/Biostatistics

- statistical accumen, insight into epidemiology, research orientation
- Statistics, Epidemiology, Practicum, Culminating experience
- Predominantly those associated with epidemiology
- I imagine working with biostatistics and skills to fairly evaluate study findings.

- Epidemiology and Biostatistics concepts (n=3)
- As a physician and researcher, the biostatistical and epidemiological knowledge acquired at UTSPH, will be essential in my career.
- biostatistics (n=2)
- Statistics
- epi, stats, all of the basic skills
- Critical thinking, statistics
- Field Epidemiology and Epidemiology III
- Biostatistics, epidemiology, and health economics
- Understanding of Epidemiology and biostatistics.
- Research design, Epidemiology and Biostatistics
- STATA skills and basic epi knowledge
- Basic Knowledge in Epidemiology and Biostatistics
- biostatistics, writing research proposals and thesis, SAS software
- My understanding of Biostats, using the software and epidemiology
- Research Skills and Biostatistics

Health Promotion/Behavioral Science

- Program Evaluation is the best course I have ever taken. It covers research design, performance measures, literature review, and working with public consumers. I use concepts from the course in my job everyday!
- Program planning
- Intervention mapping, program evaluation, community organizing
- Program planning, behavior theories

Broad knowledge of Public Health

- Learning how to develop and effectively evaluate health promotion programs, learning how to critique research and literature in the field of public health and nutrition, understanding biostatistics and how to analyze data sets, and becoming a more powerful and effective writer.
- Reading scientific literature and researching/writing scientific papers; health promotion planning
- epidemiology, community health, organizational leadership
- knowledge in epidemiology and biostatistics, health promotion
- The most important skills I acquired in my degree program include understanding identification and surveillance of key public health programs and the intervention tools public health has to address these challenges.
- Program planning and evaluation, outcome and quality research, Survey research management courses
- program development
- Understanding the broad scope of the Public Health field.
- Survey designing, Public health surveillance, Data analysis
- There have been many skills that I have learned in my experience that will benefit my career. Among the most notable would include learning how to conduct research and scientific writing skills. The Intervention Mapping course is probably the highlight of my learning experience and skill attainment during this program.

Management Policy and Community Health

- Economic evaluation and management skills.

Writing and Analytical Skills

- Statistical, writing, and synthesis and integration.
- Ability to evaluate research; writing; knowledge
- Writing, analytical
- Analytical thinking and problem solving skills.
- Basic analytical skills, laboratory and basic science knowledge
- Writing the thesis was the most useful skill for my career.
- Analytical skills concerning primary and secondary
- critical thinking and interpretation of scientific papers

- Critiquing literature
- The ability to think critically and integrate my knowledge and skills. Confidence that I am a public health professional.
- Reading and writing scientific articles
- understanding of good study design, critical literature review
- Critical thinking, research
- research and analytical skills
- Writing a thesis as well as the training gained from my internship will be helpful.
- Independent Thinking
- Analytical and reasoning.
- Public health knowledge base. Research skills. Writing skills.
- Skills used to understand public health issues and scientific literature
- Thesis writing process.
- Deep analytical capability within a knowledge framework of health related applications.
- Critical thinking, problem-solving, study design.

Other

- Even though my thesis was the most challenging to accomplish, it prepared me with skills for team work and deadlines.
- N/A
- The learning experience. The communication skills. The team work.
- interpersonal skills- understanding the proper way to deal with colleagues.
- Besides the academic skills, exposure to the vast public health system in the US would help me pursue my career in this field.
- Every thing counts!
- 1. X's field epi class 2. X's biostats Both are WONDERFUL teachers
- grant writing skills, development of research projects
- Professionalism, persistence, focus on the quality of good research
- Mentoring
- core courses.
- all of them (n=3)
- Study design and conduct. Data analysis.
- field epi and qualitative research methods. I wish Biostat skills would be better to aid my career-but that class was a joke and i learned nothing
- Definitely being able to more thoroughly design a population-based study and perform statistical analyses and interpretations myself.
- Simply completion of the degree itself.
- culminating experience and practicum
- Everything learnt here is going to be beneficial
- Persistence
- Team work skills.
- Communication-related skills
- The skills I learned in my laboratory classes are going to be vital for my future career.
- Infectious disease classes.
- I learned how to communicate but also how to think strategically.
- Combining knowledge from different areas.
- Experience gained on practicum. Environmental and global health education/knowledge obtained will help. Ideas and possibilities explored during my time there. Other than that, a specific note - I wasn't at UT-H SPH but at UT-H (Dallas) SPH. There's a big difference. The regional campuses are decent enough, but almost all classes are ITV. It gets boring staring at a computer screen most of the time without direct interaction.
- Learning to communicate complex science to others.
- Understanding of the application of theory to practice.
- Computer training like the different types softwares
- Gaining skills and knowledge on how to work with underserved populations/community outreach.

Q82. What aspects of public health practice or research were not adequately addressed in your program at UT-H SPH?
(Comments are submitted with only the names of individuals removed.)

Biostatistics and Epidemiology

- I wish my biostatistics course would have provided better use and understanding of various biostatistical software. I had to basically learn it on my own for my thesis. We used Minitab in my biostatistics course, whereas STATA or SPSS would have been more effective.
- An internship if made mandatory in Biostatistics will certainly help students to gain experience in the field .
- The aspect of public health practice that was not adequately addressed was the application of Biostatistics.
- I took 2 courses in Biostatistics (Introduction to biostatistics-PHW 1610L; Intermediate biostatistics-PH 1725L in which I received grades of A and B respectively), but was completely lost when it came time to writing the methods section of my thesis project. This was probably because the connection between the classroom work and actual application of biostatistics was not emphasized especially regarding interpretation of statistical information (in scientific papers) and how to formulate a statistical plan. Just as some core courses (Intro to Epidemiology-PHW 2610, Man's impact on the environment-PHW 2120 and Social and behavioral aspects of community health-PHW1110L) incorporate term paper assignments and mock practical experiences as part of their syllabus, I believe Introduction to Biostatistics could expand their syllabus to include some practical application which in my opinion will enhance student's exploration of scientific literature and overall confidence.
- Eventhough I took two semesters of intermediate biostatistics, I feel it could have been taught in a way that was more practical and easier to understand. I was able to learn how to apply the material, but struggled with learning it.
- Perhaps more advanced stats courses for epidemiology students that focus on application rather than the computational aspects of the given technique.
- Applied statistics practice. Epidemiology
- A stronger understanding of basic epidemiological methods and more exposure to advanced epidemiological methods.
- Because some of the epidemiology courses got dropped due to low enrollment, I wasn't able to take some advanced level courses I was interested in. However, the core curriculum was great in giving a broad overview of public health practice.
- Biostatistics was not adequately explained
- Biostatistics (n=4)
- For biostatistics, would like an option to minor in relevant computer programming as one of the minor concentration. I believe I need more programming skills and the extensive requirements for minors crowd out the time for this.
- More Practical Approach to Biostatics would have been very helpful

Course availability

- Staying at a regional campus does not have appropriate opportunities like I wanted to do research on environmental sciences but there were not faculty members or opportunities
- Wished I could have taken classes on health services research and multivariate analysis, but couldn't fit them in with a full-time job. My problem, though, not the school's.
- I would have liked to have taken a GIS course.
- Need more field epidemiology courses.
- There should be more courses on Disaster management, Biosecurity and Management
- Laboratory based research for infectious disease
- POLICY! This is my interest and X is the only professor that understood and aided me.
- -Because some of the epidemiology courses got dropped due to low enrollment, I wasn't able to take some advanced level courses I was interested in. However, the core curriculum was great in giving a broad overview of public health practice.
- leadership course, non doctorate
- Had more Epi and health policy classes been P/F and offered in the evening or online I would have had a more varied exposure to classes.
- I would have appreciated the opportunity to take additional courses concerning the epidemiology of chronic diseases, and clinical trials.
- I would have liked more epi courses offered in the evening or on-line.
- I would have enjoyed more disease control/basic science classes

Communications/writing

- I would like to see more information on scientific writing.

Other

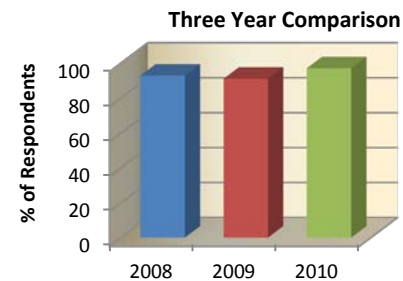
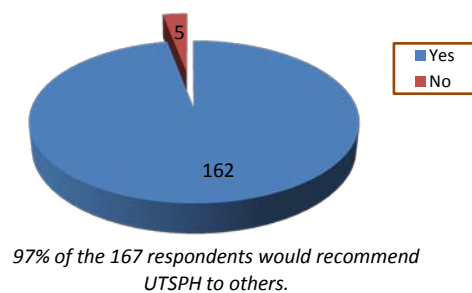
- Field experience. The ability to use the classroom knowledge and apply it to real, everyday public health practice.
- Very few of the core courses are adequate preparations for public health practice. Perhaps only Mans Impact met the level of rigor and thoroughness that I have come to expect from a graduate institution.
- public health biology
- Combination of my course work gave me enough knowledge in this area.
- Lack of a major area of study made me feel I would not be adequate in the field of public health (especially in the area I'm interested in). For this reason I feel I may have to go back to school for additional training.
- Possibly the role of different public health practitioners in public and private settings just to provide some perspective on public health's role in all sectors.
- There seemed to be a lack of integration between the courses. Many of the epi courses I took readdressed items that were previously taught. Additionally, the 'real world' aspect of public health practice/research did not seem to be stressed. In one epi course I took, the same examples were used over and over again (smoking and lung cancer). What about other areas/questions and how can the basic skills learned at SPH be used to address those concerns?
- If the UTSPH did not offer a course, it was readily accessible within the institutions at the Texas Medical Center.
- Would have liked to have had more opportunities for work within my area of intl and family health. To have fully completed this degree and not have traveled and worked in the field in an international setting as part of the required curriculum makes it difficult to secure a job in the area of international health.
- I think the one aspect not fully addressed in my degree program, which I feel is necessary, is how to develop and implement program/research budgets and how to get them funded. In essence the financial aspects of public health including working with public or private funding sources.
- I beleive that we should all have to do some practicum on health administration, whether it be shadowing, interviewing or field visits to top administrators in government and healthcare industry. Also I feel lacking in the basic financial area - courses in with balancing budgets and spreadsheets. At least learn the language so we can deal with the business office. As we get promoted we have to deal with multimillion dollar budgets. This is a scary responsibility.
- more practice conducting literature searches and critical evaluation of papers in our own areas of interest - difficult to have a mentor specailizing in Epi when I was in classes - esp public health Epi or management
- managing budgets for grant funded work would also be extremely useful -learning rules, etc.
- Field work
- use of statistic software throughout the MPH.
- Ethics in environmental studies
- microbiology
- Environmental health
- How to survive in an academic career (e.g., the process of writing and publishing, grant writing)
- Internship for PhD students
- Working on budgets/funding for programs (it was listed among the core competencies). Also there was another part on the competencies talking about aging and the biology related to that? I never addressed that either.
- I am interested in worksite wellness. I am unaware of many faculty or any classes that had any connection to this field, and that was dissapointing.
- limited opportunities of practicum at regional campus
- Use of the computer programs.
- social and behavioral aspects were taught well, but I personally needed more help, so not so very comfortable
- Field work (practicum experience only provides minimal "field" work). I would recommend a student put in more than the minimum hours required for the practicum.

Satisfied

- N/A (n=9)
- Can't think of anything. (n=4)
- none (n=6)
- I think everything was covered pretty well.
- all addressed
- All were adequately addressed.
- Evrything was well delivered.
- I was fully satisfied with my experience.

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 UT-H SPH? (Comments are submitted with only the names of individuals removed.)

Faculty/Staff

- I love the faculty at the UT-H SPH. I consider them a great asset. They are always readily available and willing to help. I think the staff is very friendly as well, and everyone has your best interests at heart. Courses offered were educational and practical, which I think is very important.
- Faculty--awesome people
- The Faculty (n=5)
- The faculty, breadth of research interests, and resources. Staff is also extremely helpful.
- Its faculty and academic opportunites
- Faculty- passionate, knowledgeable, accessible
- Faculty, Resources, organization, course variety, individual independance to direct your course.
- Faculty's enthusiasm/interest in their subjects of study. Faculty's interest in students' progress
- Great faculty (n=20).
- The faculty were very helpful and encouraging. Ms. X was wonderful in graduating students.
- Qualified group of professors and research facilities to back up the educational experience.
- The number of program areas offered and the previledge to have such skilful knowledgeable, dedicated, humble faculty who are ever willing to help students.
- The fellowship and wonderful encouragement from faculty and other students.
- Experienced and helpful faculty members and high standards of teaching.
- I think library director, X. She is an amazing person, very very helpful. I am thankful to her. Also I had a chance to meet with Ms. X during my graduation process. Witout her help, and guidance I would not be able to finish the paperwork on time. I adored her being so patient while dealing with so many students who are waiting for graduation on December 11th.As a nature we think that we are the only one whose papers are needed to be done. I think we have to be fair .To criticize somebody is easy, even when it is not fair.I feel like I have a new friend, and she is always welcome to my country. Sph is also lucky having X. He knows really well what he is doing.

- Diverse faculty interests, excellent research opportunities at UT-SPH and MD Anderson, faculty willing to work with students.
- The faculty. They were all very approachable. The EOHS staff specifically, gave me the opportunity to pursue this degree.
- good faculty, flexible hours, helpful staff
- Most faculty were very eager to teach and very helpful.
- The knowledge of the UTSPH staff was outstanding. I was able to take courses and meet with faculty that were experts in their respective fields.
- Some of the oldest faculty
- The professors. They are knowledgeable and they really enjoy teaching. Its actually very refreshing.
- Accessible Faculty
- Some of the faculty (like Dr. X, Dr. X) and a few others who really go above and beyond in working with the students and helping them through even the worst of times, staff like X (who much to the school's detriment was let go in July of '09 due to supposed "budgetary" issues) and X whose pratical, forthright, efficient, and extremely helpful nature and contagious sense of humor are absolutely invaluable in directing students through the necessary insanity of fulfilling the various components of the dissertation process, and having some professors who are as enthusiastic about their students as they are about their particular subject area.
- Faculty and UTSPH website
- Professors are nice
- The greatest strength is the level of expertise that the faculty brings to the school. We as students are learning from the best of the best and receiving top notch advise from people who have worked around the world and know many people in the world of public health.
- Faculty
- Variety of professors
- Strong faculty-very knowledgeable about course materials and passionate about area of practice
- Strong faculty memebbers
- Academic Affairs staff were available and always helpful. Really appreciated these folks!
- the friendly professors and encouraging staff
- The students and the faculty...My advisor and my committee was amazing. They were helpful and guided me through the rough spots. Also X was very helpful in regards to the graduation requirements. She took the time and effort with me because she wanted me to graduate just as badly as I wanted too.
- Involvement of faculty and quality of teaching
- Faculty accessibility and friendliness.
- great faculty! They are the leaders in their fields and are able to impart their knowledge to students very effectively
- Diverse faculty with plenty of research opportunities
- Excellent Faculty, diversity among students, excellent staff, Access to Texas Medical Center area,
- The faculty expertise and experience
- Faculty were always nice and willing to help!
- Excellent, helpful faculty
- A knowledgeable staff.
- The experience I had with some of the professors throughout this degree stands out as a huge strength. Most notable, Dr. X, Dr. X, Dr. X, Dr. X, and Dr. X were great influences for me and truly gave me the experience I expected from graduate school. I am so grateful for my experience at the SPH. It is easy to find faults in retrospect, but I truly benefiting personally, academically, and financially because of this degree. I am now working in an amazing job and I give alot of credit to the education I received during this program.
- The faculty are extremely knowledgeable, friendly, accessible and genuinely interested in creating the best academic experience for their students.
- All the faculty and staff of the Austin campus of the UT-H SPH are very friendly and warm. They are always ready to help. I had the best experience during my study time here.
- Dr. X and X! X
- Faculties are very devoted
- The professors availability, and the El Paso regional it is great place to learn public health.
- Great faculty
- UTSPH has some incredible faculty, many who are truly committed to health research, service, and the students.
- Faculty at satellite program

- Availability, friendliness, and helpfulness of the staff and faculty.
- Being a foreign graduate learnt a lot of things. Staff is approachable.
- Faculty! Online library resources. My experience with my adviser X provided the strongest aspect of my school experience. His coaching, mentoring, and support made the experience very rewarding and educational. I was originally in the JD/MPH dual program starting in 1991. Then later pursued my PhD. He was my adviser throughout my entire experience with the school. His guidance was instrumental in helping me reach my educational goals.
- The faculty and student diversity is wonderful. I am blessed to be part of such a caring and compassionate community as Public Health.
- Specific professors within the MAPS program; proximity to Texas Medical Center
- The faculty
- Most of my professors were very passionate and very good at what they did. For some classes, we would have guest lecturers who were experts in their respective fields; this is thanks in part to UT-SPH's location in the Medical Center, and the school's relationship with the other schools (BCM, UTH-MS, etc) and Hospitals there.
- A select number of (newer) faculty committed to research and fostering the love of public health in their students
- I think X is one of the greatest strengths of the school. She is such a valuable resource and so helpful.

Academics

- The number of program areas offered and the privilege to have such skilful knowledgeable, dedicated, humble faculty who are ever willing to help students.
- Moves the students through the program efficiently.
- Quality of education
- Relatively small classes, easy access to experienced faculty and ample opportunities to work in public health research with UT or with organizations around the medical center.
- High standard of education
- flexibility of the program
- Ability to develop a customized course of study to really explore research interest that at the same time balanced the breadth of knowledge a professional in public health is expected to have.
- The choices available
- Many classes available to students at different times...which is very convenient!!
- availability of classes from instructors throughout the state of Texas
- variety of courses to choose from
- variety of class formats
- access
- Flexibility for the working professional and the regional centers.
- Very interesting classes.
- Accomplished faculty at the Austin Regional Campus who were very approachable and encouraging.
- Flexibility and variety of courses. Availability of online and ITV courses.
- Flexibility. Many options available.

Location

- It's association with the rest of the med center.
- Location in Medical Center.
- Location in the Texas Medical Center provides numerous opportunities for research/practicum experiences.
- Accessibility to hospitals in the medical center
- It is the University of Texas and it is located in the Texas Medical Center (near many resources).
- The location, the research rigor
- Having access to the medical center and also online classes. In addition there is access to various professors with expertise from all over the state.

School/Resources

- Flexibility for those pursuing a degree while working full time in a demanding job.
- ceph accreditation, variety of courses

- Some world recognized experts (even if some of them may not be good teachers at all and would be best evoted to other activities within the school)
- Low tuition, availability of TA/GRA positions, Human Genetics Center, low cost of living
- It is a nationally ranked school of public health which attracts excellent faculty.
- it's cheap
- Cost of courses as well as living expense in Houston is low as compared to other universities. Also, good chances of finding part-time jobs to help you sustain financially.
- Affordable tuition
- Ability to accommodate a wide variety of student backgrounds.
- Variety of courses available both on campus and online.
- Well developed use of online courses and course supplements
- Having access to the medical center and also online classes. In addition there is access to various professors with expertise from all over the state.
- Affordable tuition, diverse student body.
- The diversity, the research and the faculty

Diversity

- The great diversity of students and and their interests, the expertise of the faculty, and the variety of core courses offered.
- Diverse faculty interests, excellent research opportunities at UT-SPH and MD Anderson, faculty willing to work with students.
- The diversity of the student body, the location of the school (in TMC-awesome resources) and the passion of the faculty.
- Diversity (n=2)
- The greatest strength is the breadth of diversity the Univesity has in terms of its students, faculty and research. Much of this diversity is accomplished by having the regional campuses, which present challenges to this strenght, however, having access to such a breadth of research and professionals set the school apart from other institutions.
- It has diverse group of faculty memebbers with interests in different fields.
- It's diverse community which lends to a great place for learning and gaining a variety of skills and experience.
- Diversity of faculty. Unfortunately, they're located in Houston/Brownsville/Dallas/Austin/ElPaso/SanAntonio ... great faculty but so many locations that it often doesn't help much. I'm sure Houston would be the best location to be if at all possible.
- Diversity and prestige of the faculty and their research projects
- Diversity of courses/professors
- Affordable tuition, diverse student body.

Research

- Research facilities
- Qualified group of professors and research facilities to back up the educational experience.
- The opportunities for research.
- Research Environment.
- The location, the research rigor.
- Location, research rigor.

Other

- n/a
- Dynamic to improve and upgrade swiftly and accept the shortcomings which become evident!
- SPH made students feel like they were adults and the faculty reinforced this. I come a nurisng backround and that was not my experience with other programs.
- I attended UTSPH in the early 1990's for my MPH. At that time, the school was very different. I did not find the library user friendly and in fact stayed away for feared of being yelled at by the staff. We had no semester meetings with faculty and was uncertain whether I was taking the correct classes etc. However, since I have returned for my DrPh, the school has changed for the best. It is so much more organized. We now have meetings

with all faculty on our committee (I think this is so important). Student affairs is user friendly. Ms. X is just great and so organized. She has raised the bar and I think that is great!! Finally the faculty have all been so approachable and willing to help. This is a positive change from earlier years. I hope the school will continue in this direction. I realize the Faculty are busy, but it is so important to reach out to the students. Please continue to do so. Thank you for all your hard work and diligence in making UTSPH one of the best

- The whole hearted support for continuing in your career and towards your goals.
- having people around who were discussion-oriented
- Focus on public health.
- has real 'battle fields' for public health professionals to work on
- The broad exposure to the various disciplines of public health as well as the quality of students at many of the regional campuses with extensive backgrounds in practical public health. The availability of the STEER program is a hidden asset that as many people as possible should attend. Unfortunately the retirements of Drs. X, X, and X is going to be a major loss for the San Antonio Regional campus.
- integration of all regional campuses
- Keep growing.
- All the student requirements are addressed with a great priority while maintaining the academic excellence.
- Friendliness and good education.
- The size of the satellite and the focus on border health issues.
- To learn stuff under pressure
- knowledgeable and friendly teachers, ample research opportunities, affiliation to texas medical center

Q85. What is the greatest weakness? (Comments are submitted with only the names of individuals removed.)

Course Availability

- I think more online courses are needed. Those who work full-time have a difficult time completing their degree in a timely manner with the current course schedule and deadlines. I think increasing the availability of online courses would greatly benefit the school and draw a larger student population.
- Availabilit of classes
- wish more classes were available to regional campus students.
- Times of courses. Need more classes at night for students who have full time jobs.
- the limited number of special topics courses offered - some were only offered once every two years so if you didn't take it the semester offered, you may not have a chance to take it again before you graduate
- The majority of the good courses are offered only in the spring and fall. One has to take many classes to get everything or wait for a full years to take the class he/she wants.
- Some classes only offer during the day and it is difficult for a full-time employee to attend those classes.
- Lack of many evening courses
- More courses should be available.

Academics

- Changing curriculum
- Epidemiology courses do not build on the previous ones.
- Epidemiological methods courses are weak/too basic, and SPH needs better classic Epi faculty to teach these courses. There is too much of a focus on statistical genetics/biostatistics and not enough focus on classic epidemiology.
- There is a lack of continuity for a student's course of study. There was a broad range of ability/experience in most of my classes, which I felt the instructors had to teach to the lowest denominator. For example, the interests and experiences of a 35 year old physician/surgeon are going to be very different than a 23 year old new college graduate. I felt that the incorporation of both of these types of students severely limited the discussion and instruction that occurred in most of the classes. I would suggest a 'professional' program, unless the academic rigor of the school is elevated.
- There is a large disparity in the quality of teaching at the university. I had several professors who I would go to in a heartbeat to ask questions both about class and about my own research endeavors. On the other hand, I had several professors who would show up late to class (sometimes up to 45 minutes late), not remember what had been taught the previous class, and then complain that people weren't attending class. There needs to be a system of faculty peer-review. I recognize that teaching sometimes takes a back seat to research or other career

endeavors, but when the teaching becomes so abysmal that independent study is a better alternative to lecture, it makes one question why he/she is bothering to pay for graduate school.

- focus too much on the Texas state's issues; lack of broad views at the national or international level
- More use of statistic software throughout the classes.
- Some of my professors were not efficient teachers (i.e. in Biostatistics) Lack of good training in statistical software
- Not all classes are offered for a grade, i.e. have the choice to take the class as pass/fail or for a letter grade
- Biostats. I learned more about Biostats completing my thesis and from my epidemiology classes than I did in my biostats classes. Please, please, please encourage your biostats teachers to take their responsibilities very seriously. I got an A in intermediate biostats I and II, yet after those classes I knew little compared to when I started. Biostats is so very complicated, and so very, very essential to Epidemiology and Public Health in general. Luckily one of my thesis advisors had a biostatistician who work for them, and who was very willing to answer all of my questions.

Faculty/Advising

- Sometimes it is hard to work with the committee with varied expectations.
- poor student advising process, no fast tracking of top MPH students to DrPH program
- It is hard to reach faculties. They are really good teachers, but they do not have time for us. I wish we had more teachers, advisors like Dr. X (he was my advisor). Even after years we remember him. His office door was always open to us. He had such a big heart to drop by and sit with us when he saw us although he had been busy. He did not hesitate to give us a couple of minutes. He did this in nature so we did not feel uncomfortable that we were stealing his time. Whenever he did not hear from me he was asking whether I was doing alright. It was not just for me. When he evaluated us he thought as an epidemiologist, he took into account the acculturative stress we had been through, he tried to understand what was going on in our lives if he had seen any changes in our success. As we all know he was such a wonderful person. He deserves all the good words that is in the dictionary. SPH needs people like him. Luckily I met with my supervisor, Dr. X. Who knows Dr. X well will catch something similar with Dr. X. He treated me like Dr. X treated me. Sometimes he just runs not to miss his appointment with me, just after his son's surgery, just after the mass of the hurricane, but he kept his word. Although he has been so much busy he did his best to help me to have a good progress in the school. He did not have to do this, but he did. He is such an honest, and respectful person. As a summary he has the way of thinking like Dr. X has. I think SPH needs such kind of people. Students need such kind of people indeed. I wish prospective students are blessed having him as a faculty. SPH needs faculties like them.
- We have great pool of faculty and accomplished teachers; however, some faculty members may find their greatest edge in research than being a teacher. Treating them all equal is a total disregard to the very nature of diversity. A student who takes a single subject which is not well conceived by the teacher who primarily teaches to maintain her/his currency may well through the student off track and inflict un-repairable damage as a consequence. Rotation of faculty for a specific subject without the most favorite teacher also offers the same subject, the same semester, is an academic bias to push the students despite they are unwilling to register otherwise. This issue is outstanding and goes unaddressed in Biostatistics Department. I am hopeful that with new management in place, much is going to improve. All my best wishes go with the Department and with School of Public Health to prosper and flourish.
- Not many advisors are familiar with the MS degree programs.
- Very easy for students to get caught up in faculty politics and conflicts
- not all faculty had teaching skills despite their accomplishments
- Serious lack of teaching ability of some teachers, who are kept teaching despite continuous and repeated complaints by the students.
- Students are admitted in to the school and an adviser is assigned to them. If your area of interest is not the same as your adviser's, you are responsible for seeking out other faculty to mentor you. The problem is that other faculty members are reluctant to take on additional students. My specific problem was with Dr. X. After working for two years on a dissertation idea/proposal in my area of interest, I needed a faculty member with similar interests. My academic adviser, Dr. X, and I approached Dr. X to become my thesis adviser. She declined (without giving a reason) and two years worth of work were wasted. After that, I had a very difficult time finding a new research idea, and finally settled on one out of my area of interest. Eventually I did end up with an excellent thesis adviser, Dr. X, but it took me 7 years to finish a degree that I would have easily finished in 3 or 4 years.
- not all the advisors are good - it can cause student experiences to be less than meaningful. especially in the masters level - some of them need extra support

- Coursework and teaching skill of some of the faculty
- Good teachers are leaving/retiring from the institution.
- Too many students per faculty; many students I heard from addressed frustration b/c advisor was too busy or unavailable and that they offered little help. My advisor was great but, I can see how they are carrying pretty heavy loads. Teaching is done well at the University but, I hear advising time is a problem. Also, for someone who is new to public health there should be more support for project ideas to facilitate growth in the area.
- Faculty are often too busy to assist students with developing research ideas or getting involved in research projects.
- The only comment I have is I wonder about faculty turn-over in the next 5-10 years. Many will be retiring, but I am not aware of aggressive programs to hire and mentor younger PH faculty while the experts are still around. I suspect funding may be a barrier.
- Some faculty who are complacent and some students who do not take graduate education seriously
- It was apparent that a great deal of the professors were more interested in writing their own papers and publications as opposed to educating their students. It seemed like to be a general trend that faculty research came before education, and this was a disappointment. I have heard that this is changing and I truly think that that a greater emphasis on education will benefit incoming students.
- Style of teaching is the greatest weakness
- Not enough great faculty who have relationships with the surrounding public health organizations.

Administration/Resources

- Administration. Lots of paperwork, administrators seem overworked, and everything is disorganized. Nothing is clear to what the student needs to do as far as administration is concerned, esp. when it comes to the proposal and thesis.
- 80% of the staff I dealt with are incompetent, this forces the faculty to be stressed in taking care of administrative issues that they should not have to deal with. Marketing and communicating the high points of the school are lacking. there is no direct focus or organization to the entire SPH process and students are usually confused about various program aspects
- Unorganized admission process.
- Not very centralized. Somewhat fragmented feeling
- Lack of organization and timeliness on deadlines, etc.
- Communication with student affairs when it came to submitting the thesis.
- The greatest weakness I encountered was the graduation process, which honestly was a surprise to me given how pleased I was with UTSPH up to that point. The requirement to complete 3 different forms, all virtually with the same information seems unnecessary with all of the technology readily available. Streamlining this into one online form and/or one hardcopy form if signatures are required and making this information readily available to the necessary departments would be much easier for the student and those involved in gathering the forms. Also, printing out numerous copies of a thesis to check for formatting is wasteful. A simple PDF file could be used in its place to check for proper formatting. Additionally, a better guide to graduation should be created online. The one currently online is confusing and has left out vital information (such as contacting and meeting with Student Affairs BEFORE the given deadline and when the oral presentation should be done in respect to your graduation date). Lastly, staff that is needed to help students through this process should be available during the times of these deadlines. I found this to be a problem on several occasions when some staff members were on vacation. These simple improvements could make the life of a soon to be graduate much simpler.
- There's not enough support for students during the proposal/thesis development process. Administrative processes between students and administration here seem to be slow and paper-based when quicker online processes could be instituted.
- There are too many "hoops" to jump through - getting answers to questions can be difficult.
- Red tape. Abundance of forms students have to fill out.
- Lack of cohesion
- Lack of organization, centralization, and processes
- Somehow, I did not understand (it was not explained to me) that I could start working on a proposal earlier on in my program, I thought I had to wait until all my other courses had been completed prior to initiating the "culminating experience"...I would have done it differently, if I had known I could start the proposal process earlier. I ended up taking additional hours (total of 48) in order to complete the "culminating experience/thesis".

- Too many mandatory courses prevent the student from taking courses in area of concentration. Administrative/financial/other services are generally unfriendly to the students both by the way students are talked to and also by the facts: Examples: (1) Current students were not notified of open re-enrollment (information was not in blackboard or sent by email or clearly visible in the SPH website) until I asked Mr. X. (2) Reminders on deadlines to pay installments were not sent to the student (I also complained and believe now they do send reminders). (3) Fees stated in the form for tax return (is it 198) do not match the actual fees paid by the student. I called and apparently there are a number of fees that do not qualify for tax purposes. However, there is no reasonable way for the student to make sure that the ones that do qualify are correctly stated in the tax form, which is very inappropriate. (4) The exit procedures are unnecessarily unfriendly to the student: financial services, international office, research office, library and students office have to be contacted by email and phone several times before they clear the account. Documents are not properly filed with the student record.
- disorganized and constantly changing administrative processes
- No campus interviews for graduating students, orientation process for entering students is very clear but exit procedures are too tight and not very clear, the orientation for graduating students should be held in the beginning of the semester during January and not in March when the students have lot of other things to do, French Corner is not the greatest place to eat, and there are very few options, funding should be available for attending at least one conference per year for PhD students, Optional students should be allowed to keep their batch at least a month, since anyways their names are on the summer commencement list.
- The Planning to Graduate process, although supposedly outlined well on the website, is really not clear and effective. My suggestion would be that once a student turns in their "Intent to Graduate" form, Student Affairs keeps a running list of what has been turned in by each student, what is missing etc and communicate this in a timely manner. The amount of undue stress I incurred for worrying about whether or not they had received everything before the deadlines was horrible. After several emails, phone messages etc, still to this moment, I am not sure that everything has been processed for my graduation. Communications was very poor regarding the graduation process.
- As a foreign graduate, had no idea how the system works, whom to approach when I needed some help, how to look for practicum opportunities. Also I did not understand the concept of individual study until the last semester. If I had known I would have taken more individual studies in biostats and improve my analyses skills.

Regional Campuses

- Standards of regional campuses
- Communicating with Houston from the regional campuses, the dependence on online courses for regional students, the lack of on-site support and faculty for regional students.
- Less opportunities for the students in regional campuses than the main campus.
- Lack of concern for the regional campus.
- Regional Campuses. Not adequate resources for students of regional campuses.
- Disorganization between campuses
- The programs weakness is keeping the various programs well integrated and connected so that all students feel part of the UTH SPH program and not an isolated student in a regional campus.
- Lack of student body cohesiveness in the satellite. Most part time students do not know each other. Suggestion - more resources and support be allocated for student government activities to encourage participation. No encourage or support for "thesis only" students who work full time. I would like to see more than the formal once semester evaluation for these people. I think thesis only should be mandated to attend annual orientation and meet their adviser at the beginning of each semester to set goals and at the middle of the semester as well. Support from faculty and other students is vital to our success. I know many students whose thesis have been lingering for years and feel a sense of abandonment.
- knowing very little about the main campus and any of the professors there who may have had more similar career interests and I could have learned more from in my areas of interest... feeling like a tiny campus and detached at a regional campus...
- lack of space and support at the Austin campus.
- limited faculty and resources at regional campuses
- Isolation from parent campus and student activities /resources in Houston
- It is very difficult sometimes at the regional campuses to stay connected to Houston. There seems to be a large disconnect between Houston and Regional campuses, which can make things difficult.

- The regional campuses didn't have much. Very limited classes. A small handful of professors. I'd get emails every week about these great seminars and programs and luncheons and meetings going on in Houston -nothing in Dallas. I think these other campus should be developed further to not necessarily be regional campuses, but partner or sister campuses.
- Burecratic nature of the administration in houston when dealing with regional campus.
- Adequate/qualified epidemiology staff at a regional campus where a PhD in epidemiology is offered.

Student Services

- There is no bridge between graduation and school providing career services, look at Univ of Michigan, Harvard, Columbia, Pittsburg, they provide excellent career services, Internships with industry. Especially international students are handicapped to complete thesis or dissertation in the absence of secondary data.
- The TAs seem unequipped in their roles. They did not have a solid grasp on the material covered and were poor communicators.

Other

- Not being able to access those above mentioned faculty skills in the evening. UT-SPH need to rethink and stop catering solely to the recent college graduates and foreign students, and also take into consideration the working health professionals who would like to extend their academic knowledge and skills but cant do it during normal working hours.
- Inadequate exposure to actual public health practice.
- Lack of organization (website, in particular)
- Lack of cohesiveness among students.
- ITV
- ITV connections were at times slow.
- I am concerned about the renewed emphasis on obtaining research grants by faculty. I have some classes where it was clear to me, that the faculty's priority was to get the grant dollars in over their classes. I understand the importance of grant dollars. this should not compete with providing an education to students. I am concerend that it now does.
- The breath of course work in limited. Keeping up with the technology and current issues is a challenge for everyone however.
- Tailored learning experience may not work well for someone without a clear direction or interest.
- The greatest weakness is the lack of communication and sense of comfort. The school needs to invest time in creating an environment that is more welcoming and supportive, especially to minority students...specifically Africans and African Americans. The support system is very important in a learning environment and the school, in my opinion, did not provide that.
- 1) Not enough professors and staff like those specified above
2) Not enough diversity in their faculty. Far too much inbreeding with hiring recently graduated UT students b/c it does nothing to expand the overall vision or potential trajectory of the school.
3) Not remotely enough work in global health so as to allow students in this area to expand their horizons.
- Lack of formal relationships with hospitals in the medical center
- not much really
- No jobs for international students!!!
- Too many rules.
- There are alot of requirements that I do not think enhance education but have to be completed anyway.
- limited funding resources for students' practicum and dissertation
- Workaholism
- It would be helpful to connect with other institutions, outside of the UT system.
- The greatest weakness is the one sided political view of many of the professors. There should be more balance between conservative and liberal ideology.
- No WIDESPREAD camaraderie/rapport between students. Only students in the student associations were close.
- The greatest weakness is sometime not knowing who to contact when you have issues with certain part of your program.
- More active communication to students about educational process (credit system, graduation requirements from the start)
- The thesis!
- Lack of a student life

- Poorly selected, underqualified student body that is unable to think/research independently, exacerbated by indifferent faculty whose interests do not lie in teaching.
- The size of the physical building (number of classrooms, library, and lounge)
- Sometimes the small size did not allow for adequate follow-up, however, I appreciate the opportunity to have completed my degree, despite the time it took to complete it.
- Until recently, student space was very limited.
- Website
- In the midst of the jewel of the Houston Texas Medical Center, the physical SPH campus reflects a certain presence of history, but at the same time appears out-of-date. This atmosphere such suggests lack of importance/priority/relevance. I believe the main campus needs an update.

Satisfied

- N/A (n=6)
- none (n=2)
- Cant think of any (n=4)
- Overall I had a great experience.
- Can't think of a weakness. Possibly parking, but being in the medical center, that's not easily remedied.

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

