

**School of Public Health  
Alumni Survey Report  
2008**

Classes of 1996, 2001, 2005



**THE UNIVERSITY *of* TEXAS**  

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**HEALTH SCIENCE CENTER AT HOUSTON**

**Office of Institutional Research and Effectiveness**

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## Executive Summary

### Study Objectives:

The objectives of the study are to collect and analyze alumni perceptions of their educational experience and professional preparation at the University of Texas-School of Public Health (UT-SPH), and to collect and analyze career path, work setting and occupational responsibilities of graduates.

### Sample and Methodology

The 2008 School of Public Health Alumni Survey was a mail based survey of alumni in the graduating classes of 1996, 2001 and 2005. Alumni Affairs at the School of Public Health provided the addresses for the mailing. For each address, the first mail out was sent on March 4, 2008. The first mailing contained the survey instrument and cover letter from the Dean of the School of Public Health explaining the intent of the survey. The survey letter also contained a web-address to the online version of the survey giving alumni the option to complete the survey on-line. The second mailing of a post card reminder was sent out on March 18, 2008 to those alumni who had not returned a completed survey. A third mailing of a survey and cover letter were sent out on April 15, 2008 to alumni who had not responded to the first or second mailings. A total of 379 alumni were mailed surveys. A total of 73 surveys were completed and returned by mail, and 15 surveys were completed online. Taking into consideration that 58 surveys were returned unopened because of an incorrect address, the response rate was 27.4%.

### Results

#### *Degree and Employment Information*

A total of 88 surveys were completed and returned. The largest percentage of returns are from the 2001 class (37.5%), followed by the 2005 (30.7%) and 1996 (27.3%) classes. Year of graduation was missing for 4.5% of the sample. The majority of respondent received an MPH (60.2%), followed by DrPH (14.8%), PhD (10.2%) and MS (3.4%). Eleven percent of respondents did not give their degree information. Health Promotion was the most frequently cited module of primary work (21.6%), and Behavioral Sciences was the most frequently cited discipline of primary focus (14.8%).

The majority of respondents (80.2%) are currently employed full-time. When asked to describe their present occupation, only 18.0% reported that they were “Not in public health”. The median salary of respondents was between \$70,000 and \$79,999.

#### *Academic Programs and Outcomes (for all graduates)*

Most respondents (73.3%) agreed that the standards at the UT-SPH were about right in terms of rigor. Most respondents also agreed that the UT-SPH provided courses that enabled them to meet degree program objects (85.1%), had courses so that they could finish their program in a timely manner (82.6%), and had enough courses available in their area (67.8%). A little more than half of respondents (53.5%) agreed that they would have liked the opportunity to take evening classes.

Most respondents agreed that the UT-SPH educational experience met their expectations (77.3%), and that their UT-SPH education prepared them to meet the demands of their job after

leaving school (72.7%). When asked about the thesis/dissertation, 77.3% agreed that it helped them to integrate the breath of public health knowledge, 82.8% agreed that it gave them the opportunity to apply knowledge gained in their educational program, 77.3% agreed that it was a useful culminating experience; and 66.7% agreed that it helped to prepare them for a public health career.

*Academic Programs and Outcomes (For MPH and DrPH graduates only)*

Most (82.4%) MPH and DrPH graduates agreed that their UT-SPH program enabled them to synthesize and integrate knowledge acquired in course work and other learning experiences. Eighty-four percent also agreed that their program provided them with an understanding of the areas of knowledge which are basic to public health, and 82.9% agreed that their program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.

*Academic Programs and Outcomes (for MS and PhD graduates only)*

Most (65.6%) MS and PhD graduates agreed that their research degree program adequately prepared them for an academic career, and 87.5% agreed that their UT-SPH degree provided them with a public health perspective in the application of their specialty area.

*Educational Technology*

Of the respondents who took any classes where Interactive Television (ITV) was utilized, 66.0% had a satisfactory experience. Slightly more than half of respondents (55.0%) reported that they would have taken a course online if it were offered during their degree program. Most respondents (63.1%) would take a course if it was available online in the future, but only 33.7% would take a degree program if it were available online.

*Research/Internship Experience*

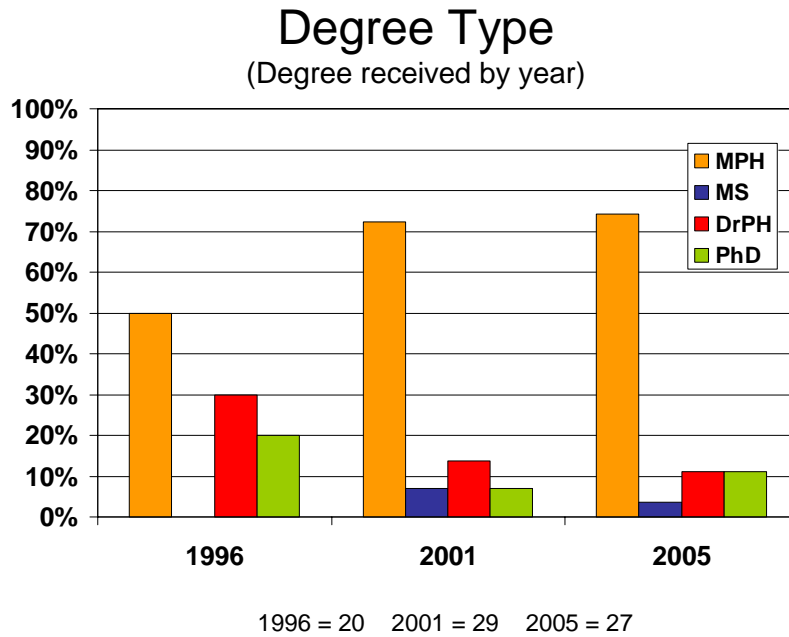
The majority of respondents (63.4%) agreed that UT-SPH provided adequate research opportunities for them. Most respondents agreed that their research experience provided them the skills to critically evaluate the scientific literature (73.2%), design their own solution to the scientific/public health problem (65.4%), and communicate their findings effectively (72.3%).

The majority of respondents (62.2%) agreed that their research experience provided them with research ethics training. Seventy-one percent agreed that their internship/practicum experience helped them to put theory into application, and 69.4% agreed that their internship/practicum was valuable to their career.

*General Satisfaction*

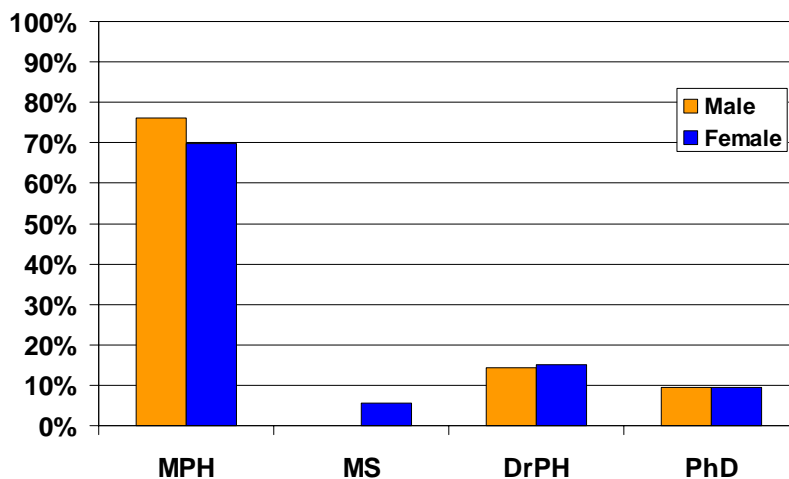
The majority of respondents (96.6%) reported that they would recommend UT-SPH to others wishing to study public health. Only 28.4% report that they would like to be active in alumni association activities.

## Demographics and Employment



The majority of respondents (60.2%) have an MPH as their highest degree earned from the School of Public Health. This is followed by DrPH (14.8%), PhD (10.2%) and MS (3.4%). Degree was not reported by 11.4% of respondents.

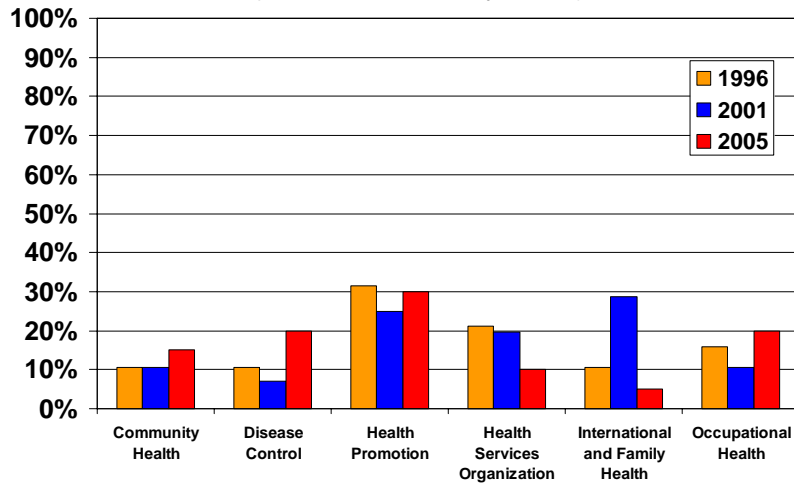
### Degree Type by Gender



Females make up the majority of the sample (70.5%). Males and females are fairly closely represented across the different degrees.

## Modules

(Module of Primary Work)

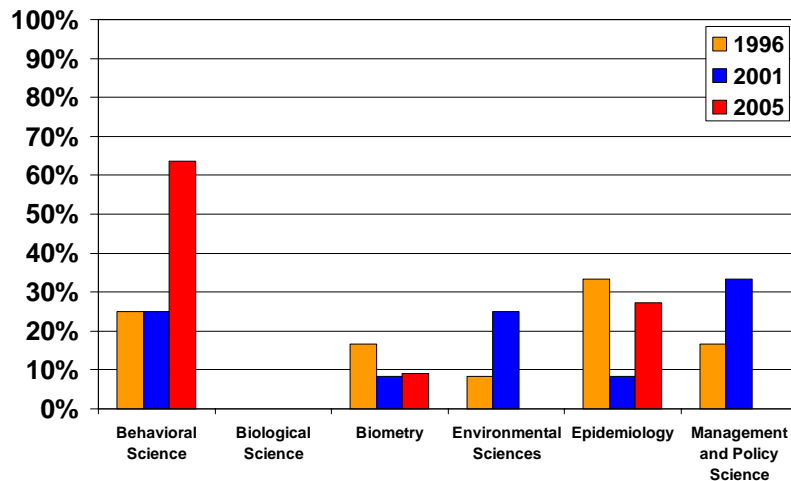


1996 = 19    2001 = 28    2005 = 20

Health Promotion/Health Education is the module in which the majority (21.6%) of respondents report as the primary module of their degree. International & Family Health, as well as Occupational Health/Aerospace Medicine are both the second most reported (13.6%).

## Disciplines

(Discipline of Primary Work)

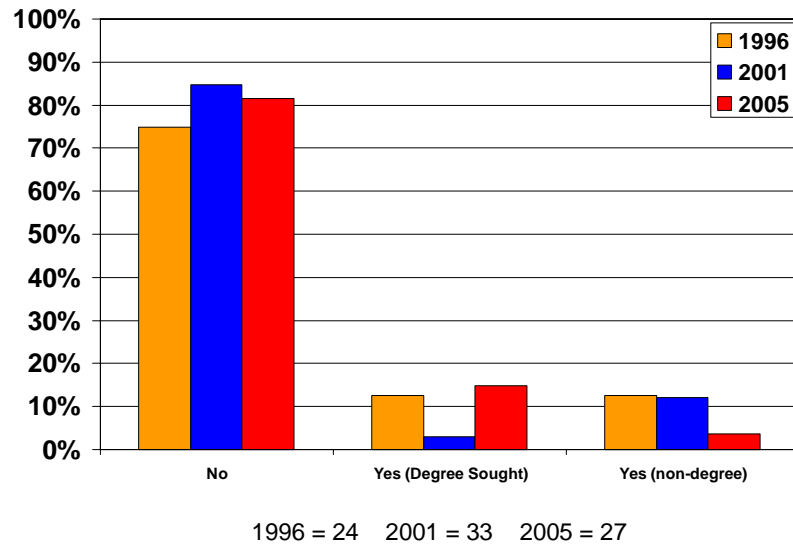


1996 = 12    2001 = 21    2005 = 11

Behavioral Sciences is the discipline of primary focus for most respondents (14.8%). This is followed by Epidemiology (11.4%) and Management and Policy Sciences (6.8%). The majority of respondents (56.8%) did not report a Discipline.

## Additional Education

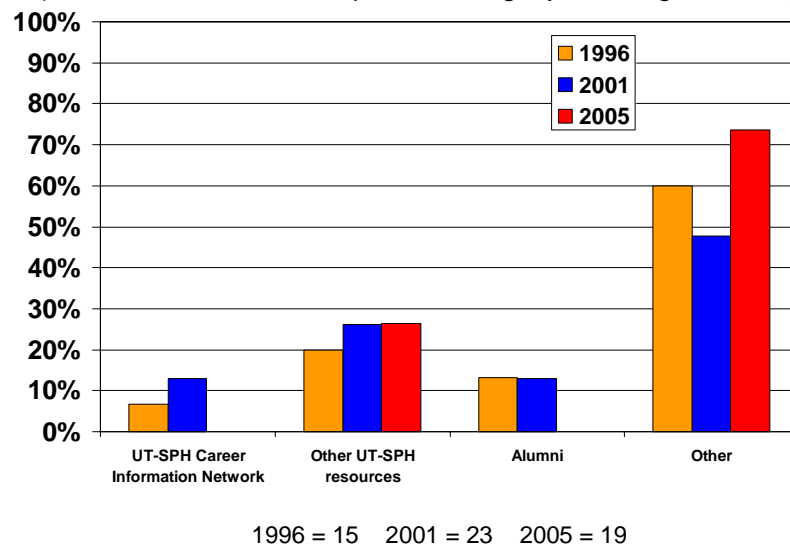
(Pursued further health education since graduating from UT-SPH)



The majority of respondents (80.7%) have not pursued further health education since graduating from UT-SPH. There is no difference in further health education across graduating years.

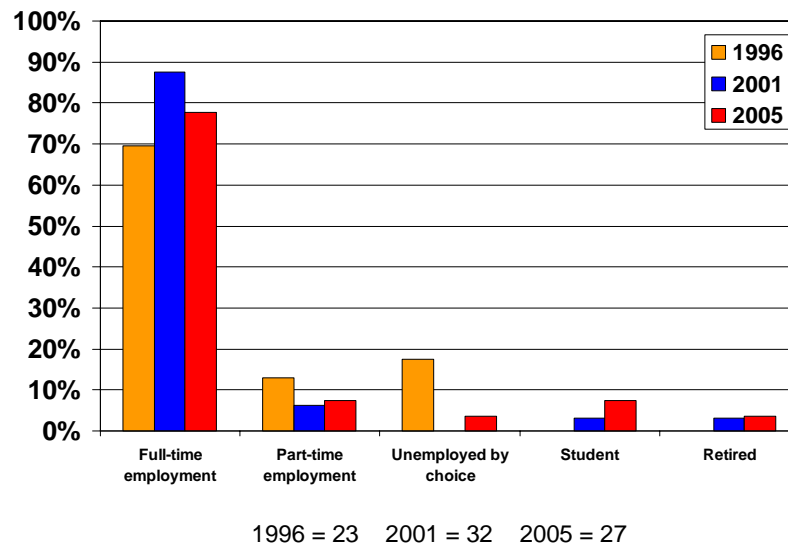
## First Job Search

(Which of these were helpful in finding a job after graduation)



Over half (58.6%) of respondents answering this question answer “Other” when asked what was the most helpful in finding a job after leaving UT-SPH. Of those who answered “Other”, many of them already had a job.

## Employment Status



The majority of respondents (80.2%) answering this question are currently employed full-time. When looking at employment by degree, 2001 graduated had the largest percents of full-time employment responses.

### Which of the following currently describes your present occupation?

Occupation	1996 n (%)	2001 n (%)	2005 n (%)	Total Population n (%)
Behavioral or social scientist	3 (14.3%)	2 (7.1%)	5 (20.0%)	10 (13.5%)
Biostatistician	1 (4.8%)	1 (3.6%)	1 (4.0%)	3 (4.1%)
Epidemiologist	2 (9.5%)	3 (10.7%)	3 (12.0%)	8 (10.8%)
Health Educator	2 (9.5%)	2 (7.1%)	2 (8.0%)	6 (8.1%)
Public or community health nurse	0	2 (7.1%)	0	2 (2.7%)
Health planner or policy analyst	2 (9.5%)	1 (3.6%)	0	3 (4.1%)
Health services administrator	0	2 (7.1%)	1 (4.0%)	3 (4.1%)
Environmental health specialist	1 (4.8%)	1 (3.6%)	0	2 (2.7%)
Industrial hygiene safety/specialist	0	2 (7.1%)	2 (8.0%)	4 (5.4%)
Laboratory scientist	1 (4.8%)	0	1 (4.0%)	2 (2.7%)
Other public health occupations	3 (14.3%)	8 (28.6%)	5 (20.0%)	16 (21.6%)
Not in public health	6 (28.6%)	4 (14.3%)	4 (16.0%)	14 (18.9%)
<b>Total</b>	<b>21 (100%)</b>	<b>28 (100%)</b>	<b>25 (100%)</b>	<b>74 (100%)</b>

The most frequent answer in describing present occupation is “Other public health occupations”, followed by “Not in public health” (18.9%) and “Behavioral or social scientist” (13.5%). By degree types, most MPH respondents reported “Other public health occupations”. Most MS respondents reported “Epidemiologist”. “Other public health occupations” (27.3%) and “Not in public health” (27.3%) are the most frequently reported DrPH occupations. PhD reported “Behavioral or social scientist” most often (37.5%).

### What responsibilities related to public health do you have in your present job?

Responsibilities	1996 n (%)	2001 n (%)	2005 n (%)	Total Population n (%)
Monitoring community health	2 (8.3%)	7 (21.2%)	2 (7.4%)	11 (13.1%)
Investigating community health problems	1 (4.2%)	5 (15.2%)	3 (11.1%)	9 (10.7%)
Educating the public about health issues	2 (8.3%)	10 (30.3%)	10 (37.0%)	22 (26.2%)
Organizing community groups	0	4 (12.1%)	2 (7.4%)	6 (7.1%)
Developing community health policies	1 (4.2%)	5 (15.2%)	1 (3.7%)	7 (8.3%)
Enforcing health and safety laws	4 (16.7%)	4 (12.1%)	3 (11.1%)	11 (13.1%)
Providing personal health services	2 (8.3%)	5 (15.2%)	3 (11.1%)	10 (11.9%)
Educating health personnel	5 (20.8%)	10 (30.3%)	7 (25.9%)	22 (26.2%)
Evaluating health services	0	2 (6.1%)	2 (7.4%)	4 (4.8%)
Conducting researching	8 (33.3%)	15 (45.5%)	10 (37.0%)	33 (39.3%)
Other	2 (8.3%)	4 (12.1%)	0	6 (7.1%)
None related to public health	4 (16.7%)	2 (6.1%)	7 (25.9%)	13 (15.5%)
<b>Total</b>	<b>24</b>	<b>33</b>	<b>27</b>	<b>84</b>

The most frequently reported responsibility related to public health is “conducting research” (39.3%). “Educating the public about health issues” more than triples when viewed from 1996 to 2005. The other categories are fairly similar across the graduating classes.

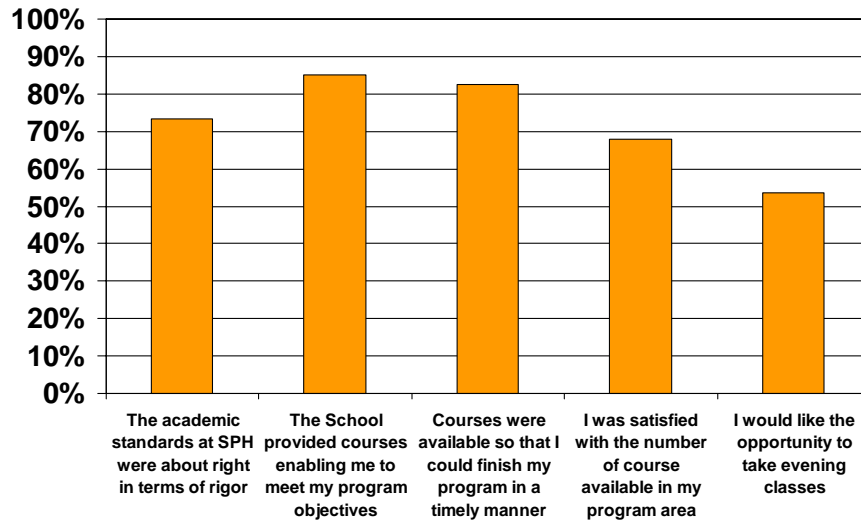
### Current Annual Salary Range

Salary	1996 n (%)	2001 n (%)	2005 n (%)	Total Population n (%)
Less than \$10,000	0	1 (3.1%)	0	1 (1.4%)
\$10,000 - \$19,999	0	0	0	0
\$20,000 - \$29,999	1 (5.9%)	0	1 (4.3%)	2 (2.8%)
\$30,000 - \$39,999	2 (11.8%)	0	1 (4.3%)	3 (4.2%)
\$40,000 - \$49,999	0	4 (12.5%)	8 (34.8%)	12 (16.7%)
\$50,000 - \$59,999	3 (17.6%)	3 (9.4%)	3 (13.0%)	9 (12.5%)
\$60,000 - \$69,999	1 (5.9%)	7 (21.9%)	3 (13.0%)	11 (15.3%)
\$70,000 - \$79,999	2 (11.8%)	2 (6.3%)	2 (8.7%)	6 (8.3%)
\$80,000 - \$89,999	0	4 (12.5%)	2 (8.7%)	6 (8.3%)
\$90,000 - \$99,999	0	2 (6.3%)	0	2 (2.8%)
\$100,000 - \$124,999	5 (29.4%)	2 (6.3%)	1 (4.3%)	8 (11.1%)
\$125,000 - \$149,999	0	1 (3.1%)	0	1 (1.4%)
\$150,000 and above	3 (17.6%)	6 (18.8%)	2 (8.7%)	11 (15.3%)
<b>Total</b>	<b>17</b>	<b>32</b>	<b>23</b>	<b>72</b>

The median salary category is \$70,000 to \$79,999. Respondents who graduated in 1996 are the top earners, followed by 2001 and 2005. Looking at salaries over \$100,000, 1996 graduates have the highest percentage (47.0%).

## Academic Programs and Outcomes

### Academic Programs and Outcomes (Percent Strongly Agree/Agree)



**The academic standards at the School of Public Health were about right in terms of rigor.**

This question receives a rating of agree/strongly agree from 73.3% of respondents in the overall sample. Responses range from 80.8% of the 2005 cohort to 62.5% in the 1996 cohort.

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

This question receives a rating of agree/strongly agree from 85.1% of respondents in the overall sample. Responses range from 88.9% of the 2005 cohort to 78.3% in the 1996 cohort.

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

This question receives a rating of agree/strongly agree from 82.6% of respondents in the overall sample. Responses range from 81.5% of the 2005 cohort to 73.9% in the 1996 cohort.

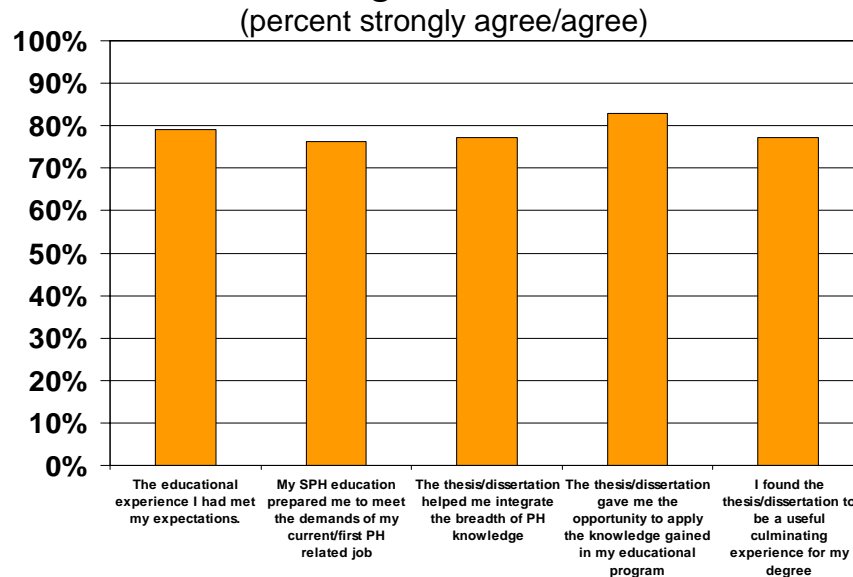
**I was satisfied with the number of courses available in my program area**

This question receives a rating of agree/strongly agree from 67.8% of respondents in the overall sample. Percentage agreement was highest among the 1996 group (70.8%), followed by the 2001 group (68.8%) and the 2005 group (66.7%).

**I would have liked the opportunity to take evening classes**

This question receives a rating of agree/strongly agree from 53.5% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (63.0%), followed by the 2001 group (50.0%) and the 1996 group (47.8%).

## Academic Programs and Outcomes



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

This question receives a rating of agree/strongly agree from 77.3% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (85.2%), followed by the 1996 group (75.0%) and the 2001 group (74.2%).

### **My UT-H SPH education has prepared me to meet the demands of my current or first public-health related job after leaving the School**

This question receives a rating of agree/strongly agree from 72.7% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (80.8%), followed by the 2001 group (78.1%) and the 1996 group (63.6%).

### **The thesis/dissertation helped me to integrate the breadth of public health knowledge**

This question receives a rating of agree/strongly agree from 77.3% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (85.2%), followed by the 2001 group (75.8%) and the 1996 group (70.8%).

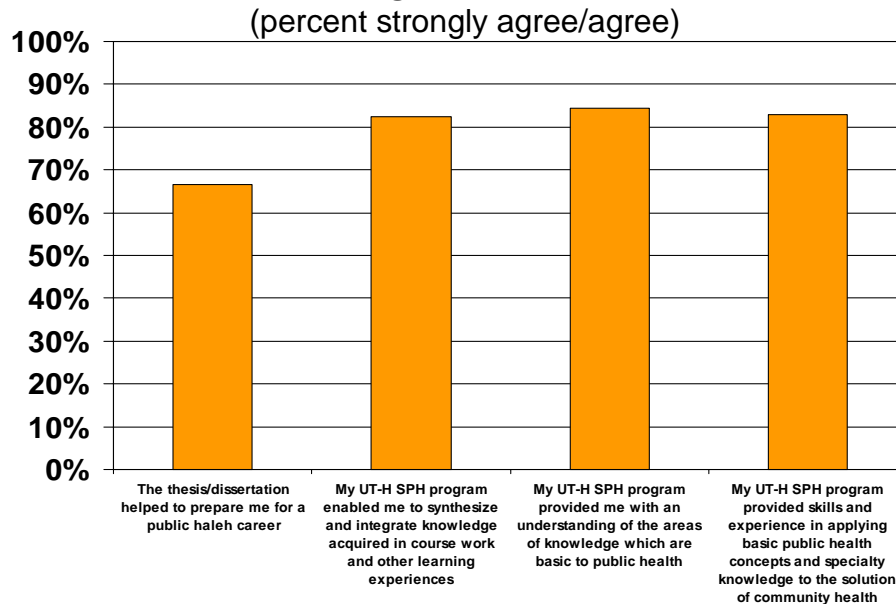
### **The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem**

This question receives a rating of agree/strongly agree from 82.8% of respondents in the overall sample. Percentage agreement was highest among the 2001 group (87.9%), followed by the 2005 group (85.2%) and the 1996 group (69.6%).

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

This question receives a rating of agree/strongly agree from 77.3% of respondents in the overall sample. Percentage agreement was highest among the 2001 group (81.8%), followed by the 2005 group (77.8%) and the 1996 group (70.8%).

## Academic Programs and Outcomes



### **The thesis/dissertation helped to prepare me for a public health career**

This question receives a rating of agree/strongly agree from 66.7% of respondents in the overall sample. Percentage agreement was highest among the 2001 group (72.7%), followed by the 2005 group (69.2%) and the 1996 group (52.4%).

### **My UT-H SPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences**

This question receives a rating of agree/strongly agree from 82.4% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (87.0%), followed by the 1996 group (80.0%) and the 2001 group (78.6%).

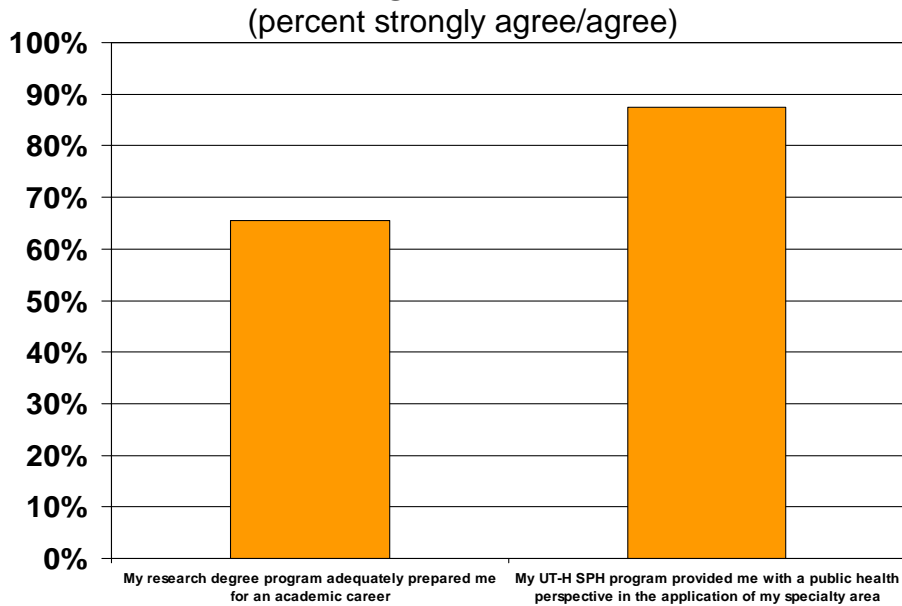
### **My UT-H SPH program provided me with an understanding of the areas of knowledge which are basic to public health**

This question receives a rating of agree/strongly agree from 84.3% of respondents in the overall sample. Percentage agreement was highest among the 1996 group (88.2%), followed by the 2005 group (87.0%) and the 2001 group (78.6%).

### **My UT-H SPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems**

This question receives a rating of agree/strongly agree from 82.9% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (91.3%), followed by the 2001 group (78.6%) and the 1996 group (76.5%).

## Academic Programs and Outcomes



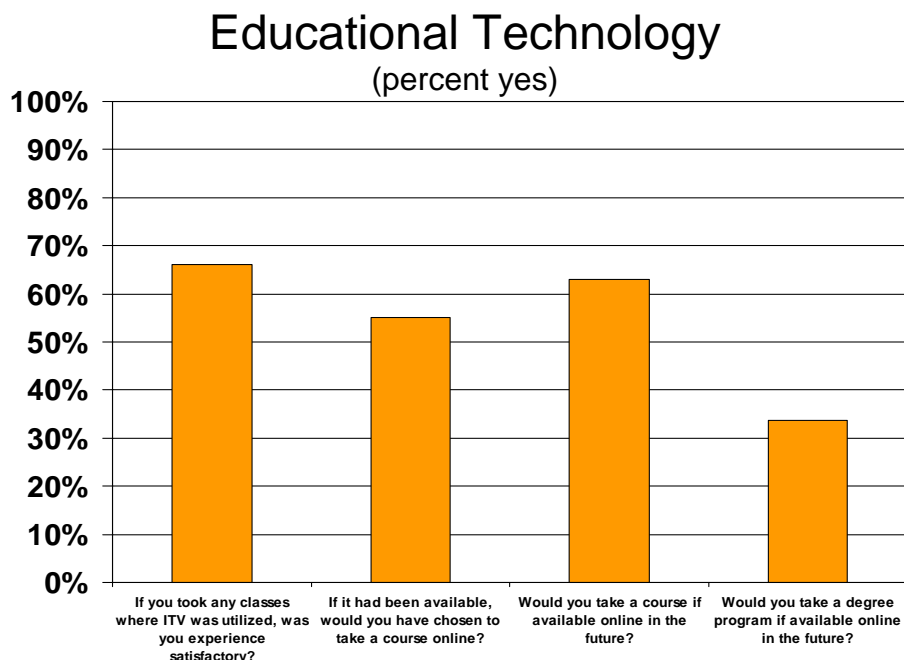
### **My research degree program adequately prepared me for an academic career.**

This question receives a rating of agree/strongly agree from 65.6% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (75.0%), followed by the 2001 group (63.6%) and the 1996 group (54.5%).

### **My UT-H SPH degree program provided me with a public health perspective in the application of my specialty area**

This question receives a rating of agree/strongly agree from 87.5% of respondents in the overall sample. Percentage agreement was highest among the 1996 group (90.9%), followed by the 2005 group (87.5%) and the 2001 group (81.8%).

## Educational Technology



### **If you took any classes where Interactive Television (ITV) was utilized, was your experience satisfactory?**

Of the respondents who attended an ITV class, 66.0% answered Yes to the experience being satisfactory. ITV improved over the years as 89.5% of the 2005 group report that they had a satisfactory experience, compared to 54.5% and 50.0% in the 2001 and 1996 groups.

### **If it had been available, would you have chosen to take a course online during your degree program?**

Slightly more than half of respondents (55.0%) in the overall sample report that they would have taken a course online if it were available during their degree program. The 2001 group was most receptive to an online course as 60.7% answered Yes, followed by 55.6% Yes among the 2005 group and 52.4% Yes among the 1996 group.

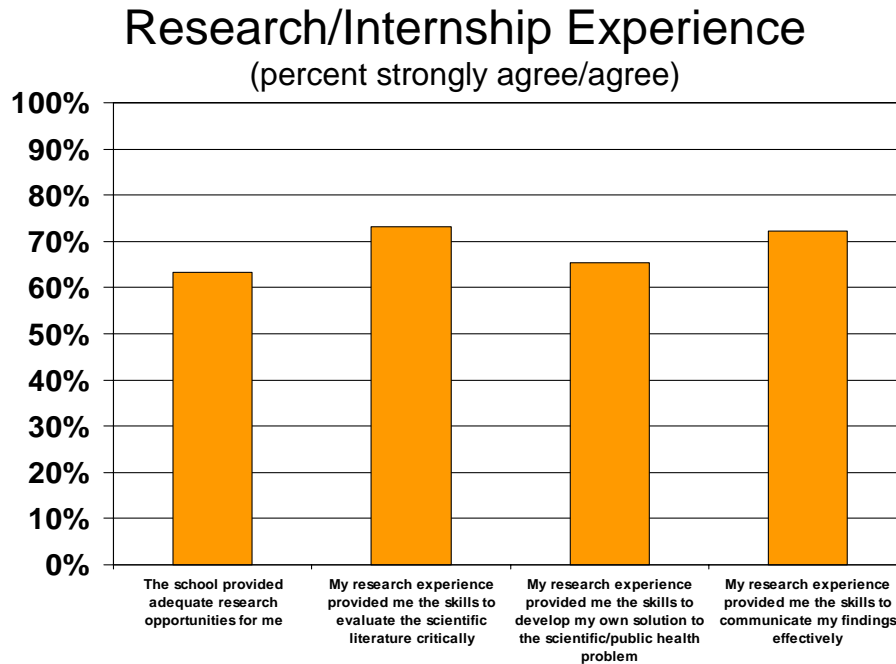
### **Would you take a course if available online in the future?**

If an online course were available in the future, 63.1% of respondents report that they would take it. Seventy-seven percent of the 2005 group would take a course, followed by 62.1% of the 2001 class and 54.2% of the 1996 class.

### **Would you take a degree program if available online in the future?**

If an online degree program were available in the future, 33.7% of respondents report that they would take it. Less than half of the 2005 group (48.1%) would be willing to take an online degree program, and less than a third of the 2001 (28.6%) and 1996 (29.2%) groups would be willing to participate.

## Research/Internship Experience



### **The school provided adequate research opportunities for me**

This question receives a rating of agree/strongly agree from 63.4% of respondents in the overall sample. Percentage agreement was highest among the 1996 group (66.7%), followed by the 2005 group (64.0%) and the 2001 group (59.4%).

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

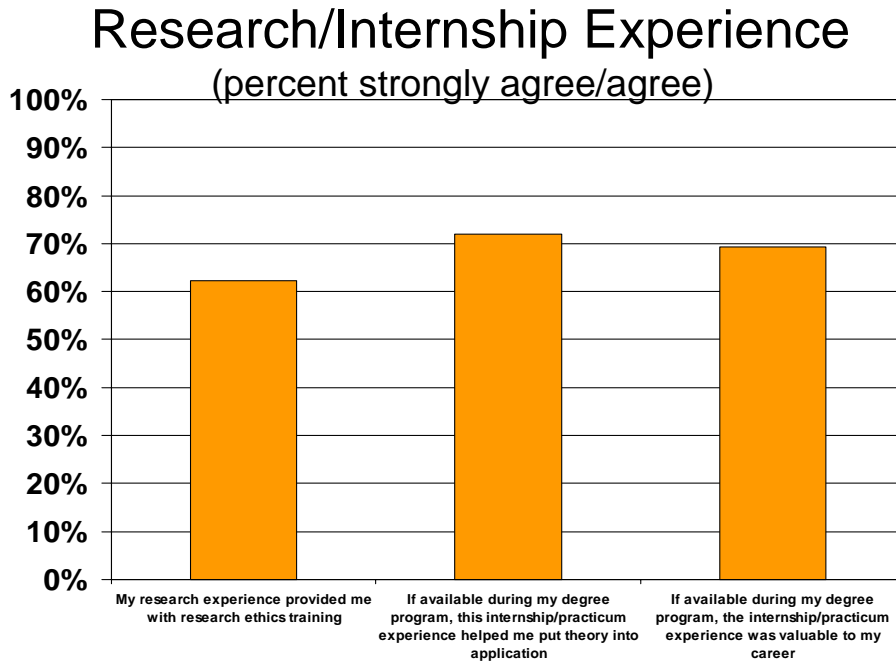
This question receives a rating of agree/strongly agree from 73.2% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (80.0%), followed by the 2001 group (68.8%) and the 1996 group (66.7%).

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

This question receives a rating of agree/strongly agree from 65.4% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (72.0%), followed by the 1996 group (63.2%) and the 2001 group (57.6%).

### **My research experience provided me the skills to communicate my findings effectively**

This question receives a rating of agree/strongly agree from 72.3% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (80.0%), followed by the 2001 group (69.7%) and the 1996 group (66.7%).



**My research experience provided me with research ethics training**

This question receives a rating of agree/strongly agree from 62.2% of respondents in the overall sample. Percentage agreement was highest among the 1996 group (71.4%), followed by the 2005 group (68.0%) and the 2001 group (53.1%).

**If available during my degree program, the internship/practicum experience helped me to put theory into application**

This question receives a rating of agree/strongly agree from 71.9% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (78.3%), followed by the 2001 group (70.8%) and the 1996 group (64.3%).

**If available during my degree program, the internship/practicum experience was valuable to my career.**

This question receives a rating of agree/strongly agree from 69.4% of respondents in the overall sample. Percentage agreement was highest among the 2005 group (76.2%), followed by the 2001 group (75.0%) and the 1996 group (57.1%).

## Comments

### Did it take you longer to get your degree than you anticipated?

In the overall sample, 48.9% of respondents reported that it did take them longer to get their degrees than anticipated. The majority of 2001 (54.5%) and 2005 (59.3%) graduates reported that receiving their degrees took longer than anticipated, when compared to 1996 graduates (25.0%). The difference in percentage among classes was significant ( $p=.03$ ).

#### Overall Sample

Degree took longer than anticipated	Count	Percent
Yes	43	48.9%
No	45	51.1%

#### By Graduating Year Cohort

Graduating year	Yes n (%)	No n (%)
1996	6 (25.0%)	18 (75.0%)
2001	18 (54.5%)	15 (45.5%)
2005	16 (59.3%)	11 (40.7%)
All Years	40 (47.6%)	44 (52.4%)

$p=.03$

#### By Degree Type

Degree	Yes n (%)	No n (%)
MPH	22 (41.5%)	31 (58.5%)
MS	3 (100%)	0
DrPH	8 (61.5%)	5 (38.5%)
PhD	4 (44.4%)	5 (55.6%)
All Degrees	37 (47.4%)	41 (52.6%)

$p=.16$

### What would have helped you complete your degree sooner?

- No thesis/dissertation track
- Primary advisor retired before I completed program.
- The thesis was the biggest stumbling block, b/c going from structured formal classroom environment to doing my lit-research writing results was hard to go from structured to unstructured; so keeping “time in dates of assignments” was.
- Finding a thesis topic sooner.
- One dissertation committee member insisted on analyses on hypotheses that really could not be tested in the data. The formatting requirements for the dissertation were not clearly communicated.
- More scholarships – less work
- Having the Research wrapped up sooner.
- I worked full-time and had a baby during my PhD studies. These were personal choices that I made, not sure I would do things much differently.
- More structured thesis guidelines.

- More guidance on thesis. Better application of biostats to real life during course.
- More cooperative thesis chair/advisor.
- Stronger support regarding interaction with outside non-profit agency who pulled out after I had spent a year in literature research and preparation.
- My advisor passed away during my time@ UT-H SPH. I didn't know where to go in my next steps. It took me two more years to complete my degree.
- More evening class; better course offering in the summer.
- Realizing I liked EPI earlier.
- More timely review of my progresses.
- Not procrastinating.
- It was my own fault, but more summer courses would have been great.
- More assistance with thesis related issues.
- Deciding on thesis topic sooner.
- I was working full time and had difficulty getting courses at the time I needed.
- I was working at the school and had a young child. I did not finish until I stopped working. Perhaps if I had a project immediately lined up, I could have finished sooner. My data, however, came from my work experience.
- Faculty availability of a topic for my dissertation. I had to find a topic on my own & a professor to be my dissertation advisor without assistance from the Biostatistics Discipline faculty.
- Acknowledgement of my previous degree and work experience. Faculty that meets basic expectations, such as providing timely feedbacks.
- More guidance re: thesis topics & data sets
- Thesis took longer than expected.
- Did not accept a job prior to finishing my dissertation. Staying closer to the area & my committee as opposed to moving out. It was hard to complete. Coordinate with committee from a distance.
- Better guidance in beginning the thesis process earlier.
- Working @ ft job so difficult to balance classes/work/dissert.
- Took MSN/MPH program. The courses covered the very basics to certain knowledge in my areas of interest. I took more courses.
- Availability of courses.
- Faster communication from faculty members in regards to thesis expectations and edits.
- I moved away and then finished when I came back--it had nothing to do with the school
- less required revisions of my thesis by my advisor
- More flexible thesis requirements
- Not running into as many problems with the thesis would have helped. Weekly meeting with my thesis advisor did help me to complete the degree.
- Not working full time and raising a family of 4 kids
- Nothing. I did attend a presentation about the dissertation which gave a step by step list of what needed to be done. It was a great psychological boost to monitor that list over the very long process of research and writing as I checked off each item even though checking them off occurred over a couple of years.
- Opportunity to work part time.

**What skills acquired at UT-SPH have been most useful in your career?**

- I couldn't get a job in Public Health. I went into substance abuse administrative work, but when I had children, I like them better than my job and went into early childhood education. I am now going into social work. M.P.H. has not been much utilized.
- How to conduct research. Principal Practice or Public Health.
- Statistical, Diagnostic, Behavioral Science, Law & Policy
- Statistics.
- Analytical review of the literature. Understanding of epidemiology, biostatistics, public health issues (cancer).
- Understanding problem solving, research management methods!
- Teaching skills related to health related behavior change.
- Application or Behavioral Theory
- Study design software use for statistical analysis.
- Research
- Research skills & public health knowledge
- Research skills in beha. Sciences, biostat.
- Statistics research/thesis writing skills.
- Understanding of the questions generated, sample choices & sources of potential bios in research.
- I worked as a project director while in the program and it gave me numerous skills in executing & applying for federal grants.
- Thesis/dissertation. Dr. X was a great advisor. I was definitely able to use the theories and practices she taught in my current career.
- Public health theories-applying these in practice.
- Technical skills learned in classroom applied in real world setting.
- Networking/knowledge of industry resources.
- Epidemiology, Statistics, history of public health, environmental sciences, behavioral sciences
- Research, literature search. Computer skills understanding biostatistics in student/articles.
- Statistics, analytic skills, epidemiology.
- Overview of health care field. Epi, Biostat.
- Quantitative Analyses of Public Health Issus.
- Epidemiology, Statistics, Health Promotion programs.
- The basic understanding of the 5 disciplines.
- Evaluating research studies.
- I'm no longer in PH, but I use my research surveying organizational skills constantly as a development director.
- Just the additional knowledge which added to my knowledge base.
- The ability to critically examine research and the ability to discuss the results of my own.
- Patience with bureaucratic screw-ups.
- Epidemiology research skills.
- Biostatistics, Epidemiology
- Program evaluation & Program implementation.

- The internship experience.
- Behavioral & organizational theory.
- Epi and Biostats.
- Broad Knowledge
- Critical thinking.
- Basic public health knowledge.
- Research
- Research Program Eval.
- Statistics.
- Data analysis. Epidemiology class.
- Working at Houston Crack-Dorm for an internship
- Biostats. Always take as many stats classes as you can.
- Writing and research
- Skills I acquired.
- Critical Analysis of research findings.
- ability to integrate epidemiology, behavioral theory and critical thinking regarding causation from evaluation courses
- Applying skills in epidemiology to outbreak investigations in previous job.
- Coursework in epidemiology, economics, biostatistics, and policy
- critical thinking
- Critically analyzing data. A study appears in the paper and everyone jumps on the results. My training allows me to point out the weakness of a study and encourage more critical thinking. (Also earning me a reputation as a grouch!)
- critically evaluating health care publications.
- How to network among the faculty and students.
- Lit reviews, manuscript writing and any field –based classes
- Planning studies, working with other epidemiologists to carry out studies.
- Since my career is very specialized, I was able to acquire at SPH the ability to look at the big picture and the entire breadth of safety and public health and relate that to a specific agent.
- Writing scientific papers, Biostatistics & Epidemiology, Environmental & Occupational Health Skills

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

- Thesis & Dissertation (doing now). Both are just busy work. There should be a none-thesis/dissertation track.
- Ethics & Methods.
- N/A, but now hopefully G/S & Special Analysis are important tools to have for Public Health!!
- Public health policy
- Practical work place knowledge
- Grant-writing, scholarly publication. Although I gained these skills through my concurrent job.

- Not enough student research opportunities.
- Better/course offerings in Behavioral Sciences ie. Theory, Research application, ethics.
- Suggest that research ethics class be mandatory for all SPH Students.
- Research Practice, Grant development.
- Needed more advanced courses in Health Care Economics. When I was there, it may have been the “matrix” structure that precluded more advanced courses.
- More clinical exposures.
- Financials of health care.
- Technical writing
- More research opportunities would have been great. Most of my research knowledge & experience came from my job at UT & not my class work.
- Student’s experiences in public health and health care settings were frequently dismissed by faculty and admin. Out of hand. This was especially insulting to those with more experience than the ones during the dismissing.
- Field practice in my concentration, environmental health.
- Better use of computer programs for statistical analysis.
- Career Development/Career Options
- Legal aspects of occupational health practice
- Epidemiology – very weak. Research opportunities-none. Researching very weak.
- Some classes used some material that were very old and not updated.
- Economics
- Qualitative Research.
- Grant writing
- Adequate availability of staff.
- Would have liked more SAS experience but not SPH fault. Work schedule prohibited.
- Communication/Dialogue
- Opportunities to find a job.
- Biostatistics
- business aspects such as cost/benefit analyses to show the value of your work (or proposed work)
- I should have taken several more theory and statistics courses.
- pharmacoepidemiology was not offered as a course.
- Program and project management
- Qualitative data collection & analysis
- Sampling, Application of stastical computer programs for the analysis of data
- Since more people at the school get a MPH then MS, it was difficult to keep track of what was needed for a satisfactory MS.
- while my committee was very supportive in general, I could have used more specific help with analyzing my data. I feel more information could have been "squeezed" out of the data.

## General Satisfaction

### What was the greatest strength of UT-H SPH during your degree program?

- Access to my advisor.
- Student Centered: pass/fail
- The pass-fail grading system & statistics, I doubted it at first, but then I was it worked. Also they were very choosy about the quality & potential of candidates- there was frontloading. I hear the school is becoming like any other school which is sad.
- Ability to complete while continuing to work.
- The practican was a wonderful experience that I had going to TX- MX border w/Dr. Lech. I'm very thankful for that experience.
- courses in my module.
- Local Faculty
- Faculty
- The staff—Dr. X was a great advisor. The social interaction b/t students—great opportunities to network.
- Faculty
- Providing the research information of toxicology.
- Faculty! Flexibility offered through the motive organization (which no longer exists)
- Low cost.
- The faculty.
- In depth understanding of the professors and their ability to guide students.
- Location
- The mentoring I received from faculty members.
- One-on-one mentorship of the advisor during the thesis/dissertation phase.
- Excellent academic advisor
- Diversity of expertise in the School amongst faculty.
- Availability of faculty at San Antonio regional campus. Very supportive of students and research issues.
- Working on my own.
- On-campus of opportunities, flexible course schedules.
- Applied courses.
- The students and some professors.
- Diversity of expertise of faculty.
- Applied nature of program-not just theoretical.
- Flexibility of my advisor.
- Knowledgeable, caring professors.
- Flexibility, faculty
- The teachers who really cared about helping students develop.
- The faculty and staff were very student friendly. I very much liked the entire program. Some of the professors were exceptional.
- Faculty members were approachable & helpful.
- Flexibility of course requirements

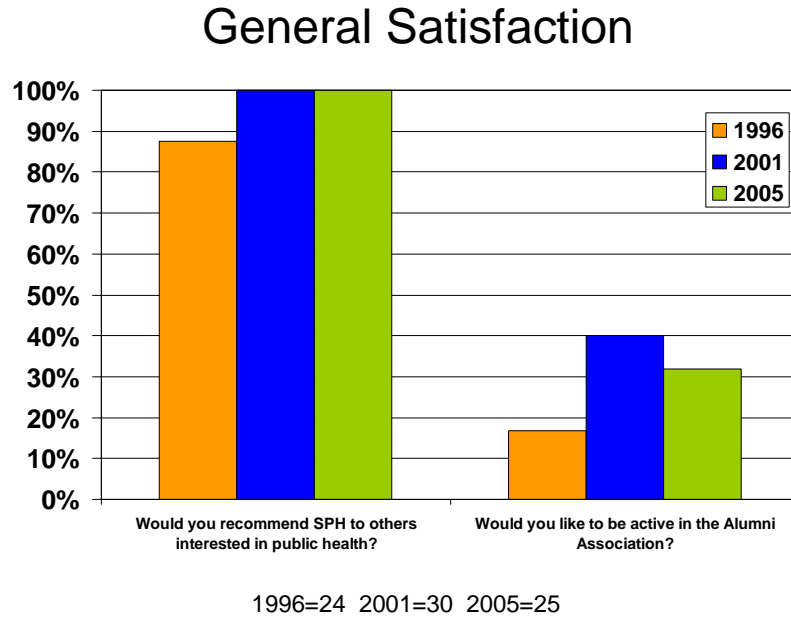
- The faculty and staff were accessible. The course work was challenging and interesting, especially the environmental health courses.
- Teachers.
- Professors were wonderful!!
- The range of knowledge in public health provided.
- Resources available in the medical center area.
- The professors that I worked with were very knowledgeable and helpful.
- Faculty.
- The closeness of the students and faculty.
- Variety of courses
- Diverse students who were working professionals.
- Faculty
- Availability of courses in the late afternoon.
- Hands on research opportunities.
- The coursework (specifically the classes but the internship and these were good too).
- Faculty were excellent.
- Geographic proximity to TMC + MDACC
- Independent nature of program allowed tailoring to your interests. Broad variety of courses/fellow students from broad variety of field of work/interest/backgrounds.
- Professors
- Professors & their in-depth knowledge of the subject matter
- Writing
- The flexibility to take classes due to the Pass/Fail grading system.
- Policy, Epi & Statistics.
- Almost every course I took was taught by an extremely competent professor who took their course work seriously. Before attending UT-SPH, I had 9 years of college experience at 3 different universities, 5 of those post-graduate at 2 different universities so I feel I have some perspective. Support staff was also very supportive which isn't always the case at other universities.
- dedicated teachers.
- Diversity of student backgrounds and broad range of courses
- Expertise and dedication to teaching of the faculty
- Gained confidence to speak in professional forum. Learnt how to conduct literature review by internet
- My advisor who spent much time with me and gave me valuable mentoring.
- My thesis advisor meet with me weekly and provided feedback on my updates weekly which encouraged and facilitated progress on the thesis.
- obtaining career contacts
- The dedication and knowledge of the faculty; always helpful and encouraging
- The diversity of courses. As a researcher in writing proposals and leading project knowing a little about a lot is very helpful
- The mentorship I had

**What was the greatest weakness of UT-SPH during your degree program?**

- Grading System currently in place. Too research oriented- its all about grants. Need to get back to the basis. Can't get a BS in Public Health so people need much more training in theory practice. Principals-the practical stuff.
- Took three attempts before dissertation project identified that would get approval.
- My greatest weakness was applying everything I learned to write my thesis! So maybe if there was a way to keep students motivated during this process that would be most helpful; but how that ca be done is a very big question since students already have the support of Advisor & thesis committee.
- Research & general classes were not very helpful.
- Distance Learning had frequent technical problems.
- There are/were no curses at a graduate level for students who already had a strong biology background. They were all "catch up" courses for social science undergrads.
- Some of the staff was more concerned w/research than mentoring students.
- Non-availability of courses bared on my schedule.
- Can't think of any.
- Some professors were not very insightful.
- Lack of cooperation from thesis committees.
- Focus on statistical principles prior to and in some cases to the exclusion of issues of quality control.
- Available non-loan financial aid.
- The limited number of classes available for doctoral students & the schedule of classes.
- Not enough night/summer classes Not enough Behavioral Science courses.
- ITV System needs improvement-never seemed to work properly & resulted in wasted time /energy.
- Advising process too subjective.
- Lack of advanced courses. No grades I speciality field. Pass-Fail Great I courses outside of one's field.
- Intergration of clinical Basic Science issues.
- El Paso satellite did not seem to be well-supported by Houston or UTEP at the time I was there.
- The school is too flexible for foreign students. I find it hard to believe that a student who barely speaks English was able to produce a thesis that was to the level I was expected to produce
- day classes. Thesis mandate.
- lack courses in my concentration.
- There were not enough of these teachers & some advisors were terrible
- It was hard to work needed classes into working full time.
- I found the distinction between the DrPH & PhD program artificial, particularly since I did research.
- Too easy to get a degree. Even now, persons without enough preparation obtain degrees. I know lots of people recently who only spent a few months doing a dissertation.
- Faculty that imposes all sorts of rules on students, but does not stick to their own self-imposed rules.

- Would have been better to be able to select own advisors. Also some of the students had very weak quantitative background,
- The international health curriculum was weak.
- Career development options
- No family involved in research
- Same tired causes.
- Lack of Summer courses.
- Various Biostatistical professors could translate knowledge into teaching.
- Having a male counsel prejudice against MD's and females.
- Lack of name recognition/profitee outside Texas
- Timing of the thesis process.
- Lot of professors learning, morale in teaching staff dropped.
- Did not have a coordinated/job search program. I was left to my own devices to get my first job.
- My advisor had to leave midway through my thesis to fill in for another in San Antonio, so I was forced to correspond by fax and mail, which was difficult.
- The DrPH degree is not widely recognized + often overlooked in academics. Should have changed to PHD program. I think this has been a drawback for me.
- Professors/not enough good ones.
- Course offerings
- Not enough help finding a job.
- Faculty more focused on their research instead of mentoring students.
- Certain courses which were specific for my degree were not offered
- Class schedules not conducive to taking courses while working full-time
- Computer programs were DOS based...before windows. Biometry was agonizing!
- Feedback on thesis ideas and progress. For example, after working on my proposal for a year, I found some committee members didn't approve of the idea. Knowing that from the beginning would have been extremely helpful
- I was not required to take a wide enough variety of courses and was not required to do an internship, which I think is important
- no course on how to design and implement disease control projects.
- Not specializing in anything. In today's funding climate it is extremely difficult to keep yourself funded completely on your own projects. As a statistician, psychologist or psychometrician etc. it would be easier to fill roles on other people's projects
- Was new at the time so we had limited access to technology back then

## GENERAL SATISFACTION



### **Would you recommend UT-SPH to others who were interested in graduate study in public health?**

In the overall sample, 96.6% of respondents reported that they would recommend UT-H SPH to others who wished to study public health. The “yes” responses were highest in the 2001 and 2005 cohorts in which all respondents answered “yes”. Within the 1996 cohort, 87.5% answered yes.

### **Would you like to be active in alumni association activities?**

In the overall sample, 28.4% answered “yes”. The 2001 cohort had the highest percentage of “yes” responses with 40.0%, followed by the 2005 (32.0%) and 1996 cohorts (16.7%).

# Crosstabulations

**Year Year of Graduation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1996	24	27.3	28.6	28.6
	2001	33	37.5	39.3	67.9
	2005	27	30.7	32.1	100.0
	Total	84	95.5	100.0	
Missing	System	4	4.5		
Total		88	100.0		

**Q1 Gender \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q1 Gender	Male	Count	9	7	4	20
		% within Year Year of Graduation	42.9%	21.9%	15.4%	25.3%
	Female	Count	12	25	22	59
		% within Year Year of Graduation	57.1%	78.1%	84.6%	74.7%
Total		Count	21	32	26	79
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q2 UT-SPH Highest Degree \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q2 UT-SPH Highest Degree	MPH	Count	10	21	20	51
		% within Year Year of Graduation	50.0%	72.4%	74.1%	67.1%
	MS	Count	0	2	1	3
		% within Year Year of Graduation	.0%	6.9%	3.7%	3.9%
DrPH	Count	6	4	3	13	
	% within Year Year of Graduation	30.0%	13.8%	11.1%	17.1%	
PhD	Count	4	2	3	9	
	% within Year Year of Graduation	20.0%	6.9%	11.1%	11.8%	
Total		Count	20	29	27	76
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q3M Modules of your primary work at UT-SPH \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q3M Modules of your primary work at UT-SPH	Community Health Practice	Count	2	3	3	8
		% within Year Year of Graduation	10.5%	10.7%	15.0%	11.9%
	Disease Control	Count	2	2	4	8
		% within Year Year of Graduation	10.5%	7.1%	20.0%	11.9%
	Health Promotion/Health Education	Count	6	7	6	19
		% within Year Year of Graduation	31.6%	25.0%	30.0%	28.4%
	Health Services Organization	Count	4	5	2	11
		% within Year Year of Graduation	21.1%	17.9%	10.0%	16.4%
	International & Family Health	Count	2	8	1	11
		% within Year Year of Graduation	10.5%	28.6%	5.0%	16.4%
	Occupational Health/Aerospace Medicine	Count	3	3	4	10
		% within Year Year of Graduation	15.8%	10.7%	20.0%	14.9%
Total	Count	19	28	20	67	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

**Q3D Disciplines of your primary work at UT-SPH \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q3D Disciplines of your primary work at UT-SPH	Behavioral Sciences	Count	3	3	7	13
		% within Year Year of Graduation	25.0%	25.0%	63.6%	37.1%
	Biometry/Biostatistics	Count	2	1	1	4
		% within Year Year of Graduation	16.7%	8.3%	9.1%	11.4%
	Environmental Sciences	Count	1	3	0	4
		% within Year Year of Graduation	8.3%	25.0%	.0%	11.4%
	Epidemiology	Count	4	1	3	8
		% within Year Year of Graduation	33.3%	8.3%	27.3%	22.9%
	Management & Policy Sciences	Count	2	4	0	6
		% within Year Year of Graduation	16.7%	33.3%	.0%	17.1%
Total	Count	12	12	11	35	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

**Q4 Have you pursued further public health education since graduating from UT-SPH \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q4 Have you pursued further public health education since graduating from UT-SPH	No	Count	18	28	22	68
		% within Year Year of Graduation	75.0%	84.8%	81.5%	81.0%
	Yes (degree sought)	Count	3	1	4	8
		% within Year Year of Graduation	12.5%	3.0%	14.8%	9.5%
	Yes (non-degree)	Count	3	4	1	8
		% within Year Year of Graduation	12.5%	12.1%	3.7%	9.5%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q5 Which of these did you find helpful in finding your first job after leaving UT-SPH \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q5 Which of these did you find helpful in finding your first job after leaving UT-SPH	UT-SPH Career Information Network	Count	1	3	0	4
		% within Year Year of Graduation	6.7%	13.0%	.0%	7.0%
	Other UT-SPH resources	Count	3	6	5	14
		% within Year Year of Graduation	20.0%	26.1%	26.3%	24.6%
	Alumni	Count	2	3	0	5
		% within Year Year of Graduation	13.3%	13.0%	.0%	8.8%
	Other	Count	9	11	14	34
		% within Year Year of Graduation	60.0%	47.8%	73.7%	59.6%
Total		Count	15	23	19	57
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q6 What is your current employment status? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q6 What is your current employment status?	Employed full-time	Count	16	28	21	65
		% within Year Year of Graduation	69.6%	87.5%	77.8%	79.3%
	Employed part-time	Count	3	2	2	7
		% within Year Year of Graduation	13.0%	6.3%	7.4%	8.5%
	Unemployed by choice	Count	4	0	1	5
		% within Year Year of Graduation	17.4%	.0%	3.7%	6.1%
	Student	Count	0	1	2	3
		% within Year Year of Graduation	.0%	3.1%	7.4%	3.7%
	Retired	Count	0	1	1	2
		% within Year Year of Graduation	.0%	3.1%	3.7%	2.4%
Total		Count	23	32	27	82
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Which of the following best describes your present occupation? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q9 Which of the following best describes your present occupation?	Behavioral or social scientist	Count % within Year Year of Graduation	3 14.3%	2 7.1%	5 20.0%	10 13.5%
	Biostatistician	Count % within Year Year of Graduation	1 4.8%	1 3.6%	1 4.0%	3 4.1%
	Epidemiologist	Count % within Year Year of Graduation	2 9.5%	3 10.7%	3 12.0%	8 10.8%
	Health Educator	Count % within Year Year of Graduation	2 9.5%	2 7.1%	2 8.0%	6 8.1%
	Public or community health nurse	Count % within Year Year of Graduation	0 .0%	2 7.1%	0 .0%	2 2.7%
	Public community health physician, dentist	Count % within Year Year of Graduation	0 .0%	0 .0%	1 4.0%	1 1.4%
	Health planner or policy analyst	Count % within Year Year of Graduation	2 9.5%	1 3.6%	0 .0%	3 4.1%
	Health services administrator	Count % within Year Year of Graduation	0 .0%	2 7.1%	1 4.0%	3 4.1%
	Environmental health specialist	Count % within Year Year of Graduation	1 4.8%	1 3.6%	0 .0%	2 2.7%
	Industrial hygienist or safety specialist	Count % within Year Year of Graduation	0 .0%	2 7.1%	2 8.0%	4 5.4%
	Laboratory scientist	Count % within Year Year of Graduation	1 4.8%	0 .0%	1 4.0%	2 2.7%
	Other public health occupation	Count % within Year Year of Graduation	3 14.3%	8 28.6%	5 20.0%	16 21.6%
	Not in public health	Count % within Year Year of Graduation	6 28.6%	4 14.3%	4 16.0%	14 18.9%
	<b>Total</b>	Count % within Year Year of Graduation	21 100.0%	28 100.0%	25 100.0%	74 100.0%

**Q10\_1 Monitoring community health status \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_1 Monitoring community health status	Yes	Count	2	7	2	11
		% within Year Year of Graduation	8.3%	21.2%	7.4%	13.1%
	No	Count	22	26	25	73
		% within Year Year of Graduation	91.7%	78.8%	92.6%	86.9%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_2 Investigating community health status problems and hazard \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_2 Investigating community health status problems and hazard	Yes	Count	1	5	3	9
		% within Year Year of Graduation	4.2%	15.2%	11.1%	10.7%
	No	Count	23	28	24	75
		% within Year Year of Graduation	95.8%	84.8%	88.9%	89.3%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_3 Educating the public about health issues \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_3 Educating the public about health issues	Yes	Count	2	10	10	22
		% within Year Year of Graduation	8.3%	30.3%	37.0%	26.2%
	No	Count	22	23	17	62
		% within Year Year of Graduation	91.7%	69.7%	63.0%	73.8%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_4 Organizing community groups to solve health problems \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_4 Organizing community groups to solve health problems	Yes	Count	0	4	2	6
		% within Year Year of Graduation	.0%	12.1%	7.4%	7.1%
	No	Count	24	29	25	78
		% within Year Year of Graduation	100.0%	87.9%	92.6%	92.9%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_5 Developing community health policies and programs \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_5 Developing community health policies and programs	Yes	Count	1	5	1	7
		% within Year Year of Graduation	4.2%	15.2%	3.7%	8.3%
	No	Count	23	28	26	77
		% within Year Year of Graduation	95.8%	84.8%	96.3%	91.7%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_6 Enforcing health and safety laws and regulations \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_6 Enforcing health and safety laws and regulations	Yes	Count	4	4	3	11
		% within Year Year of Graduation	16.7%	12.1%	11.1%	13.1%
	No	Count	20	29	24	73
		% within Year Year of Graduation	83.3%	87.9%	88.9%	86.9%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_7 Providing personal health services \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_7 Providing personal health services	Yes	Count	2	5	3	10
		% within Year Year of Graduation	8.3%	15.2%	11.1%	11.9%
	No	Count	22	28	24	74
		% within Year Year of Graduation	91.7%	84.8%	88.9%	88.1%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_8 Educating health personnel \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_8 Educating health personnel	Yes	Count	5	10	7	22
		% within Year Year of Graduation	20.8%	30.3%	25.9%	26.2%
	No	Count	19	23	20	62
		% within Year Year of Graduation	79.2%	69.7%	74.1%	73.8%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_9 Evaluating personal and community health services \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_9 Evaluating personal and community health services	Yes	Count	0	2	2	4
		% within Year Year of Graduation	.0%	6.1%	7.4%	4.8%
	No	Count	24	31	25	80
		% within Year Year of Graduation	100.0%	93.9%	92.6%	95.2%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_10 Conducting research \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_10 Conducting research	Yes	Count	8	15	10	33
		% within Year of Graduation	33.3%	45.5%	37.0%	39.3%
	No	Count	16	18	17	51
		% within Year of Graduation	66.7%	54.5%	63.0%	60.7%
Total		Count	24	33	27	84
		% within Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_11 Other \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_11 Other	Yes	Count	2	4	0	6
		% within Year of Graduation	8.3%	12.1%	.0%	7.1%
	No	Count	22	29	27	78
		% within Year of Graduation	91.7%	87.9%	100.0%	92.9%
Total		Count	24	33	27	84
		% within Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q10\_12 None related to public health \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q10_12 None related to public health	Yes	Count	4	2	7	13
		% within Year of Graduation	16.7%	6.1%	25.9%	15.5%
	No	Count	20	31	20	71
		% within Year of Graduation	83.3%	93.9%	74.1%	84.5%
Total		Count	24	33	27	84
		% within Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q11 If you would indicate your current salary range, it would help us inform our graduates. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q11 If you would indicate your current salary range, it would help us inform our graduates.	Less than \$10,000	Count	0	1	0	1
		% within Year	.0%	3.1%	.0%	1.4%
		Year of Graduation				
	\$20,000 - \$29,999	Count	1	0	1	2
		% within Year	5.9%	.0%	4.3%	2.8%
		Year of Graduation				
	\$30,000 - \$39,999	Count	2	0	1	3
		% within Year	11.8%	.0%	4.3%	4.2%
		Year of Graduation				
	\$40,000 - \$49,999	Count	0	4	8	12
		% within Year	.0%	12.5%	34.8%	16.7%
		Year of Graduation				
	\$50,000 - \$59,999	Count	3	3	3	9
		% within Year	17.6%	9.4%	13.0%	12.5%
	Year of Graduation					
\$60,000 - \$69,999	Count	1	7	3	11	
	% within Year	5.9%	21.9%	13.0%	15.3%	
	Year of Graduation					
\$70,000 - \$79,999	Count	2	2	2	6	
	% within Year	11.8%	6.3%	8.7%	8.3%	
	Year of Graduation					
\$80,000 - \$89,999	Count	0	4	2	6	
	% within Year	.0%	12.5%	8.7%	8.3%	
	Year of Graduation					
\$90,000 - \$99,999	Count	0	2	0	2	
	% within Year	.0%	6.3%	.0%	2.8%	
	Year of Graduation					
\$100,000 - \$124,999	Count	5	2	1	8	
	% within Year	29.4%	6.3%	4.3%	11.1%	
	Year of Graduation					
\$125,000 - \$124,999	Count	0	1	0	1	
	% within Year	.0%	3.1%	.0%	1.4%	
	Year of Graduation					
\$150,000 - and above	Count	3	6	2	11	
	% within Year	17.6%	18.8%	8.7%	15.3%	
	Year of Graduation					
Total	Count	17	32	23	72	
	% within Year	100.0%	100.0%	100.0%	100.0%	
	Year of Graduation					

**Q12 The academic standards at the SPH were about right in terms of rigor. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q12 The academic standards at the SPH were about right in terms of rigor.	Strongly Agree	Count	7	15	9	31
		% within Year Year of Graduation	29.2%	46.9%	34.6%	37.8%
	Agree	Count	8	9	12	29
		% within Year Year of Graduation	33.3%	28.1%	46.2%	35.4%
	Neutral	Count	6	5	3	14
		% within Year Year of Graduation	25.0%	15.6%	11.5%	17.1%
	Disagree	Count	2	3	0	5
		% within Year Year of Graduation	8.3%	9.4%	.0%	6.1%
	Strongly Disagree	Count	1	0	2	3
		% within Year Year of Graduation	4.2%	.0%	7.7%	3.7%
Total		Count	24	32	26	82
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**The school provided courses enabling me to meet my degree program objectives. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q13 The school provided courses enabling me to meet my degree program objectives.	Strongly Agree	Count	10	14	11	35
		% within Year Year of Graduation	43.5%	42.4%	40.7%	42.2%
	Agree	Count	8	14	13	35
		% within Year Year of Graduation	34.8%	42.4%	48.1%	42.2%
	Neutral	Count	2	4	2	8
		% within Year Year of Graduation	8.7%	12.1%	7.4%	9.6%
	Disagree	Count	2	1	1	4
		% within Year Year of Graduation	8.7%	3.0%	3.7%	4.8%
	Strongly Disagree	Count	1	0	0	1
		% within Year Year of Graduation	4.3%	.0%	.0%	1.2%
Total		Count	23	33	27	83
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**4 Courses were available so that I could finish my program in a timely manner. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q14 Courses were available so that I could finish my program in a timely manner.	Strongly Agree	Count	11	16	11	38
		% within Year Year of Graduation	47.8%	50.0%	40.7%	46.3%
	Agree	Count	6	13	11	30
		% within Year Year of Graduation	26.1%	40.6%	40.7%	36.6%
	Neutral	Count	3	1	3	7
% within Year Year of Graduation		13.0%	3.1%	11.1%	8.5%	
Disagree	Count	2	2	2	6	
	% within Year Year of Graduation	8.7%	6.3%	7.4%	7.3%	
Strongly Disagree	Count	1	0	0	1	
	% within Year Year of Graduation	4.3%	.0%	.0%	1.2%	
Total		Count	23	32	27	82
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q15 I was satisfied with the number of courses available in my program area. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q15 I was satisfied with the number of courses available in my program area.	Strongly Agree	Count	8	11	8	27
		% within Year Year of Graduation	33.3%	34.4%	29.6%	32.5%
	Agree	Count	9	11	10	30
		% within Year Year of Graduation	37.5%	34.4%	37.0%	36.1%
	Neutral	Count	4	5	4	13
% within Year Year of Graduation		16.7%	15.6%	14.8%	15.7%	
Disagree	Count	2	3	5	10	
	% within Year Year of Graduation	8.3%	9.4%	18.5%	12.0%	
Strongly Disagree	Count	1	2	0	3	
	% within Year Year of Graduation	4.2%	6.3%	.0%	3.6%	
Total		Count	24	32	27	83
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q16 I would like the opportunity to take evening classes. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q16 I would like the opportunity to take evening classes.	Strongly Agree	Count	6	11	12	29
		% within Year Year of Graduation	26.1%	34.4%	44.4%	35.4%
	Agree	Count	5	5	5	15
		% within Year Year of Graduation	21.7%	15.6%	18.5%	18.3%
	Neutral	Count	7	7	6	20
% within Year Year of Graduation		30.4%	21.9%	22.2%	24.4%	
Disagree	Count	4	4	2	10	
	% within Year Year of Graduation	17.4%	12.5%	7.4%	12.2%	
Strongly Disagree	Count	1	5	2	8	
	% within Year Year of Graduation	4.3%	15.6%	7.4%	9.8%	
Total		Count	23	32	27	82
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**7 The educational experience I had as a student at the School of Public Health met my expectations. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q17 The educational experience I had as a student at the School of Public Health met my expectations.	Strongly Agree	Count	12	9	9	30
		% within Year Year of Graduation	50.0%	29.0%	33.3%	36.6%
	Agree	Count	6	14	14	34
		% within Year Year of Graduation	25.0%	45.2%	51.9%	41.5%
	Neutral	Count	4	6	2	12
% within Year Year of Graduation		16.7%	19.4%	7.4%	14.6%	
Disagree	Count	2	1	2	5	
	% within Year Year of Graduation	8.3%	3.2%	7.4%	6.1%	
Strongly Disagree	Count	0	1	0	1	
	% within Year Year of Graduation	.0%	3.2%	.0%	1.2%	
Total		Count	24	31	27	82
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**My UT-H SPH education has prepared me to meet the demands of my current or first public-health related job after leaving the School \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q18 My UT-H SPH education has prepared me to meet the demands of my current or first public-health related job after leaving the School	Strongly Agree	Count % within Year Year of Graduation	7 31.8%	12 37.5%	8 30.8%	27 33.8%
	Agree	Count % within Year Year of Graduation	7 31.8%	13 40.6%	13 50.0%	33 41.3%
	Neutral	Count % within Year Year of Graduation	4 18.2%	5 15.6%	3 11.5%	12 15.0%
	Disagree	Count % within Year Year of Graduation	3 13.6%	1 3.1%	1 3.8%	5 6.3%
	Strongly Disagree	Count % within Year Year of Graduation	1 4.5%	1 3.1%	1 3.8%	3 3.8%
Total		Count % within Year Year of Graduation	22 100.0%	32 100.0%	26 100.0%	80 100.0%

**19 The thesis/dissertation helped me to integrate the breadth of public health knowledge. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q19 The thesis/dissertation helped me to integrate the breadth of public health knowledge.	Strongly Agree	Count % within Year Year of Graduation	5 20.8%	16 48.5%	13 48.1%	34 40.5%
	Agree	Count % within Year Year of Graduation	12 50.0%	9 27.3%	10 37.0%	31 36.9%
	Neutral	Count % within Year Year of Graduation	6 25.0%	3 9.1%	1 3.7%	10 11.9%
	Disagree	Count % within Year Year of Graduation	1 4.2%	4 12.1%	1 3.7%	6 7.1%
	Strongly Disagree	Count % within Year Year of Graduation	0 .0%	1 3.0%	2 7.4%	3 3.6%
Total		Count % within Year Year of Graduation	24 100.0%	33 100.0%	27 100.0%	84 100.0%

**The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q20 The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.	Strongly Agree	Count	7	18	14	39
		% within Year Year of Graduation	30.4%	54.5%	51.9%	47.0%
	Agree	Count	9	11	9	29
		% within Year Year of Graduation	39.1%	33.3%	33.3%	34.9%
	Neutral	Count	6	1	1	8
% within Year Year of Graduation		26.1%	3.0%	3.7%	9.6%	
Disagree	Count	0	2	1	3	
	% within Year Year of Graduation	.0%	6.1%	3.7%	3.6%	
Strongly Disagree	Count	1	1	2	4	
	% within Year Year of Graduation	4.3%	3.0%	7.4%	4.8%	
Total	Count	23	33	27	83	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

**21 I found the thesis/dissertation to be a useful culminating experience for my degree program. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q21 I found the thesis/dissertation to be a useful culminating experience for my degree program.	Strongly Agree	Count	5	17	14	36
		% within Year Year of Graduation	20.8%	51.5%	51.9%	42.9%
	Agree	Count	12	10	7	29
		% within Year Year of Graduation	50.0%	30.3%	25.9%	34.5%
	Neutral	Count	6	1	4	11
% within Year Year of Graduation		25.0%	3.0%	14.8%	13.1%	
Disagree	Count	1	4	0	5	
	% within Year Year of Graduation	4.2%	12.1%	.0%	6.0%	
Strongly Disagree	Count	0	1	2	3	
	% within Year Year of Graduation	.0%	3.0%	7.4%	3.6%	
Total	Count	24	33	27	84	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

**Q22 The thesis/dissertation helped to prepare me for a public health career \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q22 The thesis/dissertation helped to prepare me for a public health career	Strongly Agree	Count	5	13	9	27
		% within Year Year of Graduation	23.8%	39.4%	34.6%	33.8%
	Agree	Count	6	11	9	26
		% within Year Year of Graduation	28.6%	33.3%	34.6%	32.5%
	Neutral	Count	7	4	6	17
% within Year Year of Graduation		33.3%	12.1%	23.1%	21.3%	
Disagree	Count	3	3	0	6	
	% within Year Year of Graduation	14.3%	9.1%	.0%	7.5%	
Strongly Disagree	Count	0	2	2	4	
	% within Year Year of Graduation	.0%	6.1%	7.7%	5.0%	
Total	Count	21	33	26	80	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

**My UT-H SPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q23 My UT-H SPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.	Strongly Agree	Count	4	12	10	26
		% within Year Year of Graduation	26.7%	42.9%	43.5%	39.4%
	Agree	Count	8	10	10	28
		% within Year Year of Graduation	53.3%	35.7%	43.5%	42.4%
	Neutral	Count	2	3	2	7
% within Year Year of Graduation		13.3%	10.7%	8.7%	10.6%	
Disagree	Count	0	3	0	3	
	% within Year Year of Graduation	.0%	10.7%	.0%	4.5%	
Strongly Disagree	Count	1	0	1	2	
	% within Year Year of Graduation	6.7%	.0%	4.3%	3.0%	
Total	Count	15	28	23	66	
	% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%	

My UT-H SPH 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). \* Year Year of Graduation Crosstabulation

			Year Year of Graduation			Total
			1996	2001	2005	
Q24 My UT-H SPH 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).	Strongly Agree	Count % within Year Year of Graduation	5 29.4%	14 50.0%	11 47.8%	30 44.1%
	Agree	Count % within Year Year of Graduation	10 58.8%	8 28.6%	9 39.1%	27 39.7%
	Neutral	Count % within Year Year of Graduation	1 5.9%	5 17.9%	2 8.7%	8 11.8%
	Disagree	Count % within Year Year of Graduation	0 .0%	1 3.6%	0 .0%	1 1.5%
	Strongly Disagree	Count % within Year Year of Graduation	1 5.9%	0 .0%	1 4.3%	2 2.9%
Total	Count % within Year Year of Graduation	17 100.0%	28 100.0%	23 100.0%	68 100.0%	

My UT-H SPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems. \* Year Year of Graduation Crosstabulation

			Year Year of Graduation			Total
			1996	2001	2005	
Q25 My UT-H SPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.	Strongly Agree	Count % within Year Year of Graduation	4 23.5%	12 42.9%	10 43.5%	26 38.2%
	Agree	Count % within Year Year of Graduation	9 52.9%	10 35.7%	11 47.8%	30 44.1%
	Neutral	Count % within Year Year of Graduation	2 11.8%	4 14.3%	1 4.3%	7 10.3%
	Disagree	Count % within Year Year of Graduation	1 5.9%	2 7.1%	0 .0%	3 4.4%
	Strongly Disagree	Count % within Year Year of Graduation	1 5.9%	0 .0%	1 4.3%	2 2.9%
Total	Count % within Year Year of Graduation	17 100.0%	28 100.0%	23 100.0%	68 100.0%	

**26 My research degree program adequately prepared me for an academic career. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q26 My research degree program adequately prepared me for an academic career.	Strongly Agree	Count	4	4	3	11
		% within Year Year of Graduation	36.4%	36.4%	37.5%	36.7%
	Agree	Count	2	3	3	8
		% within Year Year of Graduation	18.2%	27.3%	37.5%	26.7%
	Neutral	Count	4	3	1	8
% within Year Year of Graduation		36.4%	27.3%	12.5%	26.7%	
Disagree	Count	1	0	0	1	
	% within Year Year of Graduation	9.1%	.0%	.0%	3.3%	
Strongly Disagree	Count	0	1	1	2	
	% within Year Year of Graduation	.0%	9.1%	12.5%	6.7%	
Total		Count	11	11	8	30
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**7 My UT-H SPH degree program provided me with a public health perspective in the applicaton of my speciality area. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q27 My UT-H SPH degree program provided me with a public health perspective in the applicaton of my speciality area.	Strongly Agree	Count	5	6	6	17
		% within Year Year of Graduation	45.5%	54.5%	75.0%	56.7%
	Agree	Count	5	3	1	9
		% within Year Year of Graduation	45.5%	27.3%	12.5%	30.0%
	Neutral	Count	1	1	0	2
% within Year Year of Graduation		9.1%	9.1%	.0%	6.7%	
Strongly Disagree	Count	0	1	1	2	
	% within Year Year of Graduation	.0%	9.1%	12.5%	6.7%	
Total		Count	11	11	8	30
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q28 If you took any classes where Interactive Television (ITV) was utilized, was your experience satisfactory? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q28 If you took any classes where Interactive Television (ITV) was utilized, was your experience satisfactory?	Yes	Count % within Year Year of Graduation	3 50.0%	12 54.5%	17 89.5%	32 68.1%
	No	Count % within Year Year of Graduation	3 50.0%	10 45.5%	2 10.5%	15 31.9%
Total		Count % within Year Year of Graduation	6 100.0%	22 100.0%	19 100.0%	47 100.0%

**Q29 If it had been available, would you have chosen to take a course online during your degree program? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q29 If it had been available, would you have chosen to take a course online during your degree program?	Yes	Count % within Year Year of Graduation	11 52.4%	17 60.7%	15 55.6%	43 56.6%
	No	Count % within Year Year of Graduation	10 47.6%	11 39.3%	12 44.4%	33 43.4%
Total		Count % within Year Year of Graduation	21 100.0%	28 100.0%	27 100.0%	76 100.0%

**Q30 Would you take a course if available online in the future? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q30 Would you take a course if available online in the future?	Yes	Count % within Year Year of Graduation	13 54.2%	18 62.1%	21 77.8%	52 65.0%
	No	Count % within Year Year of Graduation	11 45.8%	11 37.9%	6 22.2%	28 35.0%
Total		Count % within Year Year of Graduation	24 100.0%	29 100.0%	27 100.0%	80 100.0%

**Q31 Would you take a degree program if available online in the future? \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q31 Would you take a degree program if available online in the future?	Yes	Count	7	8	13	28
		% within Year of Graduation	29.2%	28.6%	48.1%	35.4%
	No	Count	17	20	14	51
		% within Year of Graduation	70.8%	71.4%	51.9%	64.6%
Total		Count	24	28	27	79
		% within Year of Graduation	100.0%	100.0%	100.0%	100.0%

**The school provided adequate research opportunities for me. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q32 The school provided adequate research opportunities for me.	Strongly Agree	Count	11	10	11	32
		% within Year of Graduation	52.4%	31.3%	44.0%	41.0%
	Agree	Count	3	9	5	17
		% within Year of Graduation	14.3%	28.1%	20.0%	21.8%
	Neutral	Count	3	6	3	12
		% within Year of Graduation	14.3%	18.8%	12.0%	15.4%
	Disagree	Count	3	5	1	9
		% within Year of Graduation	14.3%	15.6%	4.0%	11.5%
	Strongly Disagree	Count	1	2	5	8
		% within Year of Graduation	4.8%	6.3%	20.0%	10.3%
Total		Count	21	32	25	78
		% within Year of Graduation	100.0%	100.0%	100.0%	100.0%

**3 My research experience provided me the skills to critically evaluate the scientific literature. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q33 My research experience provided me the skills to critically evaluate the scientific literature.	Strongly Agree	Count	11	10	9	30
		% within Year Year of Graduation	52.4%	31.3%	36.0%	38.5%
	Agree	Count	3	12	11	26
		% within Year Year of Graduation	14.3%	37.5%	44.0%	33.3%
	Neutral	Count	4	4	3	11
		% within Year Year of Graduation	19.0%	12.5%	12.0%	14.1%
	Disagree	Count	2	5	0	7
		% within Year Year of Graduation	9.5%	15.6%	.0%	9.0%
	Strongly Disagree	Count	1	1	2	4
		% within Year Year of Graduation	4.8%	3.1%	8.0%	5.1%
Total		Count	21	32	25	78
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**4 My research experience provided me the skills to develop my own solution to the scientific/public health problem. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q34 My research experience provided me the skills to develop my own solution to the scientific/public health problem.	Strongly Agree	Count	8	7	9	24
		% within Year Year of Graduation	42.1%	21.2%	36.0%	31.2%
	Agree	Count	4	12	9	25
		% within Year Year of Graduation	21.1%	36.4%	36.0%	32.5%
	Neutral	Count	6	8	5	19
		% within Year Year of Graduation	31.6%	24.2%	20.0%	24.7%
	Disagree	Count	0	5	1	6
		% within Year Year of Graduation	.0%	15.2%	4.0%	7.8%
	Strongly Disagree	Count	1	1	1	3
		% within Year Year of Graduation	5.3%	3.0%	4.0%	3.9%
Total		Count	19	33	25	77
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q35 My research experience provided me the skills to communicate my findings effectively. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q35 My research experience provided me the skills to communicate my findings effectively.	Strongly Agree	Count	8	12	8	28
		% within Year Year of Graduation	38.1%	36.4%	32.0%	35.4%
	Agree	Count	6	11	12	29
		% within Year Year of Graduation	28.6%	33.3%	48.0%	36.7%
	Neutral	Count	6	4	4	14
	% within Year Year of Graduation	28.6%	12.1%	16.0%	17.7%	
	Disagree	Count	0	5	0	5
		% within Year Year of Graduation	.0%	15.2%	.0%	6.3%
	Strongly Disagree	Count	1	1	1	3
		% within Year Year of Graduation	4.8%	3.0%	4.0%	3.8%
Total		Count	21	33	25	79
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q36 My research experience provided me with research ethics training. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q36 My research experience provided me with research ethics training.	Strongly Agree	Count	8	6	8	22
		% within Year Year of Graduation	38.1%	18.8%	32.0%	28.2%
	Agree	Count	7	11	9	27
		% within Year Year of Graduation	33.3%	34.4%	36.0%	34.6%
	Neutral	Count	3	5	5	13
	% within Year Year of Graduation	14.3%	15.6%	20.0%	16.7%	
	Disagree	Count	1	7	2	10
		% within Year Year of Graduation	4.8%	21.9%	8.0%	12.8%
	Strongly Disagree	Count	2	3	1	6
		% within Year Year of Graduation	9.5%	9.4%	4.0%	7.7%
Total		Count	21	32	25	78
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**37 If available during my degree program, the internship/practicum experience helped me to put theory into application. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q37 If available during my degree program, the internship/practicum experience helped me to put theory into application	Strongly Agree	Count	8	11	10	29
		% within Year Year of Graduation	57.1%	45.8%	43.5%	47.5%
	Agree	Count	1	6	8	15
		% within Year Year of Graduation	7.1%	25.0%	34.8%	24.6%
	Neutral	Count	2	3	4	9
		% within Year Year of Graduation	14.3%	12.5%	17.4%	14.8%
	Disagree	Count	1	3	1	5
		% within Year Year of Graduation	7.1%	12.5%	4.3%	8.2%
	Strongly Disagree	Count	2	1	0	3
		% within Year Year of Graduation	14.3%	4.2%	.0%	4.9%
Total		Count	14	24	23	61
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**38 If available during my degree program, the internship/practicum experience was valuable to my career. \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q38 If available during my degree program, the internship/practicum experience was valuable to my career.	Strongly Agree	Count	5	12	9	26
		% within Year Year of Graduation	35.7%	50.0%	42.9%	44.1%
	Agree	Count	3	6	7	16
		% within Year Year of Graduation	21.4%	25.0%	33.3%	27.1%
	Neutral	Count	2	3	4	9
		% within Year Year of Graduation	14.3%	12.5%	19.0%	15.3%
	Disagree	Count	2	2	1	5
		% within Year Year of Graduation	14.3%	8.3%	4.8%	8.5%
	Strongly Disagree	Count	2	1	0	3
		% within Year Year of Graduation	14.3%	4.2%	.0%	5.1%
Total		Count	14	24	21	59
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q39 Did it take you longer to get your degree than you anticipated \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q39 Did it take you longer to get your degree than you anticipated	Yes	Count	6	18	16	40
		% within Year Year of Graduation	25.0%	54.5%	59.3%	47.6%
	No	Count	18	15	11	44
		% within Year Year of Graduation	75.0%	45.5%	40.7%	52.4%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**45 Would you recommend UT-H SPH to others who are interested in graduate study in public health Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q45 Would you recommend UT-H SPH to others who are interested in graduate study in public health	Yes	Count	21	33	27	81
		% within Year Year of Graduation	87.5%	100.0%	100.0%	96.4%
	No	Count	3	0	0	3
		% within Year Year of Graduation	12.5%	.0%	.0%	3.6%
Total		Count	24	33	27	84
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

**Q46 Would you like to be active in alumni association activities \* Year Year of Graduation Crosstabulation**

			Year Year of Graduation			Total
			1996	2001	2005	
Q46 Would you like to be active in alumni association activities	Yes	Count	4	12	8	24
		% within Year Year of Graduation	16.7%	40.0%	32.0%	30.4%
	No	Count	20	18	17	55
		% within Year Year of Graduation	83.3%	60.0%	68.0%	69.6%
Total		Count	24	30	25	79
		% within Year Year of Graduation	100.0%	100.0%	100.0%	100.0%

# **2008 School of Public Health Alumni Survey**

## ALUMNI SURVEY

1. Gender:     Male  Female
  
2. UT-SPH degree(s)  
 MPH    Year Completed \_\_\_\_\_                       DrPH    Year Completed \_\_\_\_\_  
 MS    Year Completed \_\_\_\_\_                               PhD    Year Completed \_\_\_\_\_
  
3. Module, regional campus, or discipline of your primary work at UT-SPH (*Check only one*)  

<b>Modules/Majors</b>	<b>Disciplines</b>	<b>Regional / Satellite Campuses</b>
<input type="checkbox"/> Community Health Practice <input type="checkbox"/> Disease Control <input type="checkbox"/> Health Promotion/Health Education <input type="checkbox"/> Health Services Organization <input type="checkbox"/> International & Family Health <input type="checkbox"/> Occupational Health/Aerospace Medicine	<input type="checkbox"/> Behavioral Sciences <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Biometry/Biostatistics <input type="checkbox"/> Environmental Sciences <input type="checkbox"/> Epidemiology <input type="checkbox"/> Management & Policy Sciences	<input type="checkbox"/> Brownsville Program <input type="checkbox"/> Dallas Program <input type="checkbox"/> El Paso Program <input type="checkbox"/> San Antonio Program
  
4. Have you pursued further public health education since graduating from UT-SPH?  
 No                               Yes (degree sought)                               Yes (non-degree)
  
5. Which of these did you find helpful in finding your first job after leaving UT-SPH?  
 UT-SPH Career Information Network or  JOB OPS online career services  
 Other UT-SPH resources (faculty, students, posted job notices, etc. *(specify)*)  


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 Alumni  
 UTSPH Alumni website  
 Other  
*(specify)* \_\_\_\_\_
  
6. What is your current employment status? (*Check all that apply*)  
 Employed full-time     Employed part-time     Unemployed by choice     Unemployed but looking     Student     Retired
  
7. What is your current job title, and the name and location of your place of employment? (*If unemployed, skip to question 13*)  


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<i>Your title, rank, etc.</i>	<i>Name of Company/Agency/Institution</i>	<i>Department/Division</i>
<i>Street Address/P.O. Box</i>	<i>City</i>	<i>State</i>
		<i>Zip Code</i>
  
8. Of the following types of organizations, which one best describes your current place of employment?  

<b>Government</b>	<b>Educational Institution</b>
<input type="checkbox"/> Local public health or other health agency <input type="checkbox"/> State public health or other health agency <input type="checkbox"/> Federal public health or other health agency <input type="checkbox"/> US military ( <i>specify branch</i> ) <hr style="width: 30%; margin-left: 0;"/> <input type="checkbox"/> Other government agency ( <i>specify</i> )	<input type="checkbox"/> College or university <input type="checkbox"/> School of public health <input type="checkbox"/> School of another health profession ( <i>specify</i> ) <hr style="width: 30%; margin-left: 0;"/> <input type="checkbox"/> Other educational institution ( <i>specify</i> )

  
 Hospital or other health care provider     Self employed                       Private industry or firm     Consulting Firm  
 Private, non-profit     International agency     Other (*specify*) \_\_\_\_\_  
 Voluntary agency     Self employed ADD
  
9. Which of the following best describes your present occupation?  

<input type="checkbox"/> Behavioral or social scientist <input type="checkbox"/> Biostatistician <input type="checkbox"/> Epidemiologist <input type="checkbox"/> Health Educator <input type="checkbox"/> Public or community health nurse <input type="checkbox"/> Public community health physician, dentist	<input type="checkbox"/> Health planner or policy analyst <input type="checkbox"/> Health services administrator <input type="checkbox"/> Environmental health specialist <input type="checkbox"/> Industrial hygienist or safety specialist <input type="checkbox"/> Laboratory scientist <input type="checkbox"/> Other public health occupation ( <i>specify</i> ) _____ <input type="checkbox"/> Not in public health
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10. What responsibilities related to public health do you have in your present job? (*check all that apply*)
- |   |  |
|---|--|
| <input type="checkbox"/> Monitoring community health status                   | <input type="checkbox"/> Providing personal health services                |
| <input type="checkbox"/> Investigating community health problems and hazards  | <input type="checkbox"/> Educating health personnel                        |
| <input type="checkbox"/> Educating the public about health issues             | <input type="checkbox"/> Evaluating personal and community health services |
| <input type="checkbox"/> Organizing community groups to solve health problems | <input type="checkbox"/> Conducting research                               |
| <input type="checkbox"/> Developing community health policies and programs    | <input type="checkbox"/> Other ( <i>specify</i> ) _____                    |
| <input type="checkbox"/> Enforcing health and safety laws and regulations     | <input type="checkbox"/> None related to public health                     |
11. Prospective students often ask about the range of salaries available to graduates in the many public health disciplines. If you would indicate your current annual salary range below, it would help us inform these graduates.
- |  |  |
|--|--|
| <input type="checkbox"/> Less than \$10,000  | <input type="checkbox"/> \$70,000 - \$79,999                             |
| <input type="checkbox"/> \$10,000 - \$19,999 | <input type="checkbox"/> \$80,000 - \$89,999                             |
| <input type="checkbox"/> \$20,000 - \$29,999 | <input type="checkbox"/> \$90,000 - \$99,999                             |
| <input type="checkbox"/> \$30,000 - \$39,999 | <input type="checkbox"/> <b>\$100,000 - \$124,999 Use this breakdown</b> |
| <input type="checkbox"/> \$40,000 - \$49,999 | <input type="checkbox"/> <b>\$125,000 - \$149,999</b>                    |
| <input type="checkbox"/> \$50,000 - \$59,999 | <input type="checkbox"/> <b>\$150,000 and above</b>                      |
| <input type="checkbox"/> \$60,000 - \$69,999 |  |

*The remaining questions are about your educational experience at UT-SPH.*

Please indicate the extent to which you agree with the following statements. (1 = strongly agree, 5 = strongly disagree)

**ACADEMIC PROGRAMS AND OUTCOME (For all graduates)**

		Strongly Agree			Strongly Disagree	
12.	The academic standards at the School of Public Health were about right in terms of rigor.	1	2	3	4	5
13.	The school provided courses enabling me to meet my degree program objectives.	1	2	3	4	5
14.	Courses were available so that I could finish my program in a timely manner.	1	2	3	4	5
15.	I was satisfied with the number of courses available in my program area.	1	2	3	4	5
16.	I would have liked the opportunity to take evening classes.	1	2	3	4	5
17.	The educational experience I had as a student at the School of Public Health met my expectations.	1	2	3	4	5
18.	My UT-H SPH education has prepared me to meet the demands of my current or first public-health related job after leaving the School.	1	2	3	4	5
19.	The thesis/dissertation helped me to integrate the breadth of public health knowledge.	1	2	3	4	5
20.	The thesis/dissertation gave me the opportunity to apply the knowledge that I gained in my educational program toward a relevant public health problem.	1	2	3	4	5
21.	I found the thesis/dissertation to be a useful culminating experience for my degree program.	1	2	3	4	5
22.	The thesis/dissertation helped to prepare me for a public health career.	1	2	3	4	5

**ACADEMIC PROGRAMS AND OUTCOME (For MPH and DrPH graduates only)**

		Strongly Agree			Strongly Disagree	
23.	My UT-H SPH program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.	1	2	3	4	5
24.	My UT-H SPH 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).	1	2	3	4	5
25.	My UT-H SPH program provided skills and experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.	1	2	3	4	5

**ACADEMIC PROGRAMS AND OUTCOME (For MS and PhD graduates only)**

		Strongly Agree			Strongly Disagree	
26.	My research degree program adequately prepared me for an academic career.	1	2	3	4	5
27.	My UT-H SPH degree program provided me with a public health perspective in the application of my specialty area.	1	2	3	4	5

**EDUCATIONAL TECHNOLOGY**

28.	If you took any classes where Interactive Television (ITV) was utilized, was your experience satisfactory?	Yes	No
29.	If it had been available, would you have chosen to take a course online during your degree program?	Yes	No

30.	Would you take a course if available online in the future?	Yes	No
31.	Would you take a degree program if available online in the future?	Yes	No

**RESEARCH/INTERNSHIP EXPERIENCE**

		Strongly Strongly			Agree Disagree		
32.	The school provided adequate research opportunities for me.	N/A	1	2	3	4	5
33.	My research experience provided me the skills to critically evaluate the scientific literature.	N/A	1	2	3	4	5
34.	My research experience provided me the skills to develop my own solution to the scientific/public health problem.	N/A	1	2	3	4	5
35.	My research experience provided me the skills to communicate my findings effectively.	N/A	1	2	3	4	5
36.	My research experience provided me with research ethics training.	N/A	1	2	3	4	5
37.	If available during my degree program, the internship/practicum experience helped me to put theory into application.	N/A	1	2	3	4	5
38.	If available during my degree program, the internship/practicum experience was valuable to my career.	N/A	1	2	3	4	5

**COMMENTS**

- 39. Did it take you longer to get your degree than you anticipated?       Yes    No
- 40. If yes, what would have helped you complete your degree sooner?
- 41. What skills acquired at UT-H SPH have been most useful in your career?
- 42. What aspects of public health practice or research were not adequately addressed in your program at UT-H SPH?

**GENERAL SATISFACTION**

- 43. What was the greatest strength of UT-H SPH during your degree program?
- 44. What was the greatest weakness of UT-H SPH during your degree program?
- 45. Would you recommend UT-H SPH to others who are interested in graduate study in public health?       Yes       No
- 46. Would you like to be active in alumni association activities?       Yes       No