

UNT

HEALTH<sup>TM</sup>  
SCIENCE CENTER

# 2011 Student Satisfaction Survey







# **2011 Student Satisfaction Survey**

Office of Strategy & Measurement

**June 2011**



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# **Survey Report**





## **Introduction and Methodology**

### **What is the Student Satisfaction Survey?**

The annual UNTHSC Student Satisfaction Survey was administered in February and March of 2011 to evaluate student satisfaction, a primary performance measure associated with the UNTHSC Strategy Map and Tactical Initiatives. The survey was developed in 2007 by a committee of key academic and student support stakeholders and the Office of Strategy and Measurement (OSM). The survey has been expanded in subsequent years following input from the respective student and academic affairs offices for the institution and for each school. For 2011 the clinical academic questions were expanded following input from Hank Lemke, Physician Assistant Studies Chairman.

The intent of the survey is to determine students' overall level of satisfaction with a variety of elements of campus life and determine opportunities for improvement. The survey addresses institutional facilities and services, curriculum, student services and programs, the student health clinic, student counseling, educational program services, communications, and the Founders' Activity Center (see Appendix C for the survey instrument). The quantitative section of the survey is based on student satisfaction level relative to their level of expectation, such that a given campus element exceeded, met, or was below the student's level of expectation. Students are encouraged to offer additional comments at the conclusion of each sub-section.

### **Who participated in the survey?**

The survey was launched as an online instrument by the Office of Strategy and Measurement (OSM) using CHECKBOX on February 21, 2011, and closed March 27, 2011. While the survey gathered anonymous input, limited demographic data was also collected. Of 1,034 students who participated in the survey, 437 were students within TCOM, 153 in SHP, 221 in GSBS, and 223 in SPH. The 1,034 students who responded represent an approximately 68% response rate (Table 1.1), and a 29% increase in the number of participants who responded to the survey in 2010. At least 60% of students in each degree program participated in the survey. Due to students self-selecting their program and degree, 56 students selected the traditional MS degree in GSBS, when only 50 were enrolled in the spring semester. In addition, 57% of the survey respondents expect to graduate in either 2011 or 2012, suggesting that a significant portion of the pool has spent enough time at UNTHSC to have formed an opinion on the issues raised in the survey (Table 1.2). The gender make-up of the respondents approximates that of the student body, with 43% of respondents male and 57% female (Table 1.3). Additionally, 95% of respondents were full-time students (Table 1.4).

## Introduction and Methodology

**Table 1.1 – Survey Respondents by Program and Degree**

<b>Program/Degree</b>	<b>2011 Respondents</b>	<b>2011 Percent of Respondents</b>	<b>2011 Number Surveyed</b>	<b>2011 Response Rate*</b>	<b>2010 Response Rate</b>
TCOM/DO	437	42%	718	61%	52%
SHP/MPAS	124	12%	168	74%	92%
SHP/DPT	29	3%	29	100%	NA
GSBS/Medical Science	91	9%	151	60%	43%
GSBS/MS	56	5%	50	112%	86%
GSBS/PhD	74	7%	108	69%	58%
SPH/MPH	161	16%	232	69%	64%
SPH/MHA	19	2%	20	95%	100%
SPH/DrPH-PhD	43	4%	52	83%	61%
Totals	1034	100%	1528	68%	60%

\* Response rates may exceed 100% due to students self-selecting their program and degree

**Table 1.2 – Survey Participants by Year of Graduation\***

<b>Expected Graduation</b>	<b>2011 Respondents</b>	<b>2011 Percent of Respondents</b>	<b>2010 Respondents</b>	<b>2010 Percent of Respondents</b>
2008	NA	NA	NA	NA
2009	NA	NA	NA	NA
2010	NA	NA	244	30%
2011	319	31%	193	24%
2012	266	26%	191	24%
2013	254	25%	154	19%
2014	175	17%	16	2%
2015	17	2%	3	0%
2016 or later	3	0%	NA	NA
Totals	1034	100%	801	100%

\*No response rate is provided for this table because the expected graduation date for all UNTHSC students is not known at the time the survey is administered.

**Table 1.3 – Survey Participants by Gender**

<b>Gender</b>	<b>2011 Respondents</b>	<b>2011 Percent of Respondents</b>	<b>2011 Number Surveyed</b>	<b>2011 Response Rate</b>	<b>2010 Response Rate</b>
Male	441	43%	680	65%	59%
Female	585	57%	848	69%	61%
No Response	8	1%	NA	NA	NA
Totals	1034	100%	1528	68%	60%

## Introduction and Methodology

**Table 1.4 – Survey Participants by Full Time Status**

Status	2011 Respondents	2011 Percent of Respondents	2011 Number Surveyed	2011 Response Rate	2010 Response Rate
Full-Time	984	95%	1356	73%	63%
Part-Time	45	4%	172	26%	33%
No Response	5	< 1%	NA	NA	NA
Totals	1034	100%	1528	68%	60%

### How are results presented?

Quantitative results for each section include a table providing a three-year history of scores, along with the number of responses. For the purposes of scoring, the responses for “Exceeded Expectations” and “Met Expectations” have been combined. Scores in **BOLD** text represent a five-point or greater change from the previous year, with an arrow representing the direction of movement. “NA” is included in the table when data are not available for prior years due to survey revisions. Narrative sections discuss the results in greater detail.

A graphic representation of three years of trend data for each question is contained within Appendix B.

### How are student comments presented?

At the conclusion of each survey section, respondents were asked to suggest improvements for any items within that section. While a respondent’s comments may have spanned a variety of topics within a particular section, comments have been divided and categorized by topic to aid in analysis and clarify presentation of the results. Specific names in the comment section have been redacted; the comments were not edited in any other fashion, and do not appear in any specific order other than by the categories presented. At the end of each narrative section, a brief statement noting the prevalence and tenor of comments is included. The comments may be found in Appendix A.

### How are responses used for UNTHSC Performance Measures?

Two questions are used as UNTHSC Performance Measures for evaluating student satisfaction. The first asks whether Quality of Teaching exceeds, meets, or does not meet their expectations. The second question asks students to indicate their level of agreement with the statement “Overall, I am satisfied with the quality of my education.” The results for these questions by school are below.

## Introduction and Methodology

**Table 1.5: Quality of Teaching (percent of students met/exceeding expectations)**

<u>School</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
TCOM	69.5%	71.4%	75.9%
SHP	86.7%	89.9%	89.5%
GSBS	86.6%	60.3%	51.8%
SPH	83.9%	79.7%	73.3%
UNTHSC	78.0%	74.2%	72.2%
Target	80.0%	85.0%	85.0%

**Table 1.6: Quality of Education (percent of students responding “Agree” or “Strongly Agree”)**

<u>School</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
TCOM	69.6%	70.0%	79.3%
SHP	90.5%	92.5%	86.9%
GSBS	83.2%	71.5%	71.9%
SPH	86.2%	79.3%	69.4%
UNTHSC	78.4%	75.8%	76.7%
Target	80.0%	85.0%	85.0%

The average of the “Quality of Education” scores for each program is listed below in Table 1.7, based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.

**Table 1.7: Average Response for Overall Satisfaction by Degree Program**

<u>Program</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
TCOM-DO	3.58	3.59	3.77
SHP-MPAS	4.08	4.15	4.11
SHP-DPT	NA	NA	4.11
GSBS-Medical Science	4.21	3.29	3.51
GSBS-MS	3.82	3.69	3.70
GSBS-PhD	3.89	3.88	3.74
SPH-MPH	3.97	3.81	3.69
SPH-MHA	3.78	3.50	3.53
SPH-DrPH/PhD	4.00	3.91	3.58

### What are the next steps?

As part of UNTHSC’s ongoing continuous improvement efforts, Leadership Team members are encouraged to review both the individual section summaries and the categorized comments and develop specific action plans in TracDat to address opportunities for improvement. The Office of Strategy and Measurement is positioned to assist key leaders with process improvement strategies in areas with the need or potential for improvement.

## **Institutional Facilities and Services - Summary**

### **Results**

Students responded to 22 of 35 Institutional Facilities and Services questions with Met or Exceeded Expectations scores at or above 90%. Five questions had Below Expectations scores above 20%. Areas of Strength include Library Staff, Campus Maintenance and Cleanliness, and Campus Security. Opportunities for improvement include Parking Availability and Price, Food Services, and Classroom Outlets and Classroom Temperature. Table 2.1 below displays detailed survey results for this section.

In the area of Classrooms, 90% of students responding felt that AV Equipment Met or Exceeded Expectations. Comments on this topic commonly expressed need for better equipment, maintenance, and training. The percentages of Met or Exceeded Expectations responses for Maintenance (93%), and Cleanliness (90%) have remained over 90% the past three years. Classroom Temperature saw a five point decrease to 68%, and Outlets and Network Connections (87%) saw a 16 point increase. Comments on this issue centered on classrooms being too cold and the lack of adequate electrical and network connections.

The Student Lounges category included the following percentages for Met or Exceeded Expectations: EAD First Floor (88%, a six point increase), EAD Seventh Floor (84%), Lounges in CBH (90%), Study Lounges in Library (85%). Cleanliness, adding recreational and/or kitchen equipment in existing lounges and the need for additional lounge space as the campus expands were common themes among comments.

In the area of Computing and Technology, all three questions met or exceeded expectations for at least 82% of respondents. Email had a Met or Exceeded Expectations percentage of 92%, up fifteen points from 2010 reversing a downward movement, Printing/Copiers scored a value of 82%, and Wireless Quality scored 93%, a 10 point increase. Continuing student concerns over Wi-Fi and high printer and copying prices was a common theme within the comments, along with requesting more printing/copying capacity in the MET.

Library questions Met or Exceeded Expectations for at least 85% of respondents for all areas, including Open Sufficient Hours (98%, an eight point increase), Building Conducive to Quiet Study (85%, up eight points reversing a downward direction), Building Conducive to Social Interaction (96%), Access to Print and Electronic Resources (92%), Staff Able and Willing to Help Find What I Need (98%), Computers - Quality (94%), Computers - Availability (93%), and Library Outlet and Network Connections (91%, up 11 points reversing a downward direction). Prevalent comment themes included the need for longer hours for all parts of the library, more study areas, better computers, quieter study areas, and additional outlets for computers.

## **Institutional Facilities and Services - Summary**

Lab questions had the following percentages of Met or Exceeded Expectations for 2010: Teaching Labs – Equipment Quality (92%), Teaching Labs – Safety (97%), Research Labs - Equipment Quality (93%) and Research labs – Safety (97%). One theme noted in the comments was a request for more and/or updated supplies and equipment.

Campus category scores have remained over 90% for the last five years, with Met or Exceeded Expectations scores of 96% for Maintenance, 94% for Cleanliness, and 94% for Handicap Access. One trend among the comments concerned maintenance and janitorial work needed on the bathrooms.

The Campus Police score in the area of Security was 92% Met or Exceeded Expectations, while the Met or Exceeded Expectations score for Emergency Communications was 95%. The Campus Police category has scored over 90% Met or Exceeded Expectations for each of the five years of the survey. Two themes emerged in the comments, concerns over car break-ins and timing of communication on inclement weather days.

Parking Availability met or exceeded expectations for 78% of students, up 34 points from 2010. Parking Price met or exceeded expectations for 77% of those responding, up 15 points. Both Parking Availability and Parking Price reversed downward movements from 2010. As in past years, parking cost and availability remained the concern of many students.

In the area of Food Service, Stairway Café Met or Exceeded Expectations for 78% of respondents (up 22 points), Java Lab Coffee Shop for 83% of respondents (up 10 points), Four Star Café for 84% of respondents, and Vending Machines for 69%. Café comments focused on the lack of healthy options. Students also lamented the lack of a “real” cafeteria available throughout the day. High prices were also a concern for the Four Star Cafe, and many comments reflected a desire for longer hours. There were also numerous requests for vending machines in the MET building.

## Institutional Facilities and Services - Summary

Table 2.1 - Institutional Facilities & Services	2011			2010			2009		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
<b>Classrooms</b>									
AV Equipment	90%	10%	828	↓ <b>87%</b>	<b>13%</b>	686	93%	7%	581
Maintenance	93%	7%	845	93%	7%	703	92%	8%	589
Cleanliness	90%	10%	851	92%	8%	704	92%	8%	594
Classroom Temperature	↓ <b>68%</b>	<b>32%</b>	837	73%	27%	699	72%	28%	586
Outlets and Network Connections	↑ <b>87%</b>	<b>13%</b>	838	71%	29%	696	73%	24%	573
<b>Student Lounges</b>									
EAD First Floor	↑ <b>88%</b>	<b>12%</b>	603	82%	18%	563	84%	16%	498
EAD Seventh Floor	84%	16%	378	86%	14%	380	87%	13%	275
Lounges in CBH	90%	10%	486	92%	8%	413	92%	8%	387
Study Lounges in Library	85%	15%	715	81%	19%	607	81%	19%	526
<b>Computing and Technology</b>									
Printing/Copiers	82%	18%	814	83%	17%	675	80%	20%	571
Email	↑ <b>92%</b>	<b>8%</b>	848	↓ <b>77%</b>	<b>23%</b>	705	84%	16%	590
Wireless Quality	↑ <b>93%</b>	<b>7%</b>	833	83%	17%	692	86%	14%	563

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Institutional Facilities and Services - Summary

Table 2.1 – Cont. Institutional Facilities & Services	2011			2010			2009		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
<b>Lewis Library</b>									
Open sufficient hours	<b>↑ 98%</b>	<b>2%</b>	836	90%	10%	694	93%	7%	589
Building conducive to quiet study	<b>↑ 85%</b>	<b>15%</b>	855	<b>↓ 77%</b>	<b>23%</b>	695	84%	16%	585
Building conducive to social interaction	96%	4%	807	95%	5%	675	94%	6%	566
Access to print and electronic resources	92%	8%	822	91%	9%	678	92%	8%	585
Staff able and willing to help find what I need	98%	2%	801	98%	2%	682	98%	2%	570
Library Computers – Quality	94%	6%	705	91%	9%	611	87%	13%	546
Library Computers – Availability	93%	7%	703	91%	9%	611	90%	10%	543
Library Outlets and Network Connections	<b>↑ 91%</b>	<b>9%</b>	813	<b>↓ 80%</b>	<b>20%</b>	669	92%	8%	561
<b>Laboratories</b>									
Teaching Labs - Equipment Quality	92%	8%	530	90%	10%	448	89%	11%	376
Teaching Labs - Safety	97%	3%	519	98%	2%	437	96%	4%	368
Research Labs - Equipment Quality	93%	7%	353	92%	8%	320	94%	6%	247
Research Labs - Safety	97%	3%	354	96%	4%	314	97%	3%	241

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## Institutional Facilities and Services - Summary

<b>Table 2.1 – Cont. Institutional Facilities &amp; Services</b>  <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	2011			2010			2009		
	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>
<b>Campus</b>									
Maintenance	96%	4%	844	96%	4%	697	93%	7%	584
Cleanliness	94%	6%	848	95%	5%	700	95%	5%	583
Handicap Access	94%	6%	467	95%	5%	398	95%	5%	327
<b>Campus Police</b>									
Security	92%	8%	755	95%	5%	593	97%	3%	512
Emergency Communications	95%	5%	682	97%	3%	537	98%	2%	479
<b>Parking</b>									
Availability	<b>↑ 78%</b>	<b>22%</b>	797	<b>↓ 44%</b>	<b>56%</b>	655	66%	34%	532
Price	<b>↑ 77%</b>	<b>23%</b>	775	<b>↓ 62%</b>	<b>38%</b>	630	68%	32%	512
<b>Food Service</b>									
Stairway Café	<b>↑ 78%</b>	<b>22%</b>	569	56%	44%	565	53%	47%	477
Java Lab Coffee Shop	<b>↑ 83%</b>	<b>17%</b>	727	73%	27%	642	76%	24%	517
Four Star Café	84%	16%	629	NA	NA	NA	NA	NA	NA
Vending Machines	69%	31%	668	66%	34%	606	63%	37%	512

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## **Academics - Summary**

### **TCOM – DO**

#### **Results**

TCOM – DO students responded to seven of 11 questions with Below Expectations scores at or above 20%. However, as listed in Table 3.1, respondents reporting Met or Exceeded Expectations increased in 2011 for five of seven recurring questions, including: Quality of Teaching (76%, up five points from 2010), Quality of Faculty Advising (72%, up five points), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (64%, up one point), Administrative Support (77%, up two points), and Program Teaching/Graduate Assistants (88%, up seven points). The clinical education questions were expanded from the previous year, with respondents reporting Met or Exceeded Expectations in the following: Clinical Sites – Quality, 85%; Clinical Sites – Availability, 65%; Clinical Sites – Quality of Teaching, 79%; and Clinical Sites – Access to Preceptorships, 81%.

As shown in Table 3.10, 80% of DO students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education (up ten points), with an average rating of 3.77, an increase from 3.59 last year. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.

Student comments touched on several areas, with the largest number of comments focusing on concerns raised about the quality of teaching faculty, followed by curriculum and the general dislike of the SAGE program, and a request that more clinical sites be made available.

## Academics - Summary

Table 3.1	2011			2010			2009		
<b>TCOM-DO - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>
Curriculum, Relevance of	81%	19%	434	84%	16%	339	81%	19%	327
Quality of Teaching	<b>↑ 76%</b>	<b>24%</b>	431	71%	29%	336	70%	30%	328
Quality of Faculty Advising	<b>↑ 72%</b>	<b>28%</b>	380	67%	33%	279	64%	36%	291
Course and Instructor Evaluations - Adequate Measure of Quality	71%	29%	413	<b>↑ 75%</b>	<b>25%</b>	313	64%	36%	317
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	64%	36%	387	63%	37%	300	59%	41%	296
Administrative Support	77%	23%	393	75%	25%	309	76%	24%	287
Program Teaching/Graduate Assistants	<b>↑ 88%</b>	<b>12%</b>	302	81%	19%	231	80%	20%	221
Program Clinical Staff - Quality	NA	NA	NA	77%	23%	326	80%	20%	308
Clinical Sites - Quality	85%	15%	270	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	65%	35%	293	NA	NA	NA	NA	NA	NA
Clinical Sites – Quality of Teaching	79%	21%	263	NA	NA	NA	NA	NA	NA
Clinical Sites – Access to Preceptors	81%	19%	275	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **SHP – MPAS**

#### **Results**

SHP – MPAS students responded to no questions with Below Expectations scores at or above 20%. Responses to all ten questions had scores of 88% or higher in 2011 for Met or Exceeded Expectations (Table 3.2), including: Curriculum (97%), Quality of Teaching (90%), Quality of Faculty Advising (94%), Course and Instructor Evaluations – Adequate Measure of Quality (91%, a five point decrease from 2010 and reversal of an upward direction from 2010), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (88%), and Administrative Support (91%). The clinical education questions were expanded from the previous year, with respondents reporting Met or Exceeded Expectations in the following: Clinical Sites – Quality, 98%; Clinical Sites – Availability, 91%; Clinical Sites – Quality of Teaching, 93%; and Clinical Sites – Access to Preceptorships, 98%.

Eighty-seven percent of Physician Assistant students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education (a six point decrease from last year), with an average response of 4.11, down from 4.15. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10). The question was modified in 2009 from previous years to match a Liaison Committee on Medical Education (LCME) question used in new state reporting requirements.

Student comments focused mostly on general issues, such as class size, availability of clinical sites, organization, and communication followed closely by comments on number and quality of faculty.

## Academics - Summary

<b>Table 3.2</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>SHP-MPAS - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum, Relevance of	97%	3%	124	<b>↑ 98%</b>	2%	120	92%	8%	75
Quality of Teaching	90%	10%	123	90%	10%	119	87%	13%	75
Quality of Faculty Advising	94%	6%	116	91%	9%	114	90%	10%	70
Course and Instructor Evaluations - Adequate Measure of Quality	<b>↓ 91%</b>	<b>9%</b>	119	<b>↑ 96%</b>	<b>4%</b>	116	88%	12%	73
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	88%	12%	113	<b>↑ 89%</b>	<b>11%</b>	113	65%	35%	68
Administrative Support	91%	9%	118	93%	7%	113	97%	3%	73
Program Teaching/Graduate Assistants	93%	7%	88	<b>↑ 96%</b>	<b>4%</b>	84	91%	9%	47
Program Clinical Staff – Quality	NA	NA	NA	95%	5%	108	<b>95%</b>	<b>5%</b>	74
Clinical Sites - Quality	98%	2%	48	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	91%	9%	47	NA	NA	NA	NA	NA	NA
Clinical Sites – Quality of Teaching	93%	7%	44	NA	NA	NA	NA	NA	NA
Clinical Sites – Access to Preceptors	98%	2%	44	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **SHP – DPT**

### **Results**

SHP – DPT students responded to no questions with Below Expectations scores at or above 20%. Responses to all seven questions had scores of 86% or higher in 2011 for Met or Exceeded Expectations (Table 3.3), including: Curriculum (90%), Quality of Teaching (86%), Quality of Faculty Advising (96%), Course and Instructor Evaluations – Adequate Measure of Quality (96%), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (92%), Administrative Support (100%), and Program Teaching/Graduate Assistants (88%).

Eighty-six percent of Physical Therapy students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 4.14. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

Student comments were limited and lacked any clear theme other than being generally positive in nature.

<b>Table 3.3</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>SHP-DPT - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum, Relevance of	90%	10%	29	NA	NA	NA	NA	NA	NA
Quality of Teaching	86%	14%	29	NA	NA	NA	NA	NA	NA
Quality of Faculty Advising	96%	4%	25	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	96%	4%	27	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	92%	8%	24	NA	NA	NA	NA	NA	NA
Administrative Support	100%	0%	27	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	88%	13%	24	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **GSBS – Medical Science**

#### **Results**

GSBS – Medical Science students responded to six of eight questions with Below Expectations scores at or above 20%. However, seven of the eight questions saw improved scores, with all of those seven seeing improvements of five or more points from 2010. As noted in Table 3.4, the questions with improved scores include: Relevance of Curriculum (88%, up eight points from 2010), Quality of Teaching (37%, up eight points), Quality of Faculty Advising (60%, up 11 points), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (58%, up 11 points), Administrative Support (67%, up 13 points), Program Teaching/Graduate Assistants (84%, up six points), and Quality of Guidance Provided by Major Professor/Mentor (69%, up 23 points).

Sixty-five percent of Medical Science students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, up eleven points from last year, with an average score of 3.51, up from 3.29 last year. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

Student comments touched mainly on concerns regarding communication, teaching and program support.



## Academics - Summary

<b>Table 3.4</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>GSBS- Medical Science</b> <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>
Curriculum, Relevance of	<b>↑ 88%</b>	<b>12%</b>	90	80%	20%	49	82%	18%	39
Quality of Teaching	<b>↑ 37%</b>	<b>63%</b>	89	<b>↓ 29%</b>	<b>71%</b>	49	89%	11%	37
Quality of Faculty Advising	<b>↑ 60%</b>	<b>40%</b>	82	<b>↓ 49%</b>	<b>51%</b>	37	85%	15%	33
Course and Instructor Evaluations - Adequate Measure of Quality	66%	34%	80	<b>↓ 67%</b>	<b>33%</b>	48	89%	11%	36
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<b>↑ 58%</b>	<b>42%</b>	69	<b>↓ 47%</b>	<b>53%</b>	34	94%	6%	32
Administrative Support	<b>↑ 67%</b>	<b>33%</b>	83	<b>↓ 54%</b>	<b>46%</b>	41	95%	5%	37
Program Teaching/Graduate Assistants	<b>↑ 84%</b>	<b>16%</b>	64	<b>↓ 78%</b>	<b>22%</b>	36	96%	4%	28
Quality of Guidance Provided by Major Professor/Mentor	<b>↑ 69%</b>	<b>31%</b>	78	<b>↓ 46%</b>	<b>54%</b>	41	79%	21%	29

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **GSBS – MS**

#### **Results**

GSBS – MS students responded to six of nine questions with Below Expectations scores at or above 20%. As noted in Table 3.5, the percentage of Met or Exceeded responses to five of nine questions had higher scores for Met or Exceeded Expectations in 2011, including: Curriculum (70%, a six point increase and reversal of downward direction from 2010), Course and Instructor Evaluations - Adequate Measure of Quality (80%, a six point increase and reversal of downward direction), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (73%, up three points), Administrative Support (84%, up four points), and Program Teaching/Graduate Assistants (86%, up five points and reversal of downward direction), and Quality of Guidance Provided by Major Professor/Mentor (73%, down three points). Availability of Classes scored eleven points lower than in 2010, decreasing to 83%.

Seventy-seven percent of MS students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, a five point increase from 2010, with an average score of 3.70. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

Student comments touched mainly on the curriculum, organization, and quality of instruction.

## **Academics - Summary**

<b>Table 3.5</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>GSBS-MS - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum, Relevance of	<b>↑ 70%</b>	<b>30%</b>	56	<b>↓ 64%</b>	<b>36%</b>	36	85%	15%	33
Quality of Teaching	57%	43%	56	<b>↓ 58%</b>	<b>42%</b>	36	84%	16%	32
Quality of Faculty Advising	78%	22%	54	<b>↓ 82%</b>	<b>18%</b>	34	88%	13%	32
Course and Instructor Evaluations - Adequate Measure of Quality	<b>↑ 80%</b>	<b>20%</b>	54	<b>↓ 74%</b>	<b>26%</b>	35	87%	13%	31
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	73%	27%	52	<b>↓ 70%</b>	<b>30%</b>	30	90%	10%	31
Administrative Support	84%	16%	49	<b>↓ 80%</b>	<b>20%</b>	30	97%	3%	31
Program Teaching/Graduate Assistants	<b>↑ 86%</b>	<b>14%</b>	44	<b>↓ 81%</b>	<b>19%</b>	27	92%	8%	26
Quality of Guidance Provided by Major Professor/Mentor	76%	24%	51	<b>↓ 79%</b>	<b>21%</b>	33	94%	6%	31
Availability of Classes	<b>↓ 83%</b>	<b>17%</b>	47	94%	6%	32	94%	6%	33

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **GSBS – PhD**

#### **Results**

GSBS – PhD students responded to eight of nine questions with Below Expectations scores at or above 20%. As noted in Table 3.6, the questions that had decreased percentages of Met or Exceeded Expectations responses in 2010, include: Curriculum (74%, down eleven points from 2010), Quality of Teaching (66%, down 23 points), Quality of Faculty Advising (76%, down eight points and a reversal in direction from 2010), Course and Instructor Evaluations - Adequate Measure of Quality (75%, down 16 points), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (74%, down eight points), Administrative Support (88%, down seven points and a reversal in direction from 2010), Program Teaching/ Graduate Assistants (76%, down 22 points and a reversal in direction from 2010), and Quality of Guidance Provided by Major Professor/Mentor (79%, down 4 points). The score for Availability of Classes increased seven points to 78%.

Seventy-seven percent of PhD students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, an eight point decrease from 2010, with an average score of 3.74 down from 3.88 last year. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

The most common themes among student comments concerned the curriculum and quality of instruction, general comments about advising and mentoring, and overall program quality.

## **Academics - Summary**

<b>Table 3.6</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>GSBS-PhD - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum, Relevance of	<b>↓ 74%</b>	<b>26%</b>	70	85%	15%	55	89%	11%	65
Quality of Teaching	<b>↓ 66%</b>	<b>34%</b>	73	89%	11%	56	86%	14%	65
Quality of Faculty Advising	<b>↓ 76%</b>	<b>24%</b>	70	<b>↑ 84%</b>	<b>16%</b>	58	75%	25%	63
Course and Instructor Evaluations - Adequate Measure of Quality	<b>↓ 75%</b>	<b>25%</b>	72	91%	9%	53	88%	13%	64
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<b>↓ 74%</b>	<b>26%</b>	68	82%	18%	50	78%	22%	58
Administrative Support	<b>↓ 88%</b>	<b>12%</b>	68	<b>↑ 95%</b>	<b>5%</b>	56	90%	10%	62
Program Teaching/Graduate Assistants	<b>↓ 76%</b>	<b>24%</b>	58	<b>↑ 98%</b>	<b>2%</b>	42	87%	13%	47
Quality of Guidance Provided by Major Professor/Mentor	79%	21%	71	83%	17%	58	84%	16%	61
Availability of Classes	<b>↑ 78%</b>	<b>22%</b>	65	71%	29%	56	71%	29%	59

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **SPH – MPH**

#### **Results**

SPH – MPH students responded to four of eight questions with Below Expectations scores at or above 20%. As noted in Table 3.7, the percentage of Met or Exceeded Expectations responses for seven of eight questions decreased in 2011, including: Curriculum & Course Content (84%, down four points), Sequence of Courses (83%, down one point), Quality of Teaching (74%, down eight points), Course and Instructor Evaluations – Adequate Measure of Course Satisfaction (84%, down four points%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (78%, down three points), Quality of Guidance Provided by Major Professor/Mentor (77%, down two points), and Availability of Classes (70%, down nine points and reversal of direction from 2010). The score for the Comprehensive Examination increased six points to 83%.

Seventy-three percent of MPH students responded that, overall, they Agreed or Strongly agreed they were satisfied with the quality of their education, down eight points from 2010, with an average score of 3.69 down from 3.81. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

The most common themes among student comments were regarding the curriculum, availability of classes, quality of education, and quality of teaching.

## **Academics - Summary**

<b>Table 3.7</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>SPH-MPH - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum & Course Content	84%	16%	157	88%	12%	137	NA	NA	NA
Sequence of Courses	83%	17%	153	84%	16%	136	NA	NA	NA
Quality of Teaching	<b>↓ 74%</b>	<b>26%</b>	157	82%	18%	137	82%	18%	126
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	84%	16%	153	88%	12%	126	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	78%	22%	151	81%	19%	125	NA	NA	NA
Comprehensive Examination	<b>↑ 83%</b>	<b>17%</b>	59	77%	23%	73	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	77%	23%	136	<b>↓ 79%</b>	<b>21%</b>	117	88%	12%	121
Availability of Classes	<b>↓ 70%</b>	<b>30%</b>	156	<b>↑ 79%</b>	<b>21%</b>	135	63%	37%	123

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **SPH – MHA**

#### **Results**

SPH – MHA students responded to all questions with Below Expectations scores at or above 20%. As noted in Table 3.8, five of eight questions for MHA students had Met or Exceeded Expectations response percentages decreasing from 2010, including: Curriculum & Course Content (63%, down eight points), Sequence of Courses (68%, down 25 points), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (71%, down eight points), Quality of Guidance Provided by Major Professor/Mentor (63%, a 16 point decrease and reversal of direction from 2010), and Availability of Classes (44%, down 20 points).

Questions with Met or Exceeded Expectations scores increasing included Quality of Teaching (53%, up three points), Course and Instructor Evaluations - Adequate Measure of Instructor Performance (71%, up 14 points), and Comprehensive Examination (80%, up 20 points).

Sixty-three percent of MHA students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, a 13 point increase from 2010, with an average score of 3.53 up slightly from 3.50 the previous year. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

The most common themes among student comments related to concerns regarding teaching and program organization.



## **Academics - Summary**

<b>Table 3.8</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>SPH-MHA - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum & Course Content	<b>↓63%</b>	<b>37%</b>	19	71%	29%	14	NA	NA	NA
Sequence of Courses	<b>↓68%</b>	<b>32%</b>	19	93%	7%	14	NA	NA	NA
Quality of Teaching	53%	47%	<b>19</b>	<b>↓50%</b>	<b>50%</b>	<b>14</b>	78%	22%	9
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	<b>↓71%</b>	<b>29%</b>	17	79%	21%	14	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	<b>↑71%</b>	<b>29%</b>	17	57%	43%	14	NA	NA	NA
Comprehensive Examination	<b>↑80%</b>	<b>20%</b>	5	60%	40%	5	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	<b>↓63%</b>	<b>38%</b>	<b>16</b>	<b>↑79%</b>	<b>21%</b>	<b>14</b>	67%	33%	9
Availability of Classes	<b>↓44%</b>	<b>56%</b>	18	64%	36%	14	67%	33%	9

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Academics - Summary**

### **SPH – DrPH**

#### **Results**

SPH – DrPH students responded to all questions with Below Expectations scores at or above 20%. As noted in Table 3.9, the percentage of responses rating Met or Exceeded Expectations decreased in all eight questions in 2011, including: Curriculum & Course Content (74%, down four points), Sequence of Courses (69%, down six points), Quality of Teaching (80%, down one point), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (76%, down 18 points), Course and Instructor Evaluations - Adequate Measure of Instructor Performance (71%, down 19 points), Comprehensive Examination (56%, down 36 points), Quality of Guidance Provided by Major Professor/Mentor (69%, down eight points and a continued downward trend from 2009), and Availability of Classes (52%, down one point).

Sixty-one percent of DrPH students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, down 24 points from 2010, with an average score of 3.58, down from 3.91 the previous year. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.10).

The most common themes among student comments were overall program quality, curriculum, and quality of teaching.

## **Academics - Summary**

<b>Table 3.9</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<b>SPH-DrPH - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Curriculum & Course Content	74%	26%	42	78%	22%	32	NA	NA	NA
Sequence of Courses	<b>↓69%</b>	<b>31%</b>	42	75%	25%	32	NA	NA	NA
Quality of Teaching	80%	20%	<b>41</b>	<b>↓81%</b>	<b>19%</b>	<b>31</b>	94%	6%	33
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	<b>↓76%</b>	<b>24%</b>	42	94%	6%	31	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	<b>↓71%</b>	<b>29%</b>	42	90%	10%	31	NA	NA	NA
Comprehensive Examination	<b>↓56%</b>	<b>44%</b>	25	92%	8%	13	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	<b>↓69%</b>	<b>31%</b>	39	<b>↓77%</b>	<b>23%</b>	30	82%	18%	34
Availability of Classes	52%	48%	42	<b>↓53%</b>	<b>47%</b>	32	63%	37%	35

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Academics - Summary

**Table 3.10** - Indicate whether you agree or disagree with the following statement:  
Overall, I am satisfied with the quality of my education.

2011 Results (n=1031)							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO	435	16%	64%	7%	10%	4%	3.77
SHP-MPAS	124	27%	60%	10%	3%	0%	4.11
SHP-DPT	29	34%	52%	7%	7%	0%	4.14
GSBS-Med Science	91	13%	52%	12%	19%	4%	3.51
GSBS-MS	56	14%	63%	7%	11%	5%	3.70
GSBS-PhD	74	11%	66%	12%	8%	3%	3.74
SPH-MPH	160	14%	59%	12%	14%	2%	3.69
SPH-MHA	19	21%	42%	16%	11%	11%	3.53
SPH-DrPH	43	21%	40%	19%	19%	2%	3.58

\* Based on Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1

2010 Results (n=801)							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO	347	11%	59%	11%	15%	3%	3.59
SHP-MPAS	120	27%	66%	4%	3%	1%	4.15
GSBS-Med Science	48	6%	48%	19%	23%	4%	3.29
GSBS-MS	36	11%	61%	14%	14%	0%	3.69
GSBS-PhD	60	12%	73%	8%	5%	2%	3.88
SPH-MPH	137	12%	69%	9%	8%	2%	3.81
SPH-MHA	14	7%	43%	43%	7%	0%	3.50
SPH-DrPH	33	12%	73%	9%	6%	0%	3.91

\* Based on Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1

## **Academics - Summary**

**Table 3.10 (continued)** - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.

<b>2009 Results (n=714)</b>							
<b>PROGRAM</b>	<b><i>n</i></b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion/ Indifferent</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Average Score*</b>
TCOM-DO	329	14%	56%	12%	12%	7%	3.58
SHP-MPAS	74	26%	65%	1%	8%	0%	4.08
GSBS-Med Science	39	31%	59%	10%	0%	0%	4.21
GSBS-MS	33	18%	58%	12%	12%	0%	3.82
GSBS-PhD	65	15%	68%	9%	6%	2%	3.89
SPH-MPH	130	18%	68%	5%	7%	1%	3.97
SPH-MHA	9	11%	67%	11%	11%	0%	3.78
SPH-DrPH	35	23%	63%	6%	9%	0%	4.00

\* Based on Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1



## **Student Services and Programs - Summary**

### **Results**

In the area of Student Services and Programs, only Availability of Scholarships had a Below Expectations score at or above 20%. As noted in Table 4.1, all the areas within Student Affairs had Met or Exceeded Expectations scores of greater than 84%, including Registrar (97%), International Student Services (94%), Center for Academic Performance (CAP) (84%), Student Development (93%), Career Services (90%), Health Promotions (89%), UNTHSC Catalog (93%), Testing & Evaluation Services (92%) and Student Affairs - Overall (93%). The most common theme among the comments was for more and better CAP tutors.

Financial Aid categories met or exceeded expectations for the majority of respondents. Financial Aid Office - Overall scored 94%, Access to Loan Information scored 94% (a five point increase) and Availability of Scholarships scored 65%. Lack of available scholarships was the most prevalent theme expressed in the comments.

All the areas within Other Institutional Services and Offices had Met or Exceeded Expectations percentages of greater than 91%, including: Student Financials (96%), Human Resources (96%), Marketing and Communications (93%), and Alumni Affairs (91%). Common themes among the comments included the need for more transparency concerning campus hot topics from the Communications office and better marketing of the institution.

The Founders' Activity Center was used twice a week or more by 20% of respondents, once a week by 18%, and not used by 62% of respondents down three points from 2010 (Table 4.2).

As noted in Table 4.3, the Founders' Activity Center Met or Exceeded Expectations percentages increased significantly from the previous year reversing downward movements in 2010, including: Hours of Operation (86%, up 12 points from 2010), Activities and Programs (89%, up 15 points), Fitness Classes (85%, up 20 points), Exercise Facilities (62%, up nine points), and Exercise Equipment (90%, up 31 points).

The key themes raised in the comments included the desire for longer hours, more space, and more equipment.

## Student Services and Programs - Summary

<b>Table 4.1 - Student Affairs</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
<b>Student Affairs</b>									
Registrar	97%	3%	882	97%	3%	704	96%	4%	616
International Student Services	94%	6%	393	96%	4%	315	94%	6%	235
Center for Academic Performance (CAP)	84%	16%	824	86%	14%	608	86%	14%	461
Student Development	93%	7%	818	92%	8%	587	91%	9%	560
Student Affairs - Career Services	90%	10%	690	<b>↑91%</b>	<b>9%</b>	545	84%	16%	410
Health Promotions	89%	11%	730	90%	10%	523	NA	NA	NA
UNTHSC Catalog	93%	7%	637	93%	7%	504	NA	NA	NA
Testing & Evaluation Services	92%	8%	818	NA	NA	NA	NA	NA	NA
Student Affairs - Overall	93%	7%	904	93%	7%	681	93%	7%	613
<b>Financial Aid</b>									
Financial Aid Office - Overall	94%	6%	864	91%	9%	671	87%	13%	610
Access to Loan Information	<b>↑94%</b>	<b>6%</b>	818	89%	11%	643	90%	10%	585
Availability of Scholarships	65%	35%	811	65%	35%	633	69%	31%	558
<b>Other Institutional Services and Offices</b>									
Student Financials Office	96%	4%	800	<b>↑96%</b>	<b>4%</b>	621	90%	10%	556
Human Resource Services	96%	4%	637	97%	3%	492	95%	5%	414
Marketing & Communications - General UNTHSC News & Plans	93%	7%	658	<b>↑92%</b>	<b>8%</b>	519	86%	14%	462
Alumni Affairs	91%	9%	442	<b>↑92%</b>	<b>8%</b>	369	85%	15%	303

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## Student Services and Programs - Summary

**Table 4.2** - How often do you use the Founders' Activity Center?

	<b>2011 (n=1034)</b>	<b>2010 (n=801)</b>	<b>2009 (n=722)</b>
Never Used	62%	65%	61%
Once a week	18%	15%	17%
Twice a week	11%	8%	9%
Three or more times a week	9%	12%	14%

<b>Table 4.3 - Founders' Activity Center</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Hours of Operation	<b>↑ 86%</b>	<b>14%</b>	373	<b>↓ 74%</b>	<b>26%</b>	272	80%	20%	274
Activities & Programs	<b>↑ 89%</b>	<b>11%</b>	321	<b>↓ 74%</b>	<b>26%</b>	232	82%	18%	229
Fitness Classes	<b>↑ 85%</b>	<b>15%</b>	260	<b>↓ 65%</b>	<b>35%</b>	195	74%	26%	176
Exercise Facilities	<b>↑ 62%</b>	<b>38%</b>	367	<b>↓ 53%</b>	<b>47%</b>	266	68%	32%	272
Exercise Equipment	<b>↑ 90%</b>	<b>10%</b>	271	<b>↓ 59%</b>	<b>41%</b>	266	70%	30%	276

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## Student Health Clinic

### Results

The majority of respondents (64%) reported using the Student Health Clinic at least one time in the past year (Table 5.1).

The Student Health Clinic met or exceeded expectations for 78% or more of students who used its services in all categories, including Promptness of Service (78%, a six point increase and reversal of downward movement in 2010), Professionalism of Service (87%), Quality of Medical Care (83%), and Convenience of Hours (81%, an 18 point increase and positive trend from 2009) (Table 5.3).

An additional question was added last year for students asking why they did not use the clinic. The overwhelming majority (84%) had no need, while 6% cited Hours of Operation, 6% Have Own Insurance/Physician, 3% Quality of Service, and 4% the Range of Services Available (Table 5.2).

Key themes raised in the comments focused on appointments (need for more, waiting times), expanded/different hours, and the desire for better customer service and professionalism.

**Table 5.1** - How often have you used the Student Health Clinic?

	<b>2011</b> (n=1034)	<b>2010</b> (n=801)	<b>2009</b> (n=722)
Never Used	36%	37%	40%
1 Time	27%	26%	31%
2-5 Times	33%	32%	26%
>5 Times	4%	4%	3%

**Table 5.2** - Why have you not used the clinic in the last year? (Select all that apply)

	<b>2011</b> (n=369)	<b>2010</b> (n=296)
Had no need to use clinic	84%	93%
Hours of Operation	6%	8%
Quality of Service	3%	4%
Range of Services Available	4%	2%
Other: Have own insurance/physician (most common answer)	6%	5%

## Student Health Clinic

<b>Table 5.3 - Student Health Clinic</b>	2011			2010			2009		
	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>	Met/ Exceeded	Below	<i>n</i>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Promptness of Service	<b>↑ 78%</b>	<b>22%</b>	646	<b>↓ 72%</b>	<b>28%</b>	<b>488</b>	82%	18%	420
Professionalism of Service	87%	13%	644	<b>↓ 84%</b>	<b>16%</b>	<b>488</b>	90%	10%	422
Quality of Medical Care	83%	17%	637	<b>↓ 85%</b>	<b>15%</b>	<b>480</b>	92%	8%	414
Convenience of Hours	<b>↑ 81%</b>	<b>19%</b>	628	<b>↑ 63%</b>	<b>37%</b>	<b>481</b>	58%	42%	407

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Student-Related Services Provided by Your Educational Program – Summary**

As a general overview for Student Services Provided by Individual Programs, TCOM – DO, SHP - MPAS, GSBS – Medical Science, GSBS – MS, GSBS – PhD, and SPH – MPH, and SPH – DrPH/PhD students had no questions with Below Expectations scores above 20% in 2011. Within other programs:

- The SHP – DPT program rated Student Government with Below Expectations scores at or above 20%.
- The SPH – MHA program rated nine questions with Below Expectations scores at or above 20%.
- The SPH – DrPH program rated Career Services (Career Fair, Career Roundtable, Tuesday Interlude) and Communication of Academic Deadlines & Regulations with Below Expectations scores at or above 20%.

While six of nine programs experienced at least one question with an increase or decrease of at least five points from 2010, Communication of Academic Deadline and Regulations and Communication of News Specific to Program/School saw increases of at least five points among two or more programs. Customer Service (within SPH) was the only question that experienced a five or more point decline among more than one degree program. The following pages and tables contain additional detail by program.

## Student Assistance Program (SAP) Counseling Service

### Results

The Student Assistance Program (SAP) Counseling Service was used by 4% of students responding to the 2011 survey, a one point decrease from the previous year (Table 6.1). Sufficient Length of Service was the only question with Below Expectations scores above 20%. The other four questions saw scores improve, three of which improved by five or more points.

SAP questions had Met or Exceeded Expectations percentages over 90% in Availability (95%, a seven point increase and reversal of downward direction from 2010), Professionalism of Service (93%), Quality of Mental Health Care (92%, a six point increase from 2010) and Convenience of Hours (95%, a five point increase from 2010). Sufficient length of Service saw a seven point decrease from 82% in 2010 to 75% in 2011 (Table 6.2).

The primary theme in the seven comments received was the need for a greater number of visits.

**Table 6.1** - Have you ever used the Student Assistance Program (SAP) Counseling Service?

	<b>2011</b> (n=1034)	<b>2010</b> (n=801)	<b>2009</b> (n=722)
Yes	4%	5%	8%
No	96%	95%	92%

<b>Table 6.2 - SAP Counseling Service</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Availability	<b>↑95%</b>	<b>5%</b>	41	<b>↓88%</b>	<b>13%</b>	40	93%	7%	54
Professionalism of Service	93%	7%	42	90%	10%	40	91%	9%	53
Sufficient Length of Service	<b>↓75%</b>	<b>25%</b>	40	82%	18%	38	85%	15%	53
Quality of Mental Health Care	<b>↑92%</b>	<b>8%</b>	36	86%	14%	36	85%	15%	47
Convenience of Hours	<b>↑95%</b>	<b>5%</b>	39	90%	10%	39	86%	14%	49

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Student-Related Services Provided by Your Educational Program – Summary

### TCOM – DO

#### Results

As noted in Table 7.1, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (98%), Administrative Support (88%), Career Counseling – Availability (81%), Career Counseling – Quality (81%), Student Government (93%), Other Student Organizations (95%), Communication of Student Activities (89%), Communication of Academic Deadlines and Regulations (86%), and Communication of News Specific to Program/School (91%).

The most common themes noted in the comments included communication (lack of information, too many emails, OrgSynch), issues related to student government, and the need for improved career counseling.

<b>Table 7.1 - TCOM - DO</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	98%	2%	374	98%	2%	300	95%	5%	297
Administrative Support	88%	12%	356	91%	9%	277	87%	13%	263
Career Counseling-Availability	81%	19%	256	85%	15%	196	89%	11%	201
Career Counseling-Quality	81%	19%	238	84%	16%	184	84%	16%	171
Student Government	93%	7%	361	<b>↓ 89%</b>	<b>11%</b>	285	94%	6%	268
Other Student Organizations	95%	5%	370	95%	5%	281	92%	8%	276
Communication of Student Activities	89%	11%	374	89%	11%	295	90%	10%	288
Communication of Academic Deadlines & Regulations	86%	14%	379	82%	18%	301	81%	19%	288
Communication of News Specific to Program/School	91%	9%	362	87%	13%	314	86%	14%	279

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Student-Related Services Provided by Your Educational Program – Summary

### SHP – MPAS

#### Results

As noted in Table 7.2, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (100%), Administrative Support (100%), Career Counseling – Availability (98%), Career Counseling – Quality (98%), Student Government (99%), Other Student Organizations (100%), Communication of Student Activities (98%), Communication of Academic Deadlines and Regulations (92%), and Communication of News Specific to Program/School (90%).

Communication (lack of, too much, Orgsynch) was the most common theme among the comments.

<b>Table 7.2 - SHP - MPAS</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	100%	0%	114	97%	3%	117	94%	6%	69
Administrative Support	100%	0%	112	97%	3%	115	99%	1%	70
Career Counseling-Availability	98%	2%	56	99%	1%	67	97%	3%	37
Career Counseling-Quality	98%	2%	42	100%	0%	60	96%	4%	27
Student Government	99%	1%	95	98%	2%	101	98%	2%	58
Other Student Organizations	100%	0%	107	98%	2%	106	100%	0%	61
Communication of Student Activities	98%	2%	112	97%	3%	109	97%	3%	66
Communication of Academic Deadlines & Regulations	92%	8%	106	94%	6%	109	92%	8%	64
Communication of News Specific to Program/School	90%	10%	105	<b>↑ 94%</b>	<b>6%</b>	109	89%	11%	64

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## Student-Related Services Provided by Your Educational Program – Summary

### SHP – DPT

#### Results

As noted in Table 7.3, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (96%), Administrative Support (96%), Career Counseling – Availability (100%), Career Counseling – Quality (92%), Student Government (68%), Other Student Organizations (100%), Communication of Student Activities (92%), Communication of Academic Deadlines and Regulations (100%), and Communication of News Specific to Program/School (96%).

Organization of Student Government within the new program was the common theme among the two comments.

<b>Table 7.3 - SHP - DPT</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	96%	4%	26	NA	NA	NA	NA	NA	NA
Administrative Support	96%	4%	25	NA	NA	NA	NA	NA	NA
Career Counseling-Availability	100%	0%	11	NA	NA	NA	NA	NA	NA
Career Counseling-Quality	92%	8%	12	NA	NA	NA	NA	NA	NA
Student Government	68%	32%	28	NA	NA	NA	NA	NA	NA
Other Student Organizations	100%	0%	21	NA	NA	NA	NA	NA	NA
Communication of Student Activities	92%	8%	25	NA	NA	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	100%	0%	25	NA	NA	NA	NA	NA	NA
Communication of News Specific to Program/School	96%	4%	25	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting the direction of movement.

## Student-Related Services Provided by Your Educational Program – Summary

### GSBS – Medical Science

#### Results

As noted in Table 7.4, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (92%), Student Services (85%), Communication of Academic Deadlines & Regulations (88%, down five points from 2010), and Communication of News Specific to Program/School (87%, up seven points and reversal of direction from 2010).

Communication and improving the master calendar were the major themes that emerged from the comments.

<b>Table 7.4 - GSBS - Medical Science</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	92%	8%	83	93%	7%	44	95%	5%	38
Student Services	85%	15%	80	<b>↓ 89%</b>	<b>11%</b>	37	100%	0%	35
Communication of Academic Deadlines & Regulations	<b>↓ 88%</b>	<b>12%</b>	82	93%	7%	41	95%	5%	38
Communication of News Specific to Program/School	<b>↑ 87%</b>	<b>13%</b>	77	<b>↓ 80%</b>	<b>20%</b>	40	97%	3%	36

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Student-Related Services Provided by Your Educational Program – Summary

### GSBS – MS

#### Results

As noted in Table 7.5, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (83%, down 11 points and a reversal of direction from 2010), Student Services (86%, down 11 points), Communication of Academic Deadlines and Regulations (89%, up seven points and reversal of direction from 2010), and Communication of News Specific to Program/School (89%, up five points and reversal of direction from 2010).

Communications, particularly during admissions, was a theme that emerged from the limited comments.

<b>Table 7.5 - GSBS - MS</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	<b>↓ 83%</b>	<b>17%</b>	52	<b>↑ 94%</b>	<b>6%</b>	33	84%	16%	32
Student Services	<b>↓ 86%</b>	<b>14%</b>	50	97%	3%	33	97%	3%	30
Communication of Academic Deadlines & Regulations	<b>↑ 89%</b>	<b>11%</b>	53	<b>↓ 82%</b>	<b>18%</b>	33	88%	13%	32
Communication of News Specific to Program/School	<b>↑ 89%</b>	<b>11%</b>	53	<b>↓ 84%</b>	<b>16%</b>	32	90%	10%	30

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## Student-Related Services Provided by Your Educational Program – Summary

### GSBS – PhD

#### Results

As noted in Table 7.6, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (90%), Student Services (95%), Communication of Academic Deadlines and Regulations (92%, up nine points from 2010), and Communication of News Specific to Program/School (90%).

Lack of effective communications, specifically with the website, was the main focus within the five comments received from the students.

<b>Table 7.6 - GSBS - PhD</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	90%	10%	62	91%	9%	53	92%	8%	59
Student Services	95%	5%	57	<b>↑ 96%</b>	<b>4%</b>	51	91%	9%	56
Communication of Academic Deadlines & Regulations	<b>↑ 92%</b>	<b>8%</b>	63	83%	17%	52	80%	20%	64
Communication of News Specific to Program/School	90%	10%	61	<b>↑ 91%</b>	<b>9%</b>	47	84%	16%	61

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Student-Related Services Provided by Your Educational Program – Summary**

### **SPH – MPH**

#### **Results**

As noted in Table 7.7, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (97%), Customer Service (88%, down five points from 2010), Ease of Completing Forms & Processes (89%), Administrative Support – Office of Student & Academic Services (95%), Administrative Support – Departmental Staff (92%), SPH Computer Lab (88%), Career Services (88%), Student Government (89%), Other Student Organizations (92%), Center for Public Health Practice - Customer Service (87%), Center for Public Health Practice – Quality of Workshops, Student Manual, and Poster Session (88%), Communication of Student Activities (90%), Communication of Academic Deadlines and Regulations (90%), and Communication of News Specific to Program/School (90%, down five points).

Communication and dissemination of information were the major themes among the comments, followed by access to the computer lab and need for lab upgrades, and a call for more student activities.

## Student-Related Services Provided by Your Educational Program – Summary

<b>Table 7.7 - SPH - MPH</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	97%	3%	153	93%	7%	136	97%	3%	126
Customer Service (submission of curriculum plan, registration, and graduation)	<b>↓ 88%</b>	<b>12%</b>	148	93%	7%	133	NA	NA	NA
Ease of Completing Forms & Processes	89%	11%	151	93%	7%	130	NA	NA	NA
Administrative Support - Office of Student & Academic Services	95%	5%	150	96%	4%	132	97%	3%	119
Administrative Support - Departmental Staff	92%	8%	144	95%	5%	126	97%	3%	115
SPH Computer Lab	88%	13%	128	<b>↑ 90%</b>	<b>10%</b>	124	82%	18%	114
Career Services (Career Fair, Career Roundtable, Tuesday Interlude)	88%	12%	121	86%	14%	118	NA	NA	NA
Student Government	89%	11%	108	93%	7%	112	91%	9%	82
Other Student Organizations	92%	8%	115	94%	6%	112	92%	8%	83
Center for Public Health Practice - Customer Service (submission of required materials)	87%	13%	125	87%	13%	116	NA	NA	NA
Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session	88%	12%	123	89%	11%	110	NA	NA	NA
Communication of Student Activities	90%	10%	145	90%	10%	128	92%	8%	114
Communication of Academic Deadlines & Regulations	90%	10%	147	90%	10%	132	89%	11%	123
Communication of News Specific to Program/School	<b>↓ 90%</b>	<b>10%</b>	155	95%	5%	133	92%	8%	121

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

## **Student-Related Services Provided by Your Educational Program – Summary**

### **SPH – MHA**

#### **Results**

As noted in Table 7.8, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (86%, down seven points from 2010 and a negative trend from 2009), Customer Service (79%, down 14 points), Ease of Completing Forms & Processes (89%, down 11 points), Administrative Support – Office of Student & Academic Services (95%, up nine points and reversal of direction from 2010), Administrative Support – Departmental Staff (89%), SPH Computer Lab (63%), Career Services (60%, down nine points), Student Government (77%, down six points), Other Student Organizations (77%, down five points), Center for Public Health Practice - Customer Service (69%, down six points), Center for Public Health Practice – Quality of Workshops, Student Manual, and Poster Session (75%, down 13 points), Communication of Student Activities (81%, up 12 points), Communication of Academic Deadlines and Regulations (79%), and Communication of News Specific to Program/School (78%, down seven points).

No clear themes emerged in the limited comments.

## Student-Related Services Provided by Your Educational Program – Summary

<b>Table 7.8 - SPH - MHA</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	<b>↓ 86%</b>	<b>14%</b>	22	<b>↓ 93%</b>	<b>7%</b>	14	100%	0%	8
Customer Service (submission of curriculum plan, registration, and graduation)	<b>↓ 79%</b>	<b>21%</b>	19	93%	7%	14	NA	NA	NA
Ease of Completing Forms & Processes	<b>↓ 89%</b>	<b>11%</b>	19	100%	0%	14	NA	NA	NA
Administrative Support - Office of Student & Academic Services	<b>↑ 95%</b>	<b>5%</b>	19	<b>↓ 86%</b>	<b>14%</b>	14	100%	0%	7
Administrative Support - Departmental Staff	89%	11%	18	<b>↓ 85%</b>	<b>15%</b>	13	100%	0%	7
SPH Computer Lab	63%	38%	16	<b>↓ 62%</b>	<b>38%</b>	13	88%	13%	8
Career Services (Career Fair, Career Roundtable, Tuesday Interlude)	<b>↓ 60%</b>	<b>40%</b>	15	69%	31%	13	NA	NA	NA
Student Government	<b>↓ 77%</b>	<b>23%</b>	13	83%	17%	12	80%	20%	5
Other Student Organizations	<b>↓ 77%</b>	<b>23%</b>	13	82%	18%	11	80%	20%	5
Center for Public Health Practice - Customer Service (submission of required materials)	<b>↓ 69%</b>	<b>31%</b>	13	75%	25%	8	NA	NA	NA
Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session	<b>↓ 75%</b>	<b>25%</b>	12	88%	13%	8	NA	NA	NA
Communication of Student Activities	<b>81%</b>	<b>19%</b>	16	<b>↓ 69%</b>	<b>31%</b>	13	83%	17%	6
Communication of Academic Deadlines & Regulations	79%	21%	19	<b>↓ 77%</b>	<b>23%</b>	13	86%	14%	7
Communication of News Specific to Program/School	<b>↓ 78%</b>	<b>22%</b>	18	85%	15%	13	86%	14%	7

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.



## **Student-Related Services Provided by Your Educational Program – Summary**

### **SPH – DrPH**

#### **Results**

As noted in Table 7.9, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (97%), Customer Service (84%), Ease of Completing Forms & Processes (94%), Administrative Support - Office of Student & Academic Services (97%), Administrative Support – Departmental Staff (91%), SPH Computer Lab (84%), Career Services (90%, up 18 points from 2010), Student Government (93%, up 10 points and reversal of direction from 2010), Other Student Organizations (89%), Center for Public Health Practice – Customer Service (81%, down 13 points), Center for Public Health Practice – Quality of Workshops, Student Manual, and Poster Session (85%, down nine points), Communication of Student Activities (80%), Communication of Academic Deadlines and Regulations (86%, up seven points), and Communication of News Specific to Program/School (86%).

Communication and dissemination of information were the major themes among the comments, followed by access to the computer lab and need for lab upgrades, and a call for more student activities.

## Student-Related Services Provided by Your Educational Program – Summary

<b>Table 7.9 - SPH – DrPH/PhD</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>Below</b>	<b>n</b>
Admissions	97%	3%	36	<b>↑ 97%</b>	<b>3%</b>	30	86%	14%	35
Customer Service (submission of curriculum plan, registration, and graduation)	84%	16%	37	88%	13%	32	NA	NA	NA
Ease of Completing Forms & Processes	94%	6%	35	94%	6%	32	NA	NA	NA
Administrative Support - Office of Student & Academic Services	97%	3%	35	93%	7%	30	94%	6%	33
Administrative Support - Departmental Staff	91%	9%	33	94%	6%	32	94%	6%	32
SPH Computer Lab	84%	16%	32	<b>↑ 85%</b>	<b>15%</b>	26	70%	30%	33
Career Services (Career Fair, Career Roundtable, Tuesday Interlude)	<b>↑ 90%</b>	<b>10%</b>	29	72%	28%	25	NA	NA	NA
Student Government	<b>↑ 93%</b>	<b>7%</b>	29	<b>↓ 83%</b>	<b>17%</b>	24	95%	5%	21
Other Student Organizations	89%	11%	27	86%	14%	21	88%	13%	16
Center for Public Health Practice - Customer Service (submission of required materials)	<b>↓ 81%</b>	<b>19%</b>	21	94%	6%	16	NA	NA	NA
Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session	<b>↓ 85%</b>	<b>15%</b>	26	94%	6%	17	NA	NA	NA
Communication of Student Activities	80%	20%	35	<b>↓ 83%</b>	<b>17%</b>	30	93%	7%	28
Communication of Academic Deadlines & Regulations	<b>↑ 86%</b>	<b>14%</b>	36	79%	21%	29	83%	17%	30
Communication of News Specific to Program/School	86%	14%	35	<b>↑ 83%</b>	<b>17%</b>	30	77%	23%	31

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow denoting direction of movement.

# Appendix A

# Comments

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## Comments – Institutional Facilities and Services

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

### Classrooms

#### AV Equipment

1. MET 213 has a big problem with sun in the afternoon. It is blinding and makes small groups very difficult. It comes through the side window that doesn't have a blind. The temperature in this room has, on a couple of occasions, been too hot as well. 2. I notice things like on the MET second floor bathroom, someone spit gum into the urinal and that piece of gum was there for over a week. I know these bathrooms get used heavily from the first and second year DO students. Maybe they need to be cleaned a little more often.

A significant investment was made to upgrade the projectors in the MET building. The current projectors are much better than the original equipment. Audio recording of the lectures has been problematic, and video recording is prohibited by policy. Maintenance and climate control issues are sporadic and have been adequately addressed through student government interactions with administrative staff.

Add outlets to the couch area on the 4th floor of the library. That is my favorite place in the library, but I have to leave when my battery dies.

Air conditioning not even in room. Too cold in certain seats or AC blowing loudly.

all the facilities are up to the mark. Some even excel the basic requirements. From my side i have nothing to say on anything to improve.

Audio recording is inconsistent and low quality in MET. Toilet paper is often missing from men's bathrooms in MET.

Auditorium is usually too cold or too hot. It doesn't change fast enough with the changes in the seasons, its usually behind a week or too.

AV equip is great....when it works properly. I chalk it up to first year in the new building and working through glitches. Otherwise, great setup

AV equipment - a lot of times not set up before class, resulting in delay. Room - too cold. especially in the summer. Outlets - too few, in EAD 719. the setup in CBH is great.

AV equipment always seems to be a problem. One of the screens in the MET always changes colors. The classroom temperature is very bipolar. One days its really hot and another day its cold.

AV equipment in certain rooms of RES and EAD need updating

## Comments – Institutional Facilities and Services

AV equipment meet expectations but not AV service. The faculty does not know how to work the av equipment is ok, but waiting for av assistance is really disappointing and disruptive. How about paying some student for workstudy that takes the same class. That way you get immediate help and certainty. What's up with Bayer hall (last lecture room)? It is rundown, dirty. The cloth on the seats are rags, not cover! There are visible stains and discolorings. Does the temperature control in any room works or just a dummy that makes people think they have control, but then really disappointed. Student development office in the EAD 1st floor is really great and helpful, especially to new students. Keep it up! thank you!

Bathroom maintenance is terrible. Many times throughout the day there is no toilet paper in the stalls. The water saving toilets don't always remove the waste and have to be manually flushed a second time (thus eliminating any water savings). The toilets also splash water up on the seats every time and this is pretty disgusting. I do appreciate that the school replaced the projectors in MET 124 and 125.

Bathrooms in MET need to be taken better care of and provided with toilet paper on a more consistent basis.

Bathrooms tend to be poorly kept. Paper products in bathrooms run out frequently. Sink and hotwater availability is nonexistent

-Be considerate of multi-cultural composition of the classes and not everybody wants freezing temps especially in summer.-Increase outlets!

Better computers in the labs in ead.

Better equipment maintenance, projector seems to flair up quite often

Better instructions provided on how to use the AV equipment - class time is lost waiting as the presenters struggle with the controls and/or wait for knowledge personnel to respond to plea for assistance. Maintenance in the classrooms often seems non-existent. Students have brought tools and hardware from home to repair seating the classrooms. Should not have to do that, but such is the case at UNTHSC

Better mics and speakers please!!!

better temperature control-less extremes, it's either freezing or sweltering in MET

Better temperature regulation

Better temperature regulation. Projectors dysfunction somewhat regularly.

Buildings are cold

Can't think of anything

CBH conference rooms need better quality projectors.

CBH tends to have very low classroom temp, esp during summer.

## Comments – Institutional Facilities and Services

Change the air filters in back of Everett, they have not been changed in a long time.

choose a moderate temperature and adjust it as needed instead of preemptively lowering the temperature in advance.

Class rooms are always too cold!!!

class temperature is usually too low, we used to shiver in the class. we don't have electric connection outlets for every students in the class room in CBH classrooms.

Classroom and library temperature - not so cold  
Light situation in the library - many of the "green," environmentally friendly lights do not work properly.

Classroom does get dirty in MET, but that is because of students not cleaning up after themselves. There are some days where the temperature is too cold or hot, but for the most part comfortable.

Classroom in general, need to be vacuumed and swept more. Especially on exam days, the table surfaces needs to be wiped down before examination. Filthy tables are an distraction to testing environment. Get rid of SAGE and Grand Rounds.

Classroom is either too hot or too cold. Some classrooms do not have outlets yet. THE CBH 2nd floor classroom projectors are either out of focus or messed up. You can barely see the powerpoints

CLASSROOM TEMP: In Luibel, there is heat and A/C on at the same time. This is counter-productive. It is difficult to learn when there is cold air then hot air blowing. Other than that, I am more than happy with the facilities.

Classrooms are often dirty. It would be nice if the tables/desks were cleaned sometimes and the carpets vacuumed. Speaking of dirty--in the year and a half I have been on campus, I think some of the stairwells have NEVER been swept/cleaned. Some new paint could be good too in places.

Classrooms are too cold in summer, too hot in winter. Save energy and moderate the temperature around 76 in summer, 68 in winter.

Clean auditorium desk tops in MET 125S and MET125N daily.

Clean up ALL the hallways around campus. When I was an ambassador for the school giving tours to potential students, I always thought it was completely unprofessional to have fridges and freezers and microwaves in the hallways (along with unused furniture) that we had to walk around. Look at the EAD 4th and 5th floor to see what I am talking about.

Climate control for the MET. If you are cursed with sitting in the middle of the room, you should bring a parka with you to class.

Could class lectures be provided not just with audio but on video. Basicallt let video recordings be made available.

## Comments – Institutional Facilities and Services

Doing well and keep on doing so

Don't make the classrooms (everett) so cold.

EAD 719 is always too cold, and there are not enough outlets throughout the classroom for laptops.

EAD 719 needs more plugs for our student's laptops. EAD 719 also used to be extremely cold all year round, but that recently changed. Still, I feel most of the buildings are wasting a lot of energy cooling the buildings in the summer time.

EAD classrooms on the 7th floor could use more outlets.

EAD406 has an air vent that blows entirely too loudly!

EAD719 is always freezing during both summer and winter months. Sometimes the temperature is so uncomfortable it is hard to concentrate and you always need a jacket in there.

Electrical outlets in Everett Hall are loose. When plugging a wire in, it just falls out.

Everything is great with MET, but sometimes it is way too cold in the lecture hall.

everything is perfect

expo markers are always missing, maybe place them at in a small combination or keyed cabinet in the rooms that only faculty has access to...

Facilities are wonderful but they are very cold.

Facility is applicable to school needs

Find a way to have better climate control. Some of the seats in the rooms feel like you are in a wind tunnel, while others have no air at all.

fire all janitors and hire contractors. Save money AND have clean restrooms

fire the janitors and subcontract the work to someone who will actually clean something

fix AC.

Fix projectors when they become fuzzy. Don't wait because we can not read the slides in class (projector in CBH220). Also, it seemed the batteries were constantly going out on the microphones. The classrooms seem to always be freezing cold or sweltering hot. Even allowing the classrooms some tiny bit of autonomous temperature control would make our learning environment so much more productive.

Fix the blurry monitor in the CBH 220 lecture and it's always freezing in as well.

Fix the temperature controls in luibel hall



## Comments – Institutional Facilities and Services

floor 5 in EAD needs carpet or something to make it look nicer

Floors in multiple MET will have the same trash on them for over a week before it is cleaned. Bathrooms are never very clean in MET or library. AV Equipment flickers and changes color. Also, the ipad recording volume is much less than the previous volume of recording lectures. Classroom heating/ cooling is not efficient. People at the bottom of the lecture hall complain it is cold, so the heater is turned on then hot air rises and the top of the room gets hot while the lower half remains cool. Individual rooms on the second floor of MET are not efficiently controlled, one day the thermostat read 90 degrees and the heater was still running.

Frequent issues with projectors properly displaying images (i.e. colors) in conference rooms. Looks bad especially when hosting seminar speakers and guests from outside school

Get more thermometers in the MET. It is always too hot or too cold in the classroom. The tempature is very different from outside the classrooms.

Get rid of SAGE.

Great improvements have been made in some class rooms but in older rooms where there are many students, there need to be more outlets for CPU's. EAD 719, for example, needs more outlets.

Have a simpler recording method for lectures for MET lecture rooms, since some are not recorded or posted until days afterwards due to glitches. Also have professors train to use equipment in MET lecture rooms, since many are unfamiliar with the equipment.

Have janitors monitoir the MET building better, especially the bathrooms.

have outlets for laptop computer in all classrooms. The cleanliness of in RES is under expectation.

Heater is on when it is not cold outside, the AC is on when it is not that hot... it rarely at a normal temp. More outlets for comp in all classrooms. Paperless options for notes in all classes.

How often in the MET actually cleaned?! There are coffee mugs & sacks that are accidentally left that are still in their places days later. I'd like to see the MET vacuumed much more frequently.

I am always hesitant to put my thumb drive in the computer of classrooms in CBH. More than once I have gotten a trojan virus from doing this.

I am always warm so colder rooms definitely work for me.

I am not currently in the classroom, but it was rarely the right temperature. Most of the time it was freezing. I think of the school wasting all that money on AC and everyone is wearing so many layers when if it would just be turned down a few notches the temp would be great!

I am sometimes a little cold in the classrooms, but i bring a jacket with me to class, and then I am comfortable. It would be much worse to make the rooms warmer. So please leave the thermostats where they are, and those of us who are cold, can just bring jackets

## Comments – Institutional Facilities and Services

I am surprised by the lack of outlets in the School of Public Health classrooms. I also have seen a decrease in AV and Classroom prep prior to classes, and teachers being frustrated. The classroom temperature is frequently cold in EAD 719 no matter what the outside trip.

I appreciate the access to computers in the Education and Administration Building, but I would like to see more access to computers in the Center of BioHealth.

I assume the temperature issues will be resolved once the MET is completed.

I believe it would be of great benefit to the student body if a transcription team was assemble in some way to transcribe the lectures from classes. This could possible provide some income for students who are seeking work and would help to facilitate learning for others.

I dont believe our overall appearance, especially in EAD and RES looks clean. There is dirty places. The stairwells are incredibly dirty with dust.

I have class in Everett Hall and some of the chairs need to be worked on. It feels like you are constantly having to pull yourself forward in the chairs in order to stay at the table. The chairs naturally swing back and its really annoying because I am always having to use my legs and keep my chair pulled forward.

I know a lot of money has been spent on the projector, but I have notice it sometimes changes colors for no reason. Sometimes it has a purple tint to it.

I know classroom temperature is centrally controlled, but there are days when it's extremely uncomfortable.

I noticed that certain seats in MET 124 were colder than others at the beginning of the school year based on where the AC was blowing. I tend to avoid sitting in those areas now so I'm not sure if an adjustment was ever made. Those seats were often left empty because of the problem. The main spots were about 3-4 rows from the back row and about 5-10 seats from the outside.

I think it's great that we have all this technology, but of course there will be flaws in the system. Recently there has been lots of static noise when the mics are used. The temperature is always an issue, but I know it's hard to control. I noticed that when the construction was going on that the floors were always dirty. I'm not sure how often the floors are cleaned, but I think it needs to be done more often. Also, it is some students' fault that trash is left around the classrooms, but I think the cleaning staff should run through it at the end of the day.

I think that some rooms could be seen as dirty because of the some what out-dated equipment. But overall, I think that the classrooms are set-up to facilitate learning.

i think they are good...

I would like to see the classroom desktops cleaned a little more often.

I would recommend that the rooms be vacuumed every other day and the desk be wiped every week. It would help prevent people from getting sick and would look nice.

## Comments – Institutional Facilities and Services

If possible, update classrooms, ie., 719, need more outlets and network connections.

I'm in MET and the temperature regulation in there is very poor. I feel like anytime it is above 50 degrees outside the air conditioner is on and the room is freezing. The temperature in the small rooms is also poorly regulated, either extremely hot or freezing. I'm sure it's not easy to regulate such a large classroom or building but I don't think people would complain if it was left on a comfortable 75 degrees.

In CBH there is some network problem

in class thermostat

In EAD 506, the chairs need to be replaced. As well as the board that contains the outlet plus behind the chairs always comes away from the step. It needs to be tacked down or something...

In Met 125, the a/c and heat fan duct opens above some seats and cause the small area of 10-15 seats to be much colder or warmer than the rest. Please install a diffuser of some sort to allow air to be of normal temp around those areas so we can occupy those seats.

In some of the classes on the Public Health Floor are lacking when it comes to outlets. Sometimes these classes are packed and it holds more students than outlets. Many students bring their laptops so we are constantly rushing to make sure we have an outlet to use.

In the areas around Luibel hall there tends to be a lot of clutter in the hall way, trash on the floor and above lockers that will be there for a while.

In the hall behind Lubial Hall there is almost always a dead cricket or roach on the ground.

In the new second year medical student's classroom (MET 124N, I believe); the network connections and outlets on the very top row have either not been working or are broken at several seats. I placed a request to have these fixed about two months ago and there has not been any change.

Include more outlets in the MET.

Increase outlets and maintain bearable classroom temperatures

Increased Wi-Fi reception ALL ACROSS CAMPUS. Have routine maintenance of projectors in auditoriums (i.e. library, conference rooms). Seems that are always out of focus or have issues with the color. Should have someone calibrate them each week

It gets cold

It gets pretty cold in classrooms and we can barely sit without a sweater. It would be nice if there is some way of controlling the temperature.

## Comments – Institutional Facilities and Services

It is very difficult to follow a lecture when the lecturer's face (and gestures) can barely be seen from most seats in the MET auditorium. The lecturer is so far from the screen above that we are supposed to be focusing on...it's impossible to catch everything the lecturer is emphasizing when you can't see him/her. Also, the laser pointer creates such a small dot on the projection screen that it is often difficult to look up from taking notes on your computer and play "where's Waldo" with the laser pointer. The pointer needs to be larger or more visible.

It may be just due to the design of the building, but the temperature varies quite a bit between the first and second floor of the MET atrium and even within the lecture halls. Perhaps the temperature could be monitored at the top and bottom of the classroom.

It would be nice if there were outlets in the MET cafe and the outside patios of the library.

It would be nice to have more outlets in the hallways of MET

It would be nice to have outlets in the floor or walls of the library near the couches and also in the outdoor area on the second floor of the MET.

Its too cold in the classrooms. Please put temperature sensors.

it's too hot in the classroom

I've been noticing a lack of custodial services in the MET. Bathrooms are often not clean, and tables do not look like they have been cleaned off for several days at a time. During the colder days we also had several days where ti was soo hot we were literally sweating in the MET and then other days we were freezing. I would think that there should be some control to keep the temperature in the 70s.

Keep classrooms at a reasonable tempurature.

Keep the building a more even temperature, more insulation in building, weatherstripping in doors

keep the lasers working in the presentation rooms...

Lecture recordings audio and video should be done by the facility. Itunes lecture updates are not on-time.

Lecture recordings for TCOM class of 2014 have not been handled well. Sometimes only a small portion of the lecture will be recorded (XXXXXXXX L1 for Repro, only 20 mins recorded for a 2 hour lecture), and sometimes they won't be uploaded to iTunesU until days later. This really needs to be improved.

less extreme fluctuations in temperature in MET-124N

Limit construction during classes, too much noise

Luibel as well as MET 124 N has always had 'cold spots' and uneven temperature distribution

Luibel Hall is either an icebox or a furnace. A constant temperature would be nice.

## Comments – Institutional Facilities and Services

Luibel needs better temperature control. Sometimes is very hot, other times cold.

Maintain the temperature in the classrooms for the weather outside, the rooms are usually freezing.

make sure each of the outlets work in the room. Everett for example has some outlets that are not working. Also the plugs do not stay in the outlets. I am aware that this may seem like a petty complaint but the chairs do not stay in one place you have to use your corp muscles to maintain your chair in one position without falling backwards away from the desk. At 6 to 8 hours that is quite cumbersome. We have complained about this once before at the meeting the UNTHSC president but it wasnt taken care of.

Make sure that there are enough plugs to go around in all classrooms. Especially EAD 719.

Make sure there are batteries in the slide changers, pointers, etc. so that teachers are not interrupted during or prior to their lectures. This is very distracting for both instructors and students and takes up class time. The room temperature was not adequate during a couple of tests and was extremely hot and uncomfortable to take the exams in. Also there shouldnt be construction going on during exams this was VERY distracting!

Make sure there are plenty of power outlets for computers.

Many students use personal laptops for note-taking, but many public health classes are held in EAD-719 with limited outlet access for plugging in said equipment.

may be newer or better maintained equipments

Maybe try to have more temperature control specifically in Luibel Hall

mek projections much more clearer and microphone to be more sphisticated because sometimes sounds doesnt come out clearer.

MET classrooms are cleaned approximately once a month. There is constantly debris in the carpets that need to be vacuumed.

MET needs more cleaning.

Modify classroom temperature. It is either very cold or nice and warm. Each day is inconsistent and we never know what to expect.

Monitor classroom temperature more closely. My computer lab class is miserably hot but a different classroom is too cold.

Monitor the temperature in the classrooms to conserve energy and is based on the outside temperature (but is not too hot when it is cold outside).

## Comments – Institutional Facilities and Services

More bathrooms available in MET. More group study rooms, or enforce groups only in group rooms. The majority of group study rooms contain one person studying in a room that could hold 5 or 6. The whiteboards in the rooms facilitate group study and there are never enough rooms.

More bright lights around the campus, classrooms are cold during winter and hot during summer....there are not enough outlets in some of the EAD classes

More electrical outlets

more electrical outlets at the library tables

More janitorial staff to clean the MET classrooms please.

More outlets in common seating areas and auto controlled temps

More outlets installed in the classrooms for charging laptops

More outlets!

More outlets.

more power outlets for laptops are needed- and not just on the walls, this creates safety hazards, but them on the floor so that people don't trip over computer cords

Need more classrooms.

Need more outlets in older classrooms.

Need outlets in more places in classrooms.

Need to have better control of the temperature in the classrooms

Only new building is clean and maintained. Beyer Hall is disgusting - broken, stained, mildewed seats. Entire library needs new tables and chairs in private study rooms.

Our current recording devices and/or the network on which we upload them have not been consistent. It's difficult to be able to relisten to lectures and get the pertinent information that we need (because at times the professors to move at a quick pace) since they are either not uploaded in a timely fashion, are of poor quality, or not uploaded at all due to technical difficulties.

Our lab uses Radioactive material for experiments and we need cards to enter our labs. The janitors who used to come regularly earlier to sweep the lab and collect the trash, do not come anymore and labs remain dirty with tips, paper towel pieces etc lying around. I think for such labs the Janitors should be made to come around 1.00 - 1.30pm right after lunch so there are people in the labs who can open the door for the custodians and get the labs cleaned. We did call the custodians at 5.00pm but no one comes and we have to stay back in the lab for nothing.

## Comments – Institutional Facilities and Services

Our projector in everett constantly has issues. our professors cannot figure out how to turn it on. this may just be lacking of training in our professors, or could be due to the actual projector. also, the temperature of our room (everett) is unpredictable. sometimes it is freezing, feels like the a/c is on when it's 30 degrees outside. other times it can be too hot.

Outlets have been a concern for awhile and it can be a tricky issue. Some classrooms have an outlet every few inches, while others have two in the whole place. Yet, the wiring can be a hassle for those outlets provided on the tables. Maybe more subtle and safe locations for outlets, like up against the stairs for auditorium-seating-style rooms and under tables. Also, CBH has weaker wireless connections. No wonder they feel so out of touch. So easy to ignore those at the bottom of the hill...

outlets in downstairs MET lobby...and get rid of SAGE and Informatics

Place more outlets in EAD classrooms.

Place more outlets in the non lecture halls.

Please better regulate the temperature in the rooms, sometimes it is almost unberable to sit in class. The urinals next to Luibel hall usually have an extreme odor, down right nasty!

Please clean the projector lenses in the CBH Classrooms on 2nd floor

Please clean the window glass that project the projector from Audio video room to classroom. The projector focus in the class room is underfocus. we can hardly read any slide. It is blurry. I cannot tell if it due to dirt in window glass or fault of projector.

Please ensure all recordings are automatic for next year! The lack of recordings has really failed us as students. Lecture recordings are a viable tool for students to use. Lack of automatic recordings cause students to engage in illicit recordings, etc

Please fix things when they are broken - students have been called on to repair seats in classrooms, otherwise there are fewer seats than designed.

Please lower the temperature in Everett.

Please put a GREEN laser pointer in everett, the current red one is very hard to see sometimes

Problems with the projectors in MET did not last much. The temperature in MET is not well-regulated

Projector in CBH 220 is always blurry at the top and it was cold.

provide electronic connections at each seat in all major classrooms

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

## Comments – Institutional Facilities and Services

Recommendations to lecturers about how to adjust the lighting in the classroom. The equipment is there, but any change in lighting is almost always student led. As they lecture, it would be beneficial if they were aware of how dimming certain lights would greatly enhance the contrast of their presentation. Otherwise, classrooms meet expectations.

Recordings have been quieter for some reason this semester.

Renovate Luibel similar to MET.

Reposition outlets in EAD 506 & 406 to prevent damage to computer AC adapters

RES-114 could use serious renovation. A/V equipment is great, but this class room is dark, decrepit and dirty. Class/lecture rooms in CBH are great, except for the 'swing-out' chairs which are sagging under heavy use. In addition, the pitch between desk surfaces in the CBH class/lecture rooms is too small making egress behind a seated student very difficult.

Rewire all connections as the power outlets are poorly placed. Desks have LOTS of loose wiring and sharp edges underneath. Cut myself several times. The student microphones are just bad. The contractor that built out the MET, was this their first classroom?

Rooms in CBH tends to get colder. Temperature control is required in that building.

see below plus the desks have never been cleaned and smell.

Seems like the AC is on all the time, even in the cooler months. It would be nice to have regulated temperature, not just constant cold air blowing. Also, it would be beneficial for the teaching faculty to be given a tutorial on how to use the iClicker.

Several of the chairs need to be tightened. The classroom is often very cold. Many of the plugs fall out of the outlets.

should have, at least, power plugs for each student position in the classrooms

Some classrooms are extremely cold. There needs to be a better way to regulate the temperature, especially when it's cold outside. Certain buildings are seriously lacking in NEEDED outlets. I bring my computer to class to take notes and it is incredibly frustrating when there are no outlets, either lacking or inconvenient, in the classroom to charge my computer.

Some classrooms are kept much colder than others, and colder than the hallways. Not good.

Some more housekeeping service of labs and the corridors in the RES and EAD other than removing trash would be nice. Like cleaning the floor once or twice in a year, i am not sure how often its done

Some of our buildings are old and I don't think it is possible to make them look better or be anymore comfortable than they are.

Some of the AV projections are out of focuse. Mainly in the CBH.



## Comments – Institutional Facilities and Services

some of the chairs swivel out when you are sitting down, so you are constantly having to hold yourself close to the table

Some of the classes do not have enough outlets. I am pleased with the increase in the CBH classes though!

Some of the lecture halls are freezing during the summer months. The temp is set at 68. I've had to wear a wool sweater to class and I still have difficulty concentrating because it is so uncomfortably cold.

Some of the outlets in Everett do not hold the plugs.

Some of the outlets in the MET N 124 are still not functional. Same with some of the microphones in there.

Some of the projectors are not working fine. When we show figures, especially the color images of research data, it looks different (rather more convincing) on the PC but not on the projector screen. This leads to lot of confusion in audience and greatly reduces presenters impact. The lighting in some of the rooms (Bayer hall, one which I experienced) can not be tailored to presenters requirement.

Some of the seats are too loose and you constantly have to be pulling them forward to stay close to the table.

Some professors do not know how to switch between the pc and paper projector

Some rooms are extremely cold. Temperature control would be good.

Some rooms could use more outlets and others could use updating like Breyer Hall

Some rooms in the facility are too cold when the weather is chilly. However, it might be because of some rooms having a lot of windows.

some smaller classrooms only have outlets on the walls; desk outlets for laptops would be nice.

Some times the computer will be down in the library it takes some days or weeks to be fix.

Sometimes classrooms are a little on the cold side. Sweatshirts are almost always a must while on campus.

Sometimes it take the prof awhile to get the AV equipment working but other than that everything else runs smoothly

sometimes its really cold in luibel, other times its really hot. this needs to be fixed

Sometimes the microphone runs out of battery... it will be very useful if that is checked regularly

Sometimes the plugs will not stay in the outlet in Everett.

## Comments – Institutional Facilities and Services

Sometimes the temperature in the classrooms are either too hot or too cold (especially the MET). It would nice if the professors could somehow change the temperatures if they get out of hand. I wouldn't allow the students to do it..... there's too much "variety" and it wouldn't make sense to have someone changing the temperature all the time. The individual rooms should be able to be controlled by whoever is in the room, but limiting the range might help save money and electricity. If the MET is not open 24/7, that means a lot of people can't use their lockers anytime of the day. That's the main reason I didn't move my locker. I like studying in the MET, so expanding the hours until 8-10PM would be awesome.

Sometimes we are in Beyer Hall and it could use some work. The seats are pretty dirty. The AV equipment is pretty dated. The projection of powerpoints looks blurry and the colors are off compared to Everett. Everett on the other hand is very nice.

Stop storing items in hallways, provide more trash receptacles.

table tops need to be wiped down more frequently

Tables can be smeared at times; most likely due to the class before. EAD classrooms are short of outlets and network connections which can be inconvenient when the professor gives essay exams in which he prefers electronic submission.

Teach more staff, students, and faculty how to use the A/V and lighting equipment.

Teach the professors how to operate the equipment.

Temp AC at CBH could be set a little but higher.

Temp is sometimes too warm or too cold

temperature control

Temperature controls in the study rooms in MET get a little out of control sometimes, but nothing too major to complain about

Temperature in CBH class rooms and labs too cool.

Temperature in MET classrooms is always either too hot or too cold. I would like to see just a constant temperature set for the big rooms in MET

temperature is freezing at the front but gets hot in the middle. AV equipment looks nice, but often is "buggy" and goes in and out

Temperature problems throughout the year that really made it uncomfortable to be in class.

Temperature regulation in Luibel Hall needs to be fixed

Temperatures in the classrooms and some of the labs on the first floor of RES are unbearably hot in the winter and summer months.

## Comments – Institutional Facilities and Services

The air conditioning/heating in Luibel Hall in the fall (October/November) was inconsistent. It was extremely distracting during several exams as I overheated during an exam. The proctors did not seem to care nor know how to do anything about it.

The air-conditioner should be more suitable to the temperature outside the room. So in summer, the room would not be so "cold". But in winter, it should be more warmer.

The AV equipment is either always functioning, or is fixed very promptly. The facilities seem to be well maintained, however cleanliness certainly lacks. The library particularly accumulates garbage in the receptacles, and the bathrooms very often smell unpleasant. Outlets and network connections are readily available and function very well.

The av equipment is good enough , a bit more efforts to maintaining sufficient cooling in class

The AV equipment keeps malfunctioning and the outlets are already falling apart that it makes me scared to use them. Those that sit in the back, the screen is really hard to see, so maybe have more screens on the side of the classroom.

The bathrooms in the MET don't seem like they are cleaned everyday. There have been many times when I have found it not very clean. There have been days when it's either been way too hot or way too cold in the MET building. Could there be a way to monitor the temperature and keep it constant?

The biggest problem I feel is the microphones. There are a lot of dead spots in the MET big rooms and professors sometimes don't realize it and continue talking and much of the class cannot hear them at that point and miss out of information.

The buildings are freezing in the summer and not quite warm enough in the winter.

The chairs in the classroom are rather dirty and could use a cleaning.

The class in the MET is always freezing; summer, winter, doesn't matter, I have to bring a coat/jacket year-round.

The classroom is always either too cold or way too hot.

The classroom is extremely cold when weather outside is hot, making it difficult to dress appropriately. When it is 90 degrees outside, we dress for that weather, so setting the thermostat around 77 or so should be cool enough.

The classroom temperatures were warmer than they should be. Suggestion of lowering the temperatures, especially for afternoon classes in the EAD

The classrooms are always freezing, since we need to save money it would be a good idea to reduce energy costs by making the classrooms comfortable. Seeing a thermometer read 68 during a full class is really just unacceptable.

The classrooms are extremely cold during the summer.

The classrooms are frequently cold.

## Comments – Institutional Facilities and Services

The classrooms are great, however as a student who lives at the library, the custodial staff is always sitting around doing NOTHING, the smoke, they sleep they do anything but work, I see it every day...It reflects poorly on the school to see the same 6-12 custodians being lazy.

The classrooms can be cold. Allow student access to thermometers.

the classrooms seem to have issues of being too cold or too hot. also, the humming of the A/C is distracting while in class.

The classroom temperature should be higher.

The cleanliness of the MET bathrooms has been sub par. Also the bathrooms in the library over the weekend frequently run out of toilet paper and become a mess. The desk outlets in the MET classrooms still have exposed cords at the ends of rows.

The climate control could be a little better. The AV could be a little better especially when it comes to recordings.

The climate control in the MET is terrible. Its either too cold or too hot. It feels as if the blower blow straight down in spots and it is terribly uncomfortable.

The EAD 7th floor classroom needs more electrical cord outlets. The CBH 2nd floor classrooms are extremely cold year round. Temperature needs to be regulated accordingly.

The facilities and services are so far so good and well provided for the students, just needs to be continued as such.

The hallways around Luibel Hall - especially in the back hall are often neglected and not clean. At one point there was vomit in the back hall for over a week.

The large classrooms in EAD have had issues with the fans blowing too loud to hear lecturers. The room temperature is also very variable and unpredictable. My only suggestion is to continue to have maintenance handy to fix the problem if nothing can be done preventatively for this.

The large MET classrooms do not seem to be cleaned regularly. Could the room be cleaned once a week or biweekly? Bathrooms have also been dirty or out of paper products several times in the past few months. Could there be an extra toilet paper and/or paper towel roll available? Perhaps downstairs in the locker room?

The lecture halls are often very cold, and it is difficult to concentrate when it is so cold.

The library and study rooms are filthy. I recognize it is hard to move chairs and vacuume under table but it still needs to be done. Also the study tables and cubicles should be wiped clean daily, every time I study in the library I have to begin by making a trip to the restroom to wet paper towels to take back and wipe off the study cubicle/table they are always filthy. Classroom Temperature is a huge problem on this campus. I regularly have to wear a jacket and levi's in the summer because the thermostats are set so low. Why not raise them a few degrees and save some \$ along with make people more comfortable.

## Comments – Institutional Facilities and Services

The light adjustments need to be fixed in classrooms, as when a power point presentation is going on in the class, the backgrounds seems brighter than the the screen and hence it creates shadows on the screen.

the lighting in the classrooms

The lighting should be increased.

The MET building has had some problems with the quality of the projectors. Also, the recording of lectures seems to be unnecessarily complicated.

The MET classroom tables need to be wiped down more frequently, especially after meals are served there. The temperature needs to be regulated more closely, instead of the wide ranges of extreme that are usually present.

The MET classroom temperatures are often either too cold or too hot. I know we're a large group, but I think it would be nice to be able to have someone we could contact to adjust the temperature ASAP.

The MET is ALWAYS freezing!!! I can see my hair moving in the breeze from the AC- no joke.

The MET is too cold, unless when sitting near the top.

The MET lobby is cleaned sufficiently but MET 124 and 125 I don't think is cleaned regularly. There are so many lunch meetings in these two rooms every week, and there is dried food and sticky spots on the desks where people eat. I firmly believe in whoever makes the mess should clean it up, but apparently that is not the philosophy of the rest of the DO students. It would be nice to just have the desks wiped off every now and then. Thanks.

The MET main rooms and side rooms temperatures are not well controlled at a constant temperature.

The MET rooms are often too cold, or if you sit at the top, too warm.

The network connection is very good but the outlets in the EAD building is very loose and the plugs tend to come off. Please fix that if possible.

The only minor problem that should be addressed is allowing for a greater degree of temperature control in the classrooms, espically during exams.

The Osteopathic School classrooms have outlets by every desk and often we have to share time with the few outlets available in the School of Public Health classrooms.

The outlets should be on the desk instead of on the side of the table because our chargers keep falling out.

## Comments – Institutional Facilities and Services

The projection screen is blurry in places, its a problem when professors are explaining power point slides with detailed graphics and we can't read the slides - in CBH for example. Professors often seem to have trouble getting their PowerPoint slides to open when using a jump drive on the computers in lecture rooms - technical difficulties that eat into instruction time. Seating in Ead luibel hall is uncomfortable and cramped. I do like the outlet access and wish all classrooms had so many for student laptops

The projection screen would flash all sorts of random colors especially last semester and early this semester. This problem may have been resolved since, as I haven't noticed any problems as of late.

The projector in CBH 220 is always out of focus on the top half of the screen. Only half of what is projected is clear. Classrooms in CBH are cold whereas labs in RES are hot.

the projectors and microphones and ability for instructors to hear is a problem. it would help if all of the mikes had a "click" on/off instead of hold on/off. many times teh students dont continue to hold the buttin or it lets up and the student cuts out...all the time.

The projectors and the maintenance of the equipment needs to be improved on campus.

The projectors are at best bad (can not display color images well, very poor at rendering color) and at worst no better than paper weights.

The projectors in the MET are constantly going out or projecting everything in yellow. They are not even clear and there is a big difference between the two screens as far as picture quality. The temperature horribly regulated in the MET. The temperature should never be over 80 during the winter! There have been multiple times where we have had 83+. Can we have a representative of the class (ie president) that could have some control over that setting?

The projectors in the MET room are never working properly. First, they were not very clear and after they were replaced, they continue to not work properly (the screen turns pink and purple randomly during class). The Ipad for the recordings doesn't work properly sometimes, and so the recordings are lost and made unavailable to the students. To fix these problems, perhaps a more reliable source for the recordings and a better projector (or more reliable?). The classroom is always dirty as well, since there are always lunch meetings in the classrooms, food particles tend to get left behind and don't get cleaned for several days. There are loose wires and random things floating around as well. The building always tends to be on the colder side.

The quality and consistency of lecture audio recordings could use improvement.

The quality of lecture recordings could be improved. When listening to the recordings, the volume must be turned up really loud in order to hear it. Also, having video recording of the lecture slides along with the audio recording would be helpful.

The recordings should be put onto the iTunes website the same day they are recorded. Also, the recordings are sometimes terrible quality. The classroom temperature has been better lately but for the first half of the year there was almost no heat in the auditoriums.

The room is always pretty cold. Raising the temperature would be nice.

## Comments – Institutional Facilities and Services

The rooms can get really really cold in CBH. Even to where a jacket doesn't help.

The rooms in the library are kept at a very low temperature and they are not adjustable at all, making some of the rooms unbearable. Making them adjustable would greatly improve our studying experience in the library.

The seating in Everret seems to need a little tightening. I am not very tall and having a seat that swings all the way back constantly is distracting me, and causing my back to hurt from not being able to hold a constant good posture.

The sound coming from the MET speakers when playing a Youtube video is quite awful, it sounds like an ultrasound. Cleanliness - The desk rows in the MET seem to not be cleaned with detergent at least even once a month because I've seen grease stains at some desks for quite a few months now.

The surface of the desks in MET classroom should be cleaned once every other week. The students try to keep it clean on a daily basis but there is a buildup of dirt and germs.

The tables need to be cleaned in the MET at least every week (ESPECIALLY BEFORE EXAMS DAYS)...there have been numerous occasion where there was something sticky left on the desk for days. Temperature needs to be able to be controled on demand instead of us have to call facilites to change it for us.

The teachers cannot hear the microphones in met. The microphones don't work well and reverberate. The outlets are in akward locations for each seat.

The temperature can be a little bit upper

the temperature control in the met is horrible. it is usually either too hot or too cold and makes for very uncomfortable 8 hour days.

The temperature control was not great. It felt like some days the heat was blowing during summertime and it go really cold during winter time.

The temperature controls in MET 124/125 get out of control. It's either freezing or broiling. I think the thermostats are at the front of the room, so the back of the room can be 85 degrees while, since it's 70 up front near the door, the heater is blasting away. It gets distracting during lecture.

The temperature in CBH classrooms are cold. I think the temperature should be raised a degree or two.

The temperature in Lubiel sometimes is extremely hot.

The temperature in the classroom is borderline wasteful. The AC is blowing so strong in EAD 406 that students bring jackets/cardigans to cover up. The vents do not circulate AC well, as half of the room is cold and half of the room is warm or ok. I suggest looking into how the AC vents are functioning because I hate to see such waste of energy.

## Comments – Institutional Facilities and Services

The temperature in the larger lecture halls do not keep pace with the outside temperature. They can be so stifling that you have to leave the room for fresh air.

The temperature in the MET classrooms are bizarre. We are either layering up or sweating. The table tops in the MET rooms can be cleaner as well. There are many lunch meetings in this room and the table tops are bound to be dirty.

The temperature in the MET seems to be either one extreme or the other. Some of the problem is that some seats tend to get more or less air, but in general the temperature is rarely neutral.

The temperature in the rooms is never comfortable. I remember sweating all summer during class.

The temperature inside of the MET includes hot/cold spots and varies WILDLY depending on the weather. Something really needs to be done in both the big auditorium and the little upstairs classrooms.

The temperature inside the large MET classrooms is an issue. At times, it is very hot and other times I feel like bringing a blanket to class because it is so cold. Keeping the temperature constant (not too much AC nor heat) would make for happier students and hopefully a cheaper electric bill.

The temperature is either too cold or too warm...

The temperature of the class rooms was always off during the year. There was a constant need to call maintenance in order to get the classroom to a reasonable temperature so that we were not freezing/sweating during lectures.

The temperature varies greatly, it is either too hot or too cold.

The temperatures are always either very hot or very cold in the MET. Maybe another thermostat is needed?

The temperatures in the classrooms and MET building in general are not very well controlled. The AC needs to be turned down so that it is not so cold, and in the winter the heater needs to be turned down so that it is not so hot.

The temperature fluctuations are very frustrating, esp in testing situations

There are a LOT of problems with the AV equipment - it often cuts out, it can be difficult to hear people when we speak on the individual microphones at the desks because of volume differences and echo (makes it impossible to use them and understand the speaker). The iclicker disappears with time spent unused and the lecturer has to fumble and interrupt class to get it working again. The temperature seems to always be either hot or cold - never an appropriate temperature.

There are classrooms in EAD that do not have a sufficient amount of outlets.

There are constant problems with all the screens in the MET. Also, there are constant problems with the MET lecture halls either too cold or too hot.



## Comments – Institutional Facilities and Services

There are many inconsistencies in the quality of AV equipment, maintenance, and outlets/network connections throughout the classrooms. It would be great for all classrooms to have access to the same level and quality of the above listed aspects. Also, network connections frequently drop in the library and other classrooms. Many classrooms have stains on the seats and carpet, no access to outlets, and overall outdated equipment. At a graduate and professional level institution, I should have equal access to all such amenities in every classroom I am in.

There are numerous 'cold spots' in the MET lecture halls.

There are times when the lecture halls in MET can be absurdly warm. It would be nice to have a method in place where temperatures can be easily and quickly adjusted if it is found to be uncomfortable for students and professors. Currently, we have to sit through the entire day with no change, which can be very distracting.

There are too many spots in MET where audio goes out. The temperature varies greatly and usually cold. Many of the connections don't seem to work.

There are wild swings in temperature in classrooms in the MET still, but there has been some improvement.

There are wires that run on the underside of tables the whole length of the room. If people touch them with their legs it causes static through the audio system. Many times speakers think the mic is cutting out but I'm positive a majority of the time it's someone making contact with these audio cables. This is most easily replicated at the ends of each row where the cables often are exposed.

There has been a consistent temperature regulation problem in the MET lecture halls. It is either freezing cold or boiling hot. Closer regulation of the temperature or fixing the thermostat would most likely remedy this issue.

There have been a few times that multiple students have not attended class solely due to temp issues in the room. A few times it has been too cold, but the worse is when it is really hot! Other than that, everything is great.

There have been multiple times when it is either freezing cold or extremely hot in the MET classrooms. Though usually response time is quick to correct this, there have been times when the classroom was very hot for hours and I actually had to leave class.

There have been several days lately when our classroom was really hot (especially on the colder days, which is really a waste of energy.) I'm not sure what needs to be done about this. It seems to just be our classrooms and not the rest of the MET building.

There is always a problem with the temperature in MET classrooms.

There is an air vent that is constantly blowing in EAD 406. During the summer while blowing such cold air, we have to dress opposite the season essentially. It also is disruptive when having lecture. The maintenance crew was very responsive having it fixed, but it has become a problem again

## Comments – Institutional Facilities and Services

There is very poor temperature control in Luibel Hall. The hallways outside of Luibel seem to be comfortable. Students are putting items in the doors to hold them open to help the temperature adjust. Door stoppers on all the doors to Luibel Hall would allow the students to have greater control of the temperature when it can't be fixed using the heating and cooling system.

There needs to be better control of the classroom temperature. There were times not only during class, but during exams that the room was EXTREMELY hot. Then during the summer, the room was EXTREMELY cold. I had to wear sweats during the summertime.

There was dried vomit on the floor in the locker area behind Leubel Hall for more than a month. Also, I can only think of one or two times when I was warming up food in the student break room when I did NOT see roaches.

These rooms are either ridiculously cold or ridiculously warm.

They need to include more outlets in the seminar and classrooms in the mangement and policy classrooms

toilet seat are old in the library so replacing them would improve the overall facilities.

XXXXXXXXX is amazing at setting up the AV equipment before each lecture, but he is seemingly the only person who knows how to operate anything, and the class comes to a standstill if anything goes awry in the middle of a lecture. Perhaps VNC software (remote control) could be installed on the systems so that he can provide assistance immediately, or perhaps faculty or a select group of students could be taught to use the equipment in order to prevent delays of lectures?

Too few outlets in the small rooms on the second floor of MET, and their placement is obstructive. People easily trip over them.

Unable to get wireless internet in LIB 234. I have mentioned it several times to the computer dept.

update bathrooms in library!!!They may be cleaned daily but they still appear dinge and unclean. They are in need of attention.

Using the IPAD to record lectures is a good idea, but we have often had issues with the recordings. I'm not sure what to suggest to correct technical malfunctions.

Usually too cold

Video recordings done by people competent to see that it gets done appropriately and consistently

Visual equipment so lectures can be seen as well as heard on iTunes

Warmer classrooms

## Comments – Institutional Facilities and Services

We are using the MET rooms. I know that the classrooms dont get cleaned every day, but they dont even get cleaned once a week. I still have a stain on my desk thats been there for over a month! Also, the bathrooms dont even get cleaned once a week. We havnt had toilet paper in stalls for atleast a week now. The floors are dirty, the counters are dirty, the fridge is dirty, but the microwaves are the worst! I dont even want to heat my food in the microwaves because I dont know the last time it was cleaned. Many of the students joke that they need to just have a clean up session in MET. I mean, its dirty.

We had difficulty with the rooms in the new Medical Education and Tecnology building (MET). Things have actually gotten better this problem hasn't persisted.

We need more outlets in classrooms, network connections work fine most times but the need to move around class looking for power outlets can be frustrating, especially in EAD 719.

White boards or something similar in the MET would be nice. Please do not freeze the classroom in the summer, the lecture hall does not need to be 5 degrees colder than the halleways.

women's restrooms, especially MET 2nd floor need more cleaning.

working thermostats in all rooms.

## Comments – Institutional Facilities and Services

### Student Lounges

7th floor EAD lounge is now really small, so we don't use it much any more. However, we are VERY GRATEFUL for the lounges installed in the 5th floor. SO helpful to us--BUT, it smells terrible almost all the time. Our classmates have cleared out the refrigerator and even bleached it, but can't get rid of the truly putrid odor in there.

A lounge in MET would be nice.

A refrigerator in the library would be nice. And get rid of SAGE and Grand Rounds.

A refrigerator is needed in the library (or downstairs by fun on the bun), because people who are at the library currently do not have a place to store their lunch.

A small computer lab or at least a few computers with printing capabilities for student use in CBH would be helpful.

A Vending machine on 4th floor of our Lewis Library and on CBH 4th floor lounge.

Acceptable as is

add more rooms and less book shelves

Add one to MET

Add outlets in the area outside the Java Lab so students can use their laptops.

Again, overall cleanliness. I would think it would be custodial services jobs to clean places, especially floors about I dont think they do this.

As there are more and more students enrolled, more microwaves will continue to be needed.

better microwaves. Also including a microwave on the first floor of the MET would be nice

bigger with more stuff

Coffee machine near the library is a total piece of junk and everyone finds this out after buying their first cup of coffee from it. There could be vending machines on multiple levels of the library, which would be great. Food could be better at the cafe in the library.

couches to be in a separate room to study

Could there be a "lounge" area in MET. The first and second year TCOM students spend a lot of time in the MET building, but with our student lounge across the street, there is no way to de-stress between classes. The MET needs to be more student friendly until the Building B is built.

Create a new one in the MET.

Defiantly more microwaves, and actual microwaves that work. There are some microwaves that do not work very well.

## Comments – Institutional Facilities and Services

Due to expansion of number of students, facilities/lounges should also reflect such increase

Due to increase in class sizes for most programs in UNTHSC I believe there is a greater need for more student "lounges" to meet ALL the students needs. One suggestion may be to have more tables/chairs at the lot above the west garage. Many of us are already stuck inside the building with classes/studying and it would be great to have an outside area to enjoy great weather.

EAD - too small now. the amenities are great.

EAD 4th Floor Student Lounge is awesome. However it smells like old shoes!

EAD first floor is basically inaccessible due to the fact that there is no time during the day to go over there. This will get better when we get a lounge in the MET.

EAD Seventh floor lounges can be improved by adding more comfortable furniture like couches.

Expand student lounge on EAD 1st floor

Facilities are acceptable

few choice

Fix the foosball tables. Both need to be leveled.

For the EAD 1st floor I would recommend another table or two. Right now we can either use that one tiny round table or the couches so occasionally it gets crowded and we have to eat elsewhere after warming up pur food.

Get coke machines that take credit cards.

get rid of SAGE and Informatics

Get rid of the ugly brown tiles.

go to Texas Tech and see what a real student lounge looks like

Have coffee available to the students in the lounges.

Have custodians clean the microwaves, which sometimes last days/wks dirty with spills from people that do not clean up after themselves.

Have power outlets outside the library so when the weather is nice we can sit out there.

Have vending machines on all floor, not just the second floor of CBH.

I am not aware of some of these lounges.

I didnt even know about the other student lounges until just now.

## Comments – Institutional Facilities and Services

I didn't know there was a lounge on the 7th floor. I'd like one in the MET, that would be nice.

I don't know how but more should be done to enforce the quiet policy on the fourth floor of the library. A lot of students don't honor the policy.

I don't use the lounges now that we are in MET.

I haven't used any of the lounges. I don't even know where they are aside from the one on the first floor of the EAD.

I just absolutely love the library!

I just walked through the EAD today and was thinking the chairs and coloring of the sitting area looked a bit outdated--normally not a big deal, however, that area tends to be the first impression of incoming students. (I think I was too excited to notice the chairs on my interview day however.)

I know this is not important but love the filtered water in the CBH lounge.

I looked for the student lounge on EAD 7th floor and couldn't find it. Either that or the hours aren't 24 hours, which doesn't really help us, especially for night owls such as myself.

I love that there's a piano in the EAD 1st floor lounge.

I never go into these areas, so I have no opinion.

I never use the EAD first floor lounge, I was unaware of the ead 7th floor lounge, library lounge (unless that's simply the area in front of java), or CBH lounge. TCOM students are always in the MAC, so possibly put a lounge in there somewhere?

I only know about the student lounge on the EAD first floor so advertising the other ones would be a start.

I really Like that there are small lounges on each floor of the EAD building now. It has really help those of us who are in that building.

I really think the Library should not be a place for chatting. Its so loud in our library. Because of the "friendly" environment of the library, even the study rooms and the quiet study areas are loud. I study at home or in a local library because our library is just too loud.

I think that cleanliness in the study lounges is the biggest issue. Sometimes the tables are visibly not clean, and this is somewhat understandable due to high traffic. It does become a health risk, however, when people both eat/drink and study in these areas.

I think that temperature of student lounge used be higher than expected. it used to be too cold.

I think that the student lounges provide great things for students to relax during long days of class and studying.

## Comments – Institutional Facilities and Services

I think that the study lounge in CBH should have more outlets.

I think the lounge on 3rd floor Cbh could be nicer, the 2nd floor one is great. Would be nice to have access to game equipment more hours of the day in Ead lounge. Wish there was a fridge near library we could use, or even a microwave and ice machine that's closer - maybe more lockers since I know they are limited

I was unaware of the other student lounges around campus. Promoting other areas that students can to to study/lounge would be a great idea. Sometimes it looks like there are no other areas to study and it can be frustrating, so informing the students of places to utilize on campus would be great!!

I wish the librarians didn't turn on all the lamps in the library in the daytime - there's enough natural light, and the artificial light makes it feel like nighttime.

I wish the lounge was larger and further away or closed off from the library so people didn't make so much noise

I would like for more study lounges to be built. They tend to fill up very quickly.

I would like to have more study lounges in the library. It is often difficult to find an open room.

I would like to have more tables and chairs outside the library for eating purposes. Also, it would be nice to have newer microwaves to heat food. The little white microwave by fun on the bun doesn't work that well.

if it's possible, hope we have a lounge in RES.

Improve interior design of buildings

Is there a way of getting refrigerators (or something that won't cause concern for "food property") in the EAD stairwell cafe? Since we are allowed to have small snacks in the library, sometimes our midnight study break snacks need to be refrigerated, and the lounge by Luibel is locked afterhours (plus it is a bit far from the library, especially for temporary storage at 1 a.m.). There can be restrictions of leaving your stuff there for too long. A temporary storage for cooling purposes?

It would be better if we knew that there were computers and a fax available to us in the student lounge on the first floor of EAD. I don't remind that ever being told to us.

It would be good if pool sticks are made available on weekends and after hours too.

It would be nice to have a lounge in the MET.

It would be nice to have a student lounge in the MET since we spend so much time here.

It would be nice to have a TV in the student lounge on EAD seventh floor and CBH third floor. Student Lounge on EAD Seventh Floor is small. A couch would be awesome at the student lounge on CBH third floor. The TV doesn't work lately at the student lounge on CBH third floor.

## Comments – Institutional Facilities and Services

It would be really convenient if disposable silverware would be available at the lounges. Also, a coffee vending machine in EAD first floor student lounge would be awesome. There is one near the library but it would be helpful to have one on the first floor.

It would have been better if the lounges in the library were a little bigger in size. Sometimes its difficult to find sitting space in library.

it's reassuring to see steps being taken to expand the study areas in the library.

Larger space so that it can accommodate more students - especially for those who have to commute and sometimes have to stay around school for hours.

Library is too small,not enough quiet study space.

Lounge in cbh lacks the facilities provided at the lounge on EAD 1st floor.Moreover ,the student lounge at EAD 7th floor should include standard Mph textbooks and or american epidemiology/(subject oriented) journals ,that could provide students with latest research articles and more.

Lounge needs to be very much more relaxing and provide a calming and soothing environment

Lounges can have magazines kept for reading. A pleasant music can be played in either of the areas. Can increase the number of chairs and tables.

Machine that has bottled water

Make sure the vending machines are actually stocked with drinks (there is never any diet dr pepper in the CBH lounge machine) and they aren't expired (diet coke expires very quickly and it is very noticeable). Also, the vending machine in EAD 1st floor doesn't take change for the cans of pop. It would be nice to be able to buy bottled water, too. Also, a network printer in the lounge would be nice. Cleanliness is fine, and the couch in CBH is so comfortable for naps.

make them more welcoming may be

many of the study rooms are freezing! no idea why the thermostat would be programmed 70 A/C all year round-doesnt seem economical.

MET lounge would be great. Cafe is great.

Microwaves on the 3rd and 4th floor of the library so we don't have to walk downstairs to warm food when studying overnight

Might be helpful to have a water dispenser. The water fountains don't have filtered water and taste funny, so a dispenser would fix this problem.

More comfortable chairs and couches

More couches in the student lounge

More group study rooms in the library are needed.



## Comments – Institutional Facilities and Services

More group study rooms/locations w/white boards would be great

More healthy drink options in the vending machines. We're a health science center, but the only option in many machines are sodas or sugary juices. Many times water is not even one of the available choices.

More lighting for the student lounge on EAD first floor would be nice

More plugs around the sofas for laptops.

More sitting and table areas in student lounge on EAD 1st. Also add HDTV channels.CBH-> where did all of the vending machines go?!

More small group study lounges would be nice, they fill up too quickly.

More spaces for study groups in the library and places to dine all around will be helpful especially since class sizes for each program keeps increasing.

More study options in library

More study rooms would be nice. It is very difficult to find places to study in the library when multiple programs have tests at the same time.

More study rooms. Projectors in the study rooms projecting images on the ADJACENT wall to the white board. Long white boards like in CBH. White board erasers.

More study space in the library would be nice if possible.

More tables available to study at in the library. Around finals there is no chance of finding a place to study

more tables, clean reffridgerators

More vending machine in CBH

More vending machines might be nice in CBH or EAD

Need extra microwave on CBH 4th Floor

Need more areas for studying and lounging on campus. There are way to many students to be accommodated by the little space available

Need more microwaves on 4th floor.

Need more study areas in the library, usually the study rooms are full and this makes it hard to find a place to study.

Need student lounge area in MET

## Comments – Institutional Facilities and Services

Need to have a student lounge in the MET building so TCOM students have somewhere to spend time in between classes.

Need vending machines in CBH 3rd level breakroom.

No lounge in met, needs more refrigerators and microwaves.

Not sure the Student Lounge on 7th floor EAD exists after the renovations. Does it? All I see now is a conference room.

Nothing to improve the actual facility but increase communication to students that there are lounges for them to hang out or eat in.

On seventh floor and first floor library sofas need to be replaced. Also we need 2 Flat screen TV one is not enough also during the soccer world cup the sofas was not enough for the student we were all standing.

Our library is loud. Many students did not learn to be quiet in a library. If they need to have group discussions they should be encouraged to get a study room.

Please get table tennis in CBH.

POOL STICK SHOULD BE MADE AVAILABLE ALL THE TIME SO AS THE PING PONG BATS.

Put a Student lounge in met too please.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

put some in MET!

Renovate EAD first floor lounge.

Replace furniture

SAGE teaches us nothing, takes up valuable time, and makes us resent those that forced it upon us.

Sometimes the lounge and the study rooms smell bad... whether it be bad body odor, or rotten food, maybe some air fresheners or more air ventilation.

Stack more of diet drinks

Student Lounge in EAD 1st floor: We don't get pool table sticks after hours, I know the reason is breakage but is there other way that we can have access to those after hours?

Student lounge in first floor EAD needs more space and needs more games

## Comments – Institutional Facilities and Services

Student Lounge on EAD 7th Floor needs to be re-wired. There is an issue of not being able to use the outlets for 2 things simultaneously

Student lounge on the 5th floor of EAD is too small and not properly furnished due to the PT students taking up all 8 seats that are provided on a daily basis. This leaves the 14 research students without a place to eat lunch near their work area. We often only have 20-30 minutes to eat lunch due to our work, thus many days we don't eat lunch until 3-4 pm because of this! We can no longer eat in the hallways, but the PT students are inconsiderate and do not share the break room.

Student/study lounges are needed in the MET building. Students that have class there have little access to student lounges in EAD. With the increasing amount of programs and students on classes, student lounge space has not kept up with the demand. The student lounges on the 7th floor and CBH is mostly unknown to TCOM students.

Study rooms in the library are not sound proof, so it makes it difficult to study because you can hear people in the rooms beside you.

Table tennis and pool table in CBH also

The campus could be more appealing aesthetically...particularly the library. We are in the cultural district and the area should be more welcoming.

The decor and quality of the lounging chairs/areas might need improving, assuming funds are available for the expenditure.

The foosball tables could use some maintenance (leveling, lube the rods/replace ball-bearings).

the game facility was free to use before, now we cannot avail this opportunity on weekends'because can not get things issued.

The library can be a little loud during the day. Students working in groups should be encouraged to work in study rooms so as to not disturb other students.

The library could use some more areas to study, as it has become increasingly over crowded. Enrolling more students is great but there needs to be more space so that the library can accommodate all of the students comfortably.

The library has no place to heat up food which causes us to have to go to another building or to the bottom floor under the library. If we had access the the 4th floor lounge that would make the students quite happy. The study lounges are clean and have proper plug outlets for our computers.

The library is always full. There is a dire need for more study spaces. As the student enrollment grows, study spaces are becoming less and less.

The library is inadequate for the number of students. Many students (including myself) avoid the library altogether. More people would go if there were better facilities and more space.

The library must be expanded, no question. UNTHSC has simply outgrown the current library.

## Comments – Institutional Facilities and Services

The library needs some serious work, there is no quite place! The study rooms on the fourth floor are always loud, the super quite area is always loud, its great that you guys created a quite floor, but ENFORCE it!

The library needs to be updated/remodeled it is extremely dated. As is the student lounges

The library student lounge is extremely loud and unorganized. There should more control on students laughing and talking loud as well as playing around

The library was always kind of dirty. Table tops were not clean.

The lighting is atrocious! The "power saving" lighting is a total joke with the lights constantly going out on students, especially at night. This saves no energy when used with fluorescent ballasts. Some rooms have master motion sensors IN THE HALLS OUTSIDE OF THE ROOMS! To turn the light back on you have to get up, leave the room and walk outside and then down the hall. Movement in the room does not stop the light being turned off, only movement in the hallway. Dangerous, wasteful, expensive, stupid. Again, was this the contractor's first job?

The lounge in EAD 7th floor is small.

The lounge on EAD 7th floor always smells like the trash and the food that is microwaved. Also the microwave is on a table and not on the counter as I would expect. The trash and recycle bins are very large and hard to maneuver around when the lounge is busy. Lounge in CBH is consistently out of Diet Sodas, which I prefer over the sugar sodas.

The lounges are awesome, especially the one on the first floor of EAD.

The Lounges are very small and crowded, and the availability of microwaves during the lunch rush.

The lounges at UNTHSC are great. Thank you!

The lounges in CBH should have outlets on the tables, since you are not allowed to use the outlets in the wall for some reason. The lounges, or somewhere on campus, should have more food options.

The lounges that were added to the northwest corners of the EAD floors are great and were very much needed. Thank you.

The MET areas are very cheap but they work.

The more Ping Pong, the better!

The only lounge that I was aware of was EAD first floor.

The outlets on the counter in EAD 7th floor do not work, and therefore the microwave and other appliances have to be moved onto a table to be able to use. I suggest the outlets to be fixed so the appliances can be used in their proper place.

## Comments – Institutional Facilities and Services

The RES building does not have a student lounge or a place to eat lunch.

The school has done a great job in the past year

The size of the student lounge on the 7th floor was substantially reduced during the remodeling of the Dean's Suite, which is fine but now there is one long table taking up nearly the entire space. The space could be better utilized if smaller work tables were there (similar to a coffee shop setting).

The student lounge is good enough. It does not require any improvements...

The student lounge on EAD Seventh Floor is not a student lounge. It has since been walled off and has a huge over-sized board room style table. The room is almost useless.

The student lounge should be relocated given the construction of the MET, which I think is the ultimate plan was the MET is finished out. The future lounge should include more sitting areas/lounge areas than the current lounge-this will encourage more people to spend time there.

The student lounges in the library meet my expectation in regard to space. However, you cannot study in the main lounge area for an extended period of time because there are no outlets for a laptop.

The students of all majors do not respect the fact that the library is infact a library and not a place to socialize, laugh, yell, talk on the phone and listen to music. What I am saying is that regarless of what floor you go to in the library, the quiet rule is not respected. I understand that most people are able to tune things out but I find it very agravating that I have to bring ear plugs to a library in order to study.

The study lounges in the library are adequate, however, there are few of them, and on busy study nights, often inaccessible (particularly during late hours).

The table games are well taken care of. It would be nice to have more comfortable seating than those patriotic chairs.

The trash and recycle bins take up a lot of room in the smaller student lounges. ventilation is also an issue, causing the room to smell of the last item cooked in the microwave or disposed of in the trash.

The walls in study rooms are very very thin, so if people are conversing in study lounges and you happen to be in a room directly next to one, it's so hard to concentrate!

their should be temperature control equipment which students can adjust .

There are not enough areas to study in the library, it is always full. We need more rooms or tables.

There are not enough private study rooms. Some study rooms are occupied for hours.

## Comments – Institutional Facilities and Services

There are not enough study rooms in the library to accomodate all the colleges that co-exist at the school. With new colleges coming in and classes being filled with more and more students there are not enough rooms to have group study. Some students feel more entitled to have the rooms over others as well.

There can never be enough study space in the library. Especially tables with outlets for laptops. More study rooms would be nice also. There needs to be more seating in the first floor EAD lounge.

There is never enough study room for groups to meet in during exam time.

There needs to be a Student Lounge in MET. TCOM students can no longer use the student lounges, since they are too far away to get to and enjoy during our 10 minute breaks.

There needs to be more quiet spaces to study in the library. Its unfair for a health science center of this size and caliber to not have enough library space.

There should be a fax machine accessible OTHER than in Student Development office.

Very good

Very limited place in the library.

Water in the vending machines in CBH student lounge

Water tastes weird sometimes. No forks or spoons

We could use more private study space, during exam times it is difficult to find a group study room.

We have a student lounge on EAD 7th floor!?!

We need more study areas in the library. Sometimes if the DOs have a test as well as PAs there is no place to study in the library.

We still need more study space in the library.

What happened to the vending machines on some of the floors of CBH? There are never enough library study lounges during midterms and finals.

What happened to the vending machines on the rest of the floors in CBH, bring them back.

what student lounge?

While I understand the library is trying to go green with lights that are motion sensed in the library rooms, some of them are not sensitive enough, particularly the one in 320. The lights randomly turn off and on indeterminate of motion in the room.

white florescent light is very bad for the eyes...

**Comments – Institutional Facilities and Services**

would be nice to have longer hours for EAD 1st floor

Would like to see more lounge seating.

You guys really need more microwaves!

## Comments – Institutional Facilities and Services

### Computing and Technology

Ability to send email and print with ALL mobile devices and operating systems.

Add more wi fi areas, especially in CBH

Add printing costs to tuition.

Add spell check on email. If spell check is already there, I have not found it, so, it is too difficult to find.

Allow student access to 7th floor computer lab after hours and weekends.

Another printer in the MET would be nice.

Another printer or two in MET wouldn't hurt. There's only one and it gets pretty backed up.

At time the wireless connection is a bit slow.

Be able to transfer money online to pharos account.

Besides lacking in some of the desirable features and functionality of the GoupWise mail system, the live.unthsc email address is a little too generic, and might require a more robust system-wide integration than is presently the case.

bigger attachment cannot be sent through email. There should be a resource for intra-school file sharing for bigger files.

Blackboard is a horrible program. It is disliked by most. And get rid of SAGE.

Blackboard is unnecessary if we consolidate all school material to the course website and/or LXR. Please get rid of SAGE and Grand Rounds.

Can we make it easier to send documents to the printer from a laptop? Or maybe post the instructions on how to do this?

Can you improve signal between buildings? Virtually no wireless signal once out of the building or between the building. Inside buiding signals are great!

CBH needs to be stronger in wireless quality. It is known that the printers in the library are the bane of someone's existence. Hate to bring the salt near the open wound, however? simple B/W printing shouldn't be so prolonged. Having the option of changing settings (one-sided versus two-sided printing) should be less of a hassle. But, Color and BW printing has great quality. It is the setup and waiting for a print job that is a hassle.

CBH only has one printing location and the printer is often down.

CBH Printer breaks down alot.



## Comments – Institutional Facilities and Services

Certain rooms in the UNTHSC Library get little or very poor internet service of a continual basis. (LIB 234 has poor Wi-Fi connection and several of the connections to UNTHSC intranet DO NOT work)

Charging for printing documents should be included in tuition rates, it's unnecessary to extend the current system of charging per document printed.

Cheaper printing

Check on the printers more often to make sure they are functional and have plenty of paper.

Color and black/white printer assignments are confusing. Please fix the b/w printer on the 2nd fl(the fl where lobby is).

Could we get more copiers in the MET building? There always seems to be a line for the copier during peak times. Also, could we get color AND black/white copiers in MET?

Do not use the printers or copiers.

Do we really need to receive the Daily News @ 5:45 every morning? For those students who have all school communication pushed to their phone, it's a bit irritating to be awakened by the e-mail ding before the alarm actually goes off.

Doing well

Email attachments from live cannot be downloaded appropriately through Google Chrome.

Email capacity limitations are somewhat difficult to maintain

Email policy can be frustrating for student orgs

Email- to find out contact name, its time consuming to go through all the names. There should be a search box where even if you type last name of professor email address can get.

Free printing for students. It is unfair that we don't even get a certain number of free copies.

get rid of SAGE and Informatics

Great job on the wi-fi access throughout the campus.

Having one copier in MET is just not enough. We have to wait sometimes up to 10-15 minutes to print. Yes we can walk across, but if its raining or snowing or below freezing, the last thing I want to do is walk across to print. Please add more printers.

Having to come up with a new password for our UNTHSC login every 128 days is very annoying. This should be optional.

i am not a fan that we are charged \$150 and if we dont print we dont get the money back. i wanted to use my \$150 to print my poster for a research presentation from the printing people, but they said i couldnt transfer my funds.

## Comments – Institutional Facilities and Services

I am not a huge fan of WindowsLive. I find it difficult to attach documents because it cannot send large files. I end up using my personal email to send things out since Live cannot do so. I think if the school email went through a larger or faster server, such as Gmail, the school email would work much more efficiently. Gmail has chat, like Live, but also has document sharing options which would be useful for the many group projects we are assigned through all of the school's programs.

I am unable to connect to the secure wireless on campus, which is apparently required to have access to the printers on campus, so perhaps the wireless connection options or the printer requirements need to be changed, because I would like to be able to print out copies on campus without having to go to a lab at the library or EAD to make use of the printers, especially when I am rarely on campus without my own laptop

I am use to company outlook which makes it easier to make folders and store data our E-mail is still a little difficult.

I cannot download attached documents, powerpoints, etc. in our e-mail in Google Chrome. I have to use Internet Explorer to open files.

I do not like the e-mail used. It is too busy by trying to squeeze microsoft outlook into a web browser.

I do not like the live outlook interface. I feel that gmail and other email providers are better. I have transitioned away from my live account almost completely.

I do not understand why students are charged the same for a double sided print vs. a single sided print. As a green campus students should be rewarded for saving paper not punished

I dont like the span emails (the daily news) because we get enough daily emails as is

I don't use printing copying services bc it's an additional cost, I think that we should each be given some copies included with the fees we already pay . There are fees for all classes - even ones that are strictly lecture- but we are expected to print our own notes Sometimes my laptop doesn't connect to the wifi in some places on campus - may just be my laptop though. I don't like all the unwanted emails I get. Our program only takes some courses in both cores (the multiple choice and essay) but not all, so it would be better if the email lists were per class so you actually get emails that pertain to you all of the time that way. I don't like that professors post announcements on blackboard, I'd rather get an email about it since I font check blackboard every day and have no way of knowing when new info has been posted. It would bs great if there was some kind of notification that could be sent to our emails.

I expected to have some free printing on campus. The current printing system is confusing and not convenient.

I expected to receive some amount of printing paper credit for the semester or year. I think this is important to have at least some amount.

## Comments – Institutional Facilities and Services

I feel that the printing can be improved if each student is charged a flat fee and each one of us has a specific page count. UNT in Denton charges the student fees for "computer usage" and printing is free. The wireless quality in the library is very slip shot. The signal strength either directly above or right next to the Help Desk is very strong, but as you move to north or south ends of the library to study on either the third or fourth floor the signal strength drops to almost zero.

I frequently have problems with wireless internet signal strength on the 5th floor of CBH.

I frequently lose wireless connection in the library.

I have been a part of multiple institutions and this is the only one that charges the ridiculous amount of 30cents a color page. Also another thing other universities do is give each student an allowance of so many pages initially then after they run out they start to pay. This would be very helpful!

I like the wireless printer connections that really makes things alot easier.

I really don't like the live E-mail account. I forward everything to my gmail account. It is more user friendly.

I still believe that we should have a fee so we don't have to go through the whole process to print one paper.

I think every student would really like to have a course calendar that could be synced to their phone. I think this could easily be done through the outlook mail system and would make our lives much easier! I have been late to a classes, or missed a class altogether because I didn't know the schedule was changed. In addition, being a busy medical student, I have to put EVERYTHING in my calendar, even little tasks such as "call Dad", it would be great if I didn't have to check several different calendars (personal and school) when trying to schedule an appointment and could just have everything in one place. It is inconvenient to have to download a new schedule every week to make sure you don't miss anything. This could be avoided if the school maintained the calendar on outlook and shared it with the students because it would automatically update and we would be aware of the changes immediately.

I think the setup for printing from personal laptops should be less complicated.

I think there is a definite need for more printers in the MET. I know this issue has been previously addressed in focus meetings, where it has been counterargued that the library has sufficient printers and we could just walk over there to use those. Unfortunately, we rarely have time between classes to walk all the way over to the printers in the library. Instead a very long line of students builds up in front of the one printer in the MET, and due to the long line, students often end up walking in a few minutes late into their next class. Additionally that printer does not have a color option.

I think there should be a certian amount of copies for free considering the fees that we already pay.

## Comments – Institutional Facilities and Services

I truly dislike having to pay for printing every time I am required to print something for class. I believe there should be a set \$ amount/# of copies allowed before the students are required to pay out of pocket for printing. On the 2nd floor of the library in the room with the TV on the south side of the building; the wireless quality is very poor.

I wish printing charges were included in student fees so that each student had a certain number of printing pages allocated per semester. The email format is more confusing and less user friendly than university emails I have used in the past.

I wish the school wouldn't automatically debit copy fees at the beginning of the year. Because of this, I will have \$97 in my account that will disappear this summer, followed by a brand new \$100 charge.

I would prefer pre-paid, then refunded account for printing.

I would rather pay a printing fee and have a free printing allotment per semester as other universities employ. The daily newsletter primarily addresses staff and I would prefer to have a once weekly Student newsletter that is separate from information for staff.

I would recommend UNTHSC use gmail rather than Windows Live.

I'd like more than \$100 for entire year for printing...or reduce the cost of printing...

if you expand the student base, you need to expand infrastructure. Buy another T-1

I'm not sure why, but some emails arrive hours (or sometimes even days) after they were sent (as seen on the time stamp, and by the fact that I have received emails that something is due after the deadline). Admittedly, this occurs much less frequently than it did last year.

Is there any way to get taken off the daily news?

It could be nice to have an extra copier in the MET. The main problem with the copier is the 10 minute window between classes. Potentially there are 400 students who need to print. (Obviously not everyone prints things, but there are times where the line is "out the door" to print and not enough time for everyone.) This matter, however, is not high on my priority list though.

It is ridiculous for a student on a budget to pay \$0.07 per SIDE per page for printing. I suggest switching from liquid gold to a more economical ink.

It might be nice to have a second printer, perhaps black and white, in the MET. The printer lines are occasionally long. It would be convenient to have it on the second floor, perhaps near the long north stairwell at the dividing wall across from the small group rooms.

It would be beneficial to have another printer in the MET building. Currently, there are long lines in between classes and during lunch hour to print on the one printer that is currently present.

It would be nice if there were printers on each floor of the EAD

It would be nice to be able to add money on my printing account online.

## Comments – Institutional Facilities and Services

It would be nice to have more than 1 printer/copier in the MET.

It'd be nice if we were told how to make email groups. Also, if it was possible to upload the curriculum calendar into the Live system it would streamline a lot of things, and students would not have to continuously download the schedule.

Keep it up.

Let students know that their print credits carry over from one semester to the next. Many students were unaware and printed stuff they thought they might need in the future simply to use up their print credits because they thought they went away after the fall semester.

Library 4th floor has very poor connectivity. The internet will not stay connected when I'm working in the cubicles.

Lighten up with the e-mail policy threats.

Low wireless quality, also students should have at least 20-100 dollars of free Printing in their first year during core classes.

lower cost for colored prints

Lower the price of copies, many classes require alot of printed material.

Make either printing cheaper or provide more money to students - certain programs require a lot more printing than others.

MET needs another copier---there is always a long line and the machine in in MET frequently breaks.

MET needs at least one more printer. One printer for almost 400 students is not a good ratio.

More av available software

More printers in MET

More printers in MET

More printers in the MET.

More printers/copiers that work in cbh for students

More printing (and functioning) printers in MET

More printing facilities (like the one in the library and ead), and more efficient. Currently very slow and unreliable (especially in the ead).

More printing stations on the first floor, and more computers.

## Comments – Institutional Facilities and Services

More stable email client is necessary. Furthermore, the domain name for students gives the impression of having a Hotmail account. The faculty email domain name is better suited for a university email.

My complaint with the email is that the students did not get to choose their email addresses @live.unthsc.edu. Instead, we were assigned a combination of our initials and 4 arbitrary numbers. That, in and of itself, ensures the fact that I will not use it as my contact email because it's cumbersome to share it. I do realize that you can use Firstname.Lastname@live.unthsc.edu, but a lot of people don't know that... and some people don't go by their first name.

Need another printer in MET

Need more computers/copiers/printers throughout the campus

need more printers!

Need printed directions on how to use the copier

No copier in CBH 2nd floor Wireless quality poor in certain areas of CBH building

No wireless in LIB234

Not all copiers respond to badge sign-in. Frequent malfunctions in the MET

not strong enough signals

one of the printers seems to always need maintenance. upgrade?

Our computers are below par. They often have problems and break often. Please, please do not get Dells for the next class.

Perhaps different laptop option. My computer has a very difficult time consistently connecting to wireless networks other than at UNTHSC and make studying difficult off campus.

Please make it more well known that your allowance at the beginning of the fall semester is for the whole year. Many of us were under the impression that this was the semester balance & used up a lot of our printing.

Please please make more scanners available!

Please put more than one printer/copier machine in MET. One machine is not enough.

Printers are sometimes out of paper and/or won't work.

Printers are too scarce and lines can get long. It is also rather confusing and inefficient to have only certain printer types in one area, and others in another.

## Comments – Institutional Facilities and Services

PRINTING - Please put an option to cancel the print job DURING the printing at the copiers. Recently I've wasted quite some paper and money on a job that was accidentally left at 20 copies, but was 16 pages each! The only thing I was able to do was pull the power plug on the printer while it was printing!

printing and copier is really expensive for a student. wireless is not trustworthy.

Printing and copying is easy once the proper drivers have been installed onto your computer. The email server does "act up" from time to time, and I experience difficulty logging onto my account. Furthermore, it seems rather unprofessional to use a Microsoft service at an institution of this caliber. The wireless internet is ubiquitous and useful.

Printing and Copying should be free to students as part of tuition.

printing costs are a little high.

printing costs can get hefty when printing notes

printing is awesome, have had no trouble whatsoever

Printing is expensive on campus. Students should be rewarded free printing for every few dollars they spend trying to print.

Printing is extremely expensive and should be free via a fee rolled into tuition like the UNT undergrad institution. This allows students to spend what little free money they have on things they need and allowing a cheaper cost for everyone involved.

Printing is WAY to expensive!

Printing on campus is much too complicated. There should not be a need to input your student ID at the copy machine after you've already authorized the print job from the computer. This extra step often causes confusion and backup at the printers.

Printing should be free

Printing should be included in the technology fee.

Printing should not be as expensive as it is now.

Printing/Copies - make it free! or lower prices.

prints and copies shall be available at a more cheaper rates.

Prints in the library are too high and groupwise e-mail system was better than microsoft exchange.

Provide access to copiers and printers free of charge.

provide more money for printing. its extremely hard to print all of the things we need for first year on 100 dollars over two semesters

## Comments – Institutional Facilities and Services

Provide scanners in the library;

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

slow wireless quality, have to travel to find a copier

some areas in the library (3rd floor) has weak reception at times

some how if we can make the wireless faster

Some of the peripheral large study rooms in the library have decreased wireless quality

Some printers lag in terms of receiving the print jobs. There is no option for only Black and White printers/copiers for MAC.

Some quota of printing freely can be made available for the students

Some spots in lib have low signal. Need more color printers

Sometimes switching from school's internet interferes with connecting to home network due to certificate issues? Possibly look into that. Email is delayed at times (up to an hour sometimes). Finally possibly incorporating schedules of classes/majors into microsoft live format would be more beneficial and changes that are made can be seen quicker and decrease confusion (especially when a large volume of emails involving schedule changes occur)

still some "dead spots" around, especially inside labs

Stronger wireless signal needed, and boost during lunch hour.

Student should get some free printing

Students should have a printing account that allows free printing up to a certain number of pages. (200 to 300) After reaching the maximum, students could then pay for each page. It is theft charging for every page that is printed. I understand that it cost money to maintain the printers; however allowing students a printing allocation will help their ability to learn since many students are not financially able to pay to print out notes.

students should have free printing

The connection the library has a tendency to drop quite a bit.

The cost of printing/copying is overpriced. There has to be a way that these costs could be reduced for students or possibly include some of the tuition money to include printing costs.

The email system is absurd. Having two email clients is almost as idiotic as starting a land war in Russia during the winter. It is difficult to find faculty and technicians, which graduate students interact with on a daily basis. Also, the exchange system makes setting up calendars between students and employees impossible.



## Comments – Institutional Facilities and Services

The email system is ok, but it sometimes does wierd thing and wont let you log-in.

The email system seems to go down a lot, and it is very slow. Sometimes I won't receive an email until hours after it was sent.

The email system the school uses works well. Being at other universities (such as UT Southwestern) that have used other Email clients such as Groupwise, I've realized the Live system is a much more reliable and user-friendly system. It would be nice to have a color printer and black and white printer side-by-side wherever they are placed. The 2 different print servers get to be a hassle when having to go halfway across campus because one accidentally sent a document to the wrong print server (such as printing to Color printers when in the MET building which only has a B&W printer). Either this or have 1 print server that defaults to B&W, and if a color print is needed, it must be specified before sending the document and obviously must be printed on a color printer.

The emails come so slowing. I would also prefer if I didn't get maintainace emails about water, heater, elevators, etc.

The e-mails we get sometimes are for TCOM students and are mass e-mail regarding their courses and classes and clutter our inboxes

The internet in the new building is too weak at the far ends of the buildingNeed another printer in the new building

The live emails systems is not at all good. We can't attach multiple things at a time. It takes much more time to send if you have multiple figures and/or attachment.

The MET building would benefit with more than just one printer.

The MET needs more copiers because there is only one copier for ALL first and second year students. Also, the copier is constantly jamming, probably from overuse.

The microsoft live email is a total beating!

The Pharos program works great, but it was difficult to set up and some people I know had trouble getting it on their computers.

The price for printing is outrageous. I went to an undergraduate institution that had three times the amount of students and it did not charge for printing. Just to print the bare minimum for courses it is close to \$15 a week and up.

The price of copies is high, especially since there is not a "free allowance" of pages before you have to pay for them.

The printer in the MET has a card swipe, but it doesn't work.

The printers do not always work and printing is too expensive for the amount of material we are given.

## Comments – Institutional Facilities and Services

The printers in the library do not function smoothly... need more printers in the library

The printers on the second floor of the library seem to frequently have trouble printing. Several times my prints never make it to the printer or will charge my account and then not print after I log on. As mentioned earlier, the wireless quality is not consistent throughout the campus, and there are several times that I lose connection in the library or in classrooms, or cannot establish a connection at all.

The printing and copy PHAROS account can be collected from the fee and the and can be made that all students can take a particular number of photocopies/prints.

The printing is kind of pricey.

The Printing options can be confusing needs to be explained better.

the printouts should be made free to students

The school email service we have chosen (home.live) is awful. Formatting not good, hard to navigate and find peoples email addresses. What we had before was way better.

The simpler the better! Update and simplify! I prefer MacIntosh, and would have liked to have had that option for my computer.

The single copier is insufficient in the MET. Also the fact that the student ID scanner does not work doubles the wait time.

The speed of the wireless is slow and in Some lounge laptop can hardly connect to internet.

The use of printers and copiers should be a part of students services and offered FREE. I was very surprised that there is a charge to use them !!!

the wifi are weak in the 3rd floor of Lib

The wireless doesnt work very well in the research building. In some rooms, we need to use LAN instead of WLAN.

The wireless internet quality is poor, even in the library where it should work best. I have many times experienced very very slow internet service.

The wireless is patchy and slow, especially in EAD it cuts in and out all the time. The email is slow as well and not very user friendly.

The wireless network cannot be accessed from the parking garage/lot and still cause problems for accessing journals when off campus.

There are a few places on campus where wireless is not able to be used as well. For one, in RES some of the labs are not great for receiving wireless and in the FAC there is NO wireless what so ever.

## Comments – Institutional Facilities and Services

There are not enough copiers and printers on campus, especially at the CBH and EAD buildings.

There are not enough printers...The system for printing should be changed. very expensive

There are places/rooms in RES that have absolutely no wireless signal. Additional access points need to be added.

There are some dead spots in the library where can't get wireless, especially at study areas. Would be nice to have outlets for internet on 2nd and 3rd floor of library

There are still rooms in the RES building where we need to connect through the cable since wireless is very weak.

there have been many times I've been on the fourth floor to print something and the copier says there are 'no documents' to print out. This happens a lot, and so I have to always go down to the first floor to print things out. It also happens on the third floor too.

There isn't a problem with the service, just the bombardment of emails from events or schools you may not be apart of. I would have a more secure email that wasnt given out to a lot of people.

There need to be many more printers all over campus for students to use. After classes, the line waiting to print is ridiculous!

There needs to be a centralized website that has everything-- or atleast links to everything-- on it for student convenience. We use Blackboard, Courses, AIS SGR, LXR, OrgSync, MyHSC, MyUNT, etc. There are too many websites to keep up with!

There needs to be an additional printer in the MET. There are a lot of students in the MET. I understand that it's not an additional "library"; however, there are a lot of students that prefer to study in the MET over the library. It doesn't need to be a color printer. I am not a fan of microsoft live. I greatly prefer my gmail account.

There needs to be another printer at the MET. There is always a line for the printers after classes.

There needs to be more than 1 copier in the MET building!

There should be more printers in CBH that are pharos linked.

These are nice

too many emails that are not relevant to me

UNT Denton provides printing to students free of charge. I was puzzled as to why UNTHSC charges instead, for printing.

Upgrade to the N standard for our wireless network

## Comments – Institutional Facilities and Services

Use of printers/copiers should be free of cost to students.

Very disappointed in the fact that the faculty do not appreciate excessive emails yet we as students receive too many repetitive e-mails. It would be nice not to have to see repetitive emails especially concerning this survey. Also, we receive emails that do not pertain to my courses or concerning me as a student such as updates on boilers going out. I would prefer not to see e-mails unless it pertains to my education.

We need more copiers in the first floor

We need more printers in MET!!!!!!! There are 400 students trying to use one printer. Also when it gets jammed there is not another one!!

We need more printers on campus in general. It is disappointing that students have to wait in line sometimes for 20 to 30 minutes just to use a printer. As the number of students grow, so should the number of printers.

We need to have another printer in the MET, esp one that can do color as well. Email has been disappointing. I wish we could have switched to a gmail.

We should have more printing money, or extra money from other students' printer money should be allowed to be used by students.

We, as graduate students, should have some amount of copies that we can print out in the library. I have spent hundreds of dollars on ink because there is so much to print and we don't get any free prints from the library.

When we switched over to the new email, my email account would not let me upload anything

Why should we have to pay for printing? Shouldn't that just be in our tuition like at UNT Denton campus? Made life so much easier.

Wireless access at times is intermittant at best toward the south side of EAD.

Wireless access needs to be extened to the FAC

WIRELESS ACROSS CAMPUS!!!

wireless area is limited that cannot cover all the compus

Wireless does not work in my lab

Wireless internet on the campus has dead spots in parts of RES and most of CBH. This makes it very difficult to work in the labs there and access the internet. Printing cost is fair and having the new automatic stapler is nice, however it would be great if there were a printer in the CBH lounge. No qualms with the email.

Wireless is not good on the fourth floor of RES.

**Comments – Institutional Facilities and Services**

Wireless need improvement in the CBH building for example, in CBH208 it is difficult some times to get a network is off and on.

Wireless network is great

With the growing number of students, having more printers all over campus (both B&W, and color) is important. There is often a wait right now. Staplers are always hard to come by.

you can't grow the student body and not grow the infrastructure

## Comments – Institutional Facilities and Services

### Lewis Library

2nd floor can be very noisy, and it can be very difficult to find a table when it is busy.

Add mac/apple computers, please!!!

Add more outlets in the private rooms.

Adding more computers in the library, but outside of library classrooms would be beneficial since it can be difficult to get a computer sometimes. Also, outlets for laptops around the computer area would be nice, sometimes students need to have a laptop and a school computer open to work on assignments since there are no dual screen set ups for students.

Adding more outlets to the tables on the 1st floor of the library.

Again make more study rooms, I can't tell you how often every room in the library is booked. Is the fourth floor of the library an office or a library, get the employees off that floor they are loud and always using the north elevator. Get more study rooms and fine students if they are not quite, the library is your biggest problem area in my opinion.

Again, add outlets to the couch areas on the 4th floor.

Again, more study rooms would be nice- it is hard to find a place to study with a group when multiple programs have tests at the same time. Also, the walls are paper thin. A group may be really actually studying two rooms down, but my group can not focus because we hear every word they say. LOUDLY.

All 4 person tables should have 4 outlets. Also, there needs to be either 1. more tables on the first floor, or 2. another area not designated as "quiet." There have been numerous times that my study group has been unable to find an open room or table. This causes a lot of problems when the only areas available are in quiet areas.

All important and standard textbooks are placed under RESERVE section of the library, which just provides the student to access the books for two hours only. This doesn't serve the point of accessing these books prior exams or for readings. Please increase the availability of these books or number of hours of access for each individual. Please consider this, as most Mph students have problem with this.

All of these categories are fine, But I challenge someone to go up to the school on a Thursday night before a test especially when there is more than one program having a Friday exam. There is absolutely no room.

All tables on the 2nd floor need to have 4 electrical outlets (a majority only have 2 plugs, which isn't conducive to study groups of 4). Also, I am disappointed in the removal of the lounge chairs which used to be on the 2nd floor. They were more comfortable on my back/legs than the current chairs, especially during long study sessions. I would like to see them brought back, or the current chairs upgraded to something with a little more padding/ergonomics.

## Comments – Institutional Facilities and Services

Although the 4th floor is a quiet area to study, if I do not wish to study there, it is frequently noisy on the first floor. While I understand this is an area for social interaction as well, its primary purpose is to serve as a library, which it frequently doesn't. I would like to see "quiet hours" established on the first floor as well. Perhaps in the morning and afternoon or evenings, allowing for a social lunch our etc.

As an Epi student, we need access to SAS and SPSS frequently. I found it very beneficial to be able to take out a library laptop with these programs on it for 24 hours (and overnight). This has been discontinued. 6 hours is a very small window of time and I feel that it inhibits success.

As i mentioned earlier the network in the library is so fantastic but CBH need to be on top in rm 208

As stated earlier, there is way too much socialization in the library and quiet areas are not respected. Furthermore, the walls and ceilings in the study rooms are so thin and uninsulated that conversations in the room next door can be heard clearly. I have ADHD and this makes it next to impossible to study in the library usually.

At times there is such a huge queue of students for printing at the library 2nd floor, it would be great to have more than two printers. Sometimes these printers take a lot of time warming up. It would be great to have print reserve books electronically available.

Better enforcement of quiet areas....sometimes the library sounds like a night club it gets so loud. need outlets on fourth floor in non-enclosed area. really glad fourth floor is 24/7 now.

Better way for students to have access to study aid material. I COMPLETELY understand why the test prep books were relocated, but it truly inhibited my studies, and I don't think it was fair for a few to ruin it for the masses. There needs to be a better solution. I liked being able to look through the books before checking them out, to see if they are conducive to my study habits. Maybe give student access to look through the books but still keep them behind the counter, so staff can keep a tab on them.

Certain rooms in the UNTHSC Library get little or very poor internet service of a continual basis. (LIB 234 has poor Wi-Fi connection and several of the connections to UNTHSC intranet DO NOT work)

Computers are slow and old

Computers are slow especially when logging in, and hard to manage between windows/mac due to file format differences (maybe add a couple of mac computers?). Laptops suck, no other way to put it, maybe provide student storage space on servers including programs so less memory required on computers possibly resulting in quicker startup time??)

computers seem unclean, theres always hair around the keyboards

conducive to quiet study - depends if several classes are having major tests the same day - even at 7 am it can be hard to find a space that's really quiet. The noise level in adjacent study rooms (4th floor especially) can be a distraction sometimes. 4th floor individual study spaces could use more outlets Overall, the library is really a great place to study and the staff are great!

## Comments – Institutional Facilities and Services

Could use more outlets on the second floor and at tables on the first floor

During peak times, it can be a bit hard to find an available computer, especially if there is are group projects going on that require on-campus software.

enforce quiet zones

Even the designated quiet areas of the library are often loud with conversation.

Even the fourth floor, the "quiet" floor, can at many times be very noisy. The noise does come from students, but it mostly comes from UNTHSC employees. Please remind workers that even though their offices may be in the library, they should be respectful of students trying to study. Also, maybe library employees could walk around on an hourly basis and monitor for disruption.

For the number of students on campus, the library is not sufficient to hold all students wishing to study in a quiet area. the library needs to be bigger.

Fourth floor is designated as the quiet area but there is always a group of students that talk and disrupt the environment.

get rid of SAGE and Informatics

Get rid of SAGE so tha I can spend more time in the library.

glad to have two floors available 24/7

I am quite satisfied with the libeary facilities

I am satisfied with the library as a whole but there have been many times that multiple schools have tests the next day and there just is NOT enough room in the library. It is loud and every room is taken up. Many times I've had to go study in our lecture hall to get away from the noise and social interaction but lately the campus police are not permitting us to study in our lecture hall.

I am still confused as to why a library would want to be conducive to social interaction. A library is a place for studying, and people can become too loud.

I am very dissapointed that we can no longer check out laptops over night, aka 24 hrs. Some of us have to complete SAS homework and staying all night in the library is very tiresome. I prefer completing my SAS homework at home, but unfortunately the laptops can only be checked out for 6 hours. I never had an issue with checking out a laptop, they were always available, so I don't understand why the rules were changed.

I do not use the library on a regular basis or study there.

I don't know if this can be done but if I want to sit outside on the library patio and do my work there isn't a place for me to plug my computer in.....



## Comments – Institutional Facilities and Services

I don't think it is necessary the library should be conducive to social interactions, goes against the purpose of studying at the library. Also the school should look to increase their subscriptions to more scientific journals, find myself having to obtain more JLL each year, especially to some high impact factor journals the school should have access to.

I find most areas in the Library to be TOO conducive to social interaction. With the exception of the 4th floor, the Library is too noisy. It would be nice to have more student decorum while studying in the Library. I might be too much to ask, but can the Library be made a cell-phone free area. There are too many instances when I have been on the 3rd floor of the Library studying when I had to listen to insistent and insipid student conversations on the phone. Please make up notification signs to place on the 3rd floor to remind student to be respectful of studying student and take/make their cell-phone calls on the 2nd floor or in the stairwell.

I frequently have problems with the internet browsers closing when attempting to open adobe documents on the library computer labs; I have also had it crash multiple times in other programs including SPSS. The ability to study in the labs is very loud, and the study rooms can hear everything in the other rooms next to you.

I have been very distracted by some of the maintenance workers and janitors while trying to study on the "quiet" floor in the library. They were talking loudly and it was very distracting. Also I realize that rooms on the quiet floors are there so people can have their privacy, but many times I can hear people talking LOUDLY in other rooms at it is distracting.

I have experienced glitches with library notification of books on hold, I never got the email that said the book is ready and then was put on the bottom of the hold list again. Also, there are glitches with the online system - I always have to call in order to reserve something it won't allow me to online. More books available on reserve for major courses and older editions would be great! More study rooms needed at library.

I have found it hard to study in the library in the last few months because on every floor people are talking. there doesn't seem to be any quiet areas anymore.

I honestly don't study on campus because the quiet areas are usually full and it's distracting to study on the first floor when other students/employees do not respect the library setting and are either yelling across the atrium/floor or talking on their cell phones at one of the tables. Is there a way to enforce some respect for quiet? Or signs that tell people to whisper and take their cell phone conversations out to the balcony? And make the employees surrounding the library be mindful that they work right next to... a library?

I often find on the 4th floor, it can be loud due to the offices on the floor.

I put this as applicable to the low Outlet/Network score, but I don't know if it's appropriate. There are some rooms on the third floor of the library with lights that cannot be turned on because the switch is broken or insensitive to movement.

I rarely used the library for studying purposes since I commute from Dallas.

I realize the high traffic volume in the library, but the study rooms need to be cleaned much more thoroughly and on a REGULAR basis.

## Comments – Institutional Facilities and Services

I realize this might not be appropriate to this section, but it would be really nice if the Java Lab was open on the weekends. Food helps me stay at the library longer...

I think the library needs more study areas due to the multiple programs present at UNTHSC. I am pleased about 4th floor being open 24 hours but would also like another floor open if possible.

I think there should be a "no talking on cell phone" rule, even in the small rooms. It's easy to hear through the walls.

I wish on each computer, when you log-in, each student had a profile that they could save documents and it would not be deleted after logging out.

I would like the systems in Computer labs to be updated or fixed. There are instances where we cannot login into many computers when we have class in Lib-400, LIB-225, EAD- 7th floor etc. Last semester-final exam was postponed once due to problem in many systems. They were too slow to take the exam.

I would like there to be more printers in different buildings

I would like to have outlets around the couches on the 3rd and 4th floors

I would like to see more printers available, especially in MET.

I would like to see one of the many recycling/trash bin combos that are located in the lobby of the library moved to the 4th floor.

I would like to see the MET open longer hours to facilitate studying space. Couches would be nice (as opposed to the slightly-awkward pretty furniture in the MET)

I would love to study at the library, but I need a completely silent environment. I have tried the fourth floor QUIET area, but it is not quiet. Each time I have been there, there are individuals that answer their phones, eat loudly, and have group study sessions. I would wish that as graduate students we could follow the rules or go to a different area of the library, but that is not the case.

if you expand the student base, you have to expand the infrastructure. It is virtually impossible to find a room for study when Med Sci and med school all have exams at the same time. BAN ALL cellphones. Put up a sign, "this is a cell-free zone." Many people don't understand quiet study precludes talking on the phone.

I'm surprised there are not more seminars or info sessions about using more library resources. I'm relatively new, but I don't even know what all is available for me to use in the library, especially in regards to electronic sources, such as PubMed or other journal databases.

In sitting areas without tables, there are few wall outlets available, thus making this areas less usable for studying. The library has a tendency to become very noisy around lunch time.

In the general seating areas and at the tables on the main floor there are no or only a few outlets. More outlets would be helpful.

## Comments – Institutional Facilities and Services

Include computer access in the quiet area. The computer access in the lower area of the library is always a location of conversations between students & faculty. It makes it difficult to focus while reading and typing on the computers in this area.

-Increase connections!!

Increase the hours of laptops

Install Stata software on selected library computers.

it is way, way too crowded. needs a sign stating "No cellphones allowed"

It seems like it is a work in progress, but adding outlets to the little cubicals and couch/chair areas on the 3rd and 4th floors would help; Increasing the library space in general to allow more individual and group study rooms; The social area is also in proximity to the computers and other study areas, making it awkward to interact in the same area on the main second floor.

It would always be nice to have more study rooms? Or maybe more smaller one-two person rooms. I also would like more rooms with window views. We barely get any sun as it is, I think it'd be nice to see a bit of sunlight or nature when we go study at the library. Also, temperature control in the study rooms would be appreciated! Or, again, someone we could go to to adjust it. It gets unbearably hot in those, especially during the summer.

it would be nice if the tables for four people would have four outlets

It would be nice if there were outlets on the outside patios for students that would like to study outside.

It would be nice to have a coffee shop that is open late. I would study much more often at the library if there was a coffee shop open till at least 10 or 11.

It would be nice to have a few more study rooms. Whenever the TCOM students have a test the day I look for a study room, everything is completely filled up. Even the group tables are all taken. There are many students on campus so it would be nice to have a few more rooms. I think study rooms are preferred over regular tables and desks.

It would be nice to have the MET and the 2nd floor of the library available to study in as well. Sometimes when several of the programs have exams during the same time, it gets busy and crowded making it harder to find a place to study that is quiet.

It would be nice to see the main tables on the ground floor to all have plugs for 4 people. 2 Tables have 4 plugs, the rest only have 2 plugs.

It's hard to use the AV rooms on a quiet floor. Fellow students and I are often interrupted because people say the video is too loud since the walls are rather thin. May be a good idea to move the AV rooms to the 3rd floor. Also the AV equipment (particularly the dvd player) in the larger AV room doesn't work.

Just need more space

## Comments – Institutional Facilities and Services

keep quiet floors quiet

keep the computers in good running condition. Enough computers, but often so many are down that I've been able to find one to use when on campus

Kudos to your library articles search staff.

Laptops in the library are not up to expectation.

laptops issue policy should be made as clear for 1 day issue rather than 6 hours. bcz sometimes students own laptops get problems and it take some days to get repaired.

Laptops should be issued for longer duration as before and the fine for not turning it should be raised rather than decreasing the duration of time for which it should be issued SAS student version should be reintroduced and made available to students The number of copies of reserved text books could be more

Last semester I lost my final exam that I had been working on for over 8 hours when the computer decided to shut down without any warning in the middle of the night. Just 5 minutes would have given me time to save it but there was absolutely no warning! Also, like I mentioned earlier, there are sometimes not enough group study rooms.

library bathroom and carpet need attention

Library computers are old and the equipment feels grimey.

Library computers crash sometimes during work. Especially while working with SAS software.

Library computers shut down automatically without notice so that I lost my works couple times. It will be nice to have a backup for the library computers Library outlets are not functioning well on the 4th floor

Library computers some of them dont function properly , 2nd level of library is not that quiet and people do talk loudly .

Library does not have enough quiet study areas, not enough study tables, not enough computers. The first floor is very noisy. The TCOM student overtake the place

Library is a good place

library is doing great!

Library is my favorite place

Library meets expectations.

Love Lewis Library. Staffs are very polite and helpful.

## Comments – Institutional Facilities and Services

Love the way staff go above and beyond! Can we have a few laptops that can be rented out for more than 24 hrs?

lower cost for colored prints, some of the computers in the downstairs computer lab are not as responsive as others.

make designated quiet areas "quiet"

Many mornings when I come to the library, the tables are filthy. It appears that other students were there all night studying and snacking and creating a giant mess. I end up having to go to the bathroom to get some paper towels to clean up the mess myself.

Maybe more public computers to use.

More electric outlets - enough so there is access for each seat or table available to students.

More electrical outlets (outlets at every table) would be nice.

more electronic database. especially for biophysics journals.

More enforcement of the quiet areas including rooms on the 4th floor would be helpful as some students fail to recognize that when an area is designated as a quiet area then talking is not appropriate.

More journal contracts in the social and behavioral sciences.

More or larger quiet study areas are needed.

More outlets at tables, more tables, more quiet areas, more group study rooms, availability to reserve study rooms, more computers

More printers and on every floor if possible!

More printers on the main floor would be more convenient.

More quiet study rooms

MORE QUIET STUDY ROOMS!!!! I'm tired of showing up to the library and walking around for 20 minutes just to find out there isn't one quiet study place at my library. This is unacceptable for a medical school campus.

More rooms/spaces for group/individual studying

More study lounges or have someone walk around to regulate use of study lounges. There should not be 1 person in a room made for a group of 8-10 people.

More study rooms are needed for after hours. More computers are needed in a laboratory all hours and not only after 5.

## Comments – Institutional Facilities and Services

More study rooms would be beneficial. I do understand we are running out of space to put in any more, but we can also never have enough, especially with the growing class sizes. If MET would be open for longer periods of time and during the weekend with the necessary security, that would allow for some extra study space.

Most study tables have four seats, but less than four outlets. This hardly makes sense at a school where almost every student is required to buy a laptop.

N/A some updates to computers may be needed in the near future to keep up with speed demands.

Need a coffee shop like Starbucks or at least the current coffee shop to have better snacks options and open for longer hours, don't close in the weekend !

need more computers around the library that can be used all the time. the classrooms always seem to be occupied.

need more individual study carrels with outlets

Need more outlets

Need more outlets near the open seating areas.

Need more plugs at each table

need more printers available, more quiet study area. Since you are expanding the student body by so much, you need to increase the study areas available as well especially in the library

Need more room. The LIB is to small!

Need more rooms

Need more study rooms; shortage during midterms and finals

Need more table computer outlets. Please get rid of SAGE and Grand Rounds.

None of the study rooms are quiet. You can hear everything through the walls.

Not enough room. This place is jammed packed especially when DO's PA's Bio Med students all have an exam around the same time. What will be done when the MD program arrives??? Since I cannot study at my apartment this is my only place to study. Most of the time we have to reserve / request rooms. Just not enough space here. I would also like to see the 3rd floor have 24/hr access

Not enough study rooms and the ones on the 2nd floor behind computer lab is too noisy because of the way sound travels. Need outlets on top floor common area.

off-campus access to electronic resources has been a constant problem

## Comments – Institutional Facilities and Services

Often there are not enough tables and/or rooms available for studying. Possible convert more books to electronic and add more tables.

Often times the second and third floors of the library are very loud and it is difficult to study. More quiet areas would be great.

On the first floor when I have worked with groups several times, there didn't seem to be any outlets around for our computers. Other than that, I love how relaxing it is there, yet still conducive to learning.

On the second floor of the library, there is a classroom full of computers that most of the time aren't accessible because there is a small amount of people taking a class in this area. Perhaps have these classes somewhere else so that it's easier for students to access a computer and get what they need done without having to wait for others to finish

on the third floor only one computer is there. so if you need to search out a book then you have to go down stairs. And 2nd floor computer when lab is reserve for student sometime its difficult to get computer. We did nt get email, if we forget the due time of book or anything issue by library, even after 1 day.

One thing I would like to say is that in study rooms some time silence is not maintained even if doors are closed.. I insist that in study rooms or silence zone if anyone wants to talk there should be a decibel limit above which level one should not speak so the students studying are not disturbed..

only thing that is bad in the library are the bathrooms (horrible) and the desks. The desks need to be sanitized, especially during flu season.

Open 24/7.

Opening the 4th floor to 24-hr availability this past fall has been the great boon to library services. It has been greatly appreciated and utilized by the students. That would have been the recommended improvement.

Overall an adequate service/facility.

Parts of the library, with the most recent addition of 1st year students, have gotten very noisy and made peaceful studying very difficult. I feel that the 2nd floor (where the librarians are) is an acceptable place for conversations and group meetings but that often the noise emanates to the third floor. Also, the 3rd floor (where the books) has also gotten excessively noisy. I don't know what can be done about this but the distractions are frustrating to me and fellow students.

## Comments – Institutional Facilities and Services

Please clean the study tables and study rooms! They are always filthy! Bathrooms in the library also tend to run out of supplies on weekends and nothing kills a study session more than not having toilet paper on your bathroom breaks. Sometimes you have to wait a long time to get a computer, maybe add a few on other floors? If there were a way to have more group study rooms available or make it known to students that a group of 1 or 2 students shouldn't take the study rooms made to hold 15, that would be nice. At my old school there were signs on each door: "Groups have priority access to the study rooms. One or two students is not a group. Groups may ask individual students to leave." It would be good to have textbooks available for checkout for more than 2 hours, especially if there are several unused copies at the desk. I frequently go over my time limit when studying and if I am studying alone I don't like having to pack up all my stuff and trek downstairs just to re-check out the book.

Please install Adobe pro (?) that allows you to combine pdf files.

Please install more computers for student use.

power outlets outside

Private study rooms are not insulated at all from next room, walls can be improved to dampen noise from other rooms.

Provide more study rooms.

Providing more Computers on 4th floor would be highly beneficial. Providing more textbooks would be flexibility to borrowing books.

Put at warning on the computers in the lab on the main floor of the library that they automatically will reboot at 10pm. The computers outside have this warning for 3am. Also, extending this reboot time would be good. Students are usually in there working at 10pm when they reboot. Many students, because of being unaware of the reboot time, have lost work.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Putting in floor outlets near the seating areas in the middle of the 1st and 4th floors where the couches are would be nice! :D I would enjoy being comfortable while discussing group projects and being able to type up notes and work on the powerpoints.

Quiet study is still not quiet enough. There needs to be More study spaces. The library is not big enough with all of the students already on campus to have group study rooms which is why the library is so loud, and the school is only growing.

Same comment as above outr library is loud.

Scanners - please, please, please increase the number! a lot of times, I can't use them during the day, so I'd have to come at night. Printers - increase the number on the first floor.



## Comments – Institutional Facilities and Services

Several times while I have been trying to study in the library, maintenance crews have come in to do some construction work. I understand that this has to happen every once in a while, however the maintenance crew are, for the most part, not at all considerate of people studying and often talk very loudly, use their tools louder than necessary, etc.

Should probably add a computer station on the fourth floor

some cubicals do not have outlet access.

Some of the "cubicles" on the fourth floor do not have an outlet.

Some of the automatic room light sensors are out of control! For example, quite a few of the 3rd room floors, if studying motionless for ~10 minutes, will turn off it's lights. It's distracting to constantly re-turning on the lights.

Some tables on the 2nd floor along the east window only have two outlets but room for four people. It would be nice to have an outlet for each person at the table.

Some tables only have 2-3 outlets. At least 4 is needed at each table.

something should be done to enforce the quiet policy in the "quiet area" listening to lectures in groups on your laptop is loud and distracting.

Sometimes students make noise during break time. That's not appropriate being in library.

staff, the one and only time asked for help, gave the impression of being "put upon" to help. never went back.

Still need more study space.

Students need to be respectful even if the floor is not designated as "silent"

Study group rooms often filled with one student, so those that wish to study in groups have to interrupt other students that are trying to study silently.

Thank you for changing the vacuums. The new ones are much quieter.

Thank you for finally wiring the carrels on the 4th floor.

Thank you for opening library to 24 hour access. I also enjoy the security features at night

Thank you so much for all the added electrical outlets in and on the tables in the library. Now the only places that don't have power are the 4th floor balcony and couches area...

that rental laptops should be updated they are usually very slow and not user friendly

The 24 hour access is great

## Comments – Institutional Facilities and Services

The 4th floor is designated as quiet study space, but students seem to have a hard time with that. Furthermore, it seems like there's no way to enforce that policy 24/7 without confronting the loud students myself--and that makes for an awkward situation. It's always a coin toss as to whether or not the network outlets in the study rooms are going to work.

The 4th floor study is supposed to be quiet, however it is often extremely loud with people on cell phones or groups of people.

The access to electronic resources can be extremely frustrating. The time limit for a student to have a video checked out should not exceed 1 hour. When a single copy of a video is placed in the library to be accessed by over 150 students in less than a week, there needs to be some system to ensure reasonable availability. Since most students upload the videos directly to their computer before viewing it, there is no reason that they should be permitted to withhold the video for an entire 2 hours.

The areas where students can socialize and areas where they can't should be made more clear.

The bathrooms in the library are not maintained over the weekend. By Monday morning, the trash in the women's bathrooms are overflowing.

The charge for printing and copying is a little more than what we expect.

The computer area needs cleaning attention more often. With the frequency of use the area needs to be wiped down more.

The computers could be more up to date.

The fourth floor ventilation is not very sufficient in the small private rooms. I stopped studying up there because they were so warm. Also, I like going into rooms to study because I need the silence to focus, and the walls between the rooms are thin that any talking on one side can be heard clearly on the other. Any type of sound proofing or padding could help.

The janitors/contruction workers/librarians talk and are very loud on the 4th floor when passing through during busy library hours.

The laptop check out program should be reintroduced, I do not know why the hours for laptop check out were limited. Please do reintroduce the laptop check out as it was previously.

The library at times is very noisy even though there are signs that say "quiet area." It is sometimes hard to study in the library due to this distraction. Maybe have more quiet area studies like the room with the glass window on the 4th floor. I feel that, this area is the only place that is actually quiet.

The library can be so loud at times with only the top floor being quite.

The library computers are adequate.

The library has excellent resources and assistance.

The library is great!

## Comments – Institutional Facilities and Services

The library is the worst I have ever seen in comparison to let's say UNT Denton. There are no quiet rooms or floor. I have consistently complained to the staff about people laughing and talking loud. The rooms on 4th fl should not be used for discussions or talking. Most people are loud on the phone. I have chosen not to study in the library and it is unfortunate. UNT Denton has quiet areas and a librarian walks around to make sure no discussions are going on. The computers are down for most part and there are long lines to print and make copies on the first floor

The library main page is somewhat difficult to navigate when looking for access to online journals and articles. The library staff are always incredibly helpful.

The library might be the biggest problem on this campus. The student body has grown by a large amount, yet there is often few tables to be found during times of exams. Often it is said that the library is not at capacity, but a good library should not have to reach capacity. Good libraries will always have open rooms (one thing the Lewis library is in dire need of) if students desire to study there. The 4th floor provides numerous tables, but it often becomes loud there (despite being designated a quiet study area) and students often do not prefer to study there because many like to study in closed-off/secluded areas. The library simply needs more space, especially if numerous expansion programs are still being planned. The current facilities cannot accommodate this. Plus the library is in need of renovations in some regards. Also when the campus is closed (such as for snow days), there needs to be access to study areas and printers still. Instead the entire library was closed off, which makes it difficult for students to study during this time if they are willing to make the travel. Also having so little access to reputable journals is unfortunate. When one is looking for research and cannot access strong journals such as NEJM and Nature directly through the website (while students at universities such as UTSW can easily access this information), it becomes frustrating because a school based on medicine and health cannot access the most relevant journals. If fees are needed to pay for subscription services to access these journals, then so be it. This is a place of education and emerging research that needs to be able to access the most up-to-date articles and breakthrough science.

The library needs more individual rooms and quiet areas. If more than one class or "school" has a test on a given day, then the library is packed and not conducive to good studying. Also, insulation or some kind of sound blocking technology would be a good addition in between study rooms because those walls are paper thin.

The library needs more tables, and more places to study. Many times there are individual students studying at large tables, maybe it would be better to have smaller tables available for people studying on their own (not the same thing as study carrels) so that larger tables are available for groups.

The library needs to be bigger. Especially with the amount of students that are on this campus, there are not enough rooms to accommodate all the students. I am a group studier and sometimes there are no rooms open.

The library needs to build its public health magazine collections

## Comments – Institutional Facilities and Services

The library size defiantly falls below my expectations. UNTHSC is a school of medicine, yet the library looks a little above a high school library. The library is some what of a joke considering the fact that UNTHSC is a medical school and that library doesnt look like a medical school type library at all. Also, there is a ton of different programs in the school with the class size growing each time yet the library doesnt seem to be expanding at all. It's quite imposible to find an empty table let alone an empty room. There needs to be major expansions especially of the second floor. There needs to be a lot more tables and rooms.

The library stock of books and references are not comprehensive enough for the variety of disciplines and diverse curricular interests of current and potential users. Perhaps, to anticipate the needs of ALL institutional users and keep pace with the increasing size and variety of curriculum and readership demands, the library base stock of electronic and print references requires a major overhaul starting with at least increasing the collections in these two areas. Given all continued efforts to enlarge and give prominence to the Institution, it is more likely than not that the anticipated growth in size and numbers of the library users will completely outstrip the capacity to accommodate demands in the not too far off future. Therefore, there should be a masterplan that recognizes and prepares accordingly for the eventuality. Of course, the budget situation is tenuous and determinative. Meanwhile, I'm sure there're some resources for use in at least regularly updating the list of available and accessible electronic journals and materials in the library's academic reference databases. For example, a substatntial portion of the publication databases still indicates institutional accessibility, whereas the licenses, if they existed, are no longer current. The suggestion here is for a system that monitors the currency of the lists of reference collections.

The library tables are extremely dirty. If you would place out spray bottles (as is often found at gyms) I'm sure we would sanitize them before or after use.

The library walls are very thin. Even the quiet areas can be extremely loud. While studying, I usually have to be in a private room with ear plugs on (otherwise you can hear conversations from all over). Also, people leave the doors open because some of the rooms get hot, which makes it very loud. I think having someone to walk around and monitor the noise level would be a nice addition.

The library's printer/copiers are used the most so there will continue to be more need for them as more and more students are enrolled.

The noise on the first floor is almost too much sometimes, and people don't respect the quiet areas on the 4th floor. Sometimes people leave a study room with their stuff for hours, so maybe a checkout system for rooms.

The quality of the computers can definitely be improved in the library. While I do use my own personal computer a majority of the time, there are some assignments I have to complete on the computers in the library.

## Comments – Institutional Facilities and Services

The quality of the computers varies depending on location: those located outside the 2nd floor lab are much better than those inside the labs. This creates a demand for those limited number of computers, especially during peak hours and when the labs are in use for other purposes, resulting in a high concentration of students in that area - both socializing and trying to study. If better computers were available in quieter areas for those wishing to study there would be less aggravation and it would facilitate a better learning environment for those wanting to both use superior machines and study.

The removal of the study books on the 3rd floor of the library is upsetting because those are such a great resource to us students. Since these books are not standard textbooks, it was nice to be able to look at the formatting of several books for a certain subject before checking them out. Now the books need to be requested at the circulation desk. I understand that many of the books have gone missing, which is really unfortunate. Thank you for providing such great resources.

The rooms could be more soundproofed.

The staff should be quieter on the first floor.

The study areas in the library have improved immensely, including more study tables and outlets. The only thing that is still bothersome is the timed light sensors. In some of the study rooms on the 3rd floor (304 is one) the light turns off every 10 minutes and you have to step outside the room towards the bookshelves to have the light turn back on. It is very distracting and causes inefficient use of study time. I appreciate the library being open late hours. I am a night studier and this has helped me immensely. I know especially the night before an exam, the library is packed at all hours. In addition, students who study in the rooms tend to be very loud--laughing, talking loudly. It is very awkward to approach a whole room full of people and ask them to quiet down. I would like for there to be a way to communicate library etiquette, but unsure of how to approach it.

The tables that run along the large large windows only have 2 plugs per table and nothing else around. It would be great if it could at least have 4 (one for every seat at the table).

The TCOM student (mainly the first years) are usually VERY LOUD when they congregate.

The walls are very thin, so its easy to hear the person next door even if they are speaking quietly.

the walls in the indiviual study rooms are paper thin...

The walls in the rooms are too thin & you can hear everything going on in other rooms. Please consider installing things to control the noise (soundproof padding or an intercom system that can play white noise or something?) Many of the study cubbies on the 3rd and 4th floors do not have outlets available.

There are not enough outlets in the library.

There are not enough study rooms. Sometimes when I go to the library, there are no rooms to group study in.

## Comments – Institutional Facilities and Services

There are some dead outlets on the 4th floor to the library, including in the large study room on the north end of the floor. Sorry I don't remember specific room numbers.

there are students who still talk loud in the library (3rd and 4th floor)

There are too many people trying to use the same space in the library. It gets too full, so I study elsewhere.

There could be more outlets available at each of the tables.

There is a great dearth of recent edition books and that too they are only for 2 hours check out... It will be of great help if they are made available for the 28 days period... Only older edition books are available, that too not sufficient copies... creates a lot of problems for us...

there is a room on the fourth floor that does not have outlets on the table, but along the wall instead, and this can be troublesome because people will trip on the cord from the computers. (428 I think). Other than that, it is really easy to plug in around the library. I wonder if there can be some outlets around the picnic area tables to plug into. Also out on the balcony areas in the library, there are not any outlets around the tables to plug into when it's nice outside.

There is not enough room in the library for students, especially for group study. Whatever genius claims there is enough room in the library to accommodate another 100 students of an MD program should try to spend some time in library. The library staff is great and exceeds expectations.

There is not enough space for everyone to study in the library! Need more rooms/tables/etc. Also, the tables only have 2 outlets, but 4 places to sit. There could also be outlets outside as well to increase study space.

There is often construction on the 4th floor which is supposed to be a quiet area.

There is social interaction, however, the management is not responsible for it. The students should have concern for others.

There need to be more private areas to study and be uninterrupted. EVERYBODY wants a private room and there are so few of them. The cubbie desks are out in the open library where people are constantly walking by and there are many distractions.

there needs to be more outlets especially in the rooms that don't have any table outlets. The room outlets are too far away and there aren't enough.

There needs to be more study rooms available, many times I find one student in an entire conference room. The cubicles and quiet areas do not provide the same environment as a private room for many people so they go and take up a conference room that is better suited for groups.

To improve these areas, the only thing that I have a hard time utilizing is the online databases. I think a wider range, if possible, would truly be beneficial, like bioone or jstor.

## Comments – Institutional Facilities and Services

Updating to computers with larger monitors, less wire clutter on some stations would be helpful. UNT Denton provided copies free of charge in their computer libraries and I would have expected the same and more at their HSC branch, however this is not the case.

Very frustrated during the "snow days" that the library 24hr portion was closed.

Water fountain at library has "mold" growing on the water outlet. And the water has unpleasant taste.

We need more open study rooms!!

We need more quiet areas and people who actually enforce this. I've had to tell people to be quiet so many times. But instead of actually whispering, they start talking louder.

We need more study group room. When clinical interviewing takes place in the library, there is shortage for study group room. In addition, since the wall between adjacent rooms are very thin, especially on second floor, it is kind of loud sometimes!

Weekend hours should start earlier than 10am. The designated quiet floors are not as quiet. This needs to be enforced as students use these areas to STUDY and NOT FOR SOCIALIZING.

When you walk into the library, take a right as if you were going to the bathrooms, go down the hall, take your last left, and the rooms along the windows on your right. These rooms are fantastic to study in with natural light coming in and plenty of room for bigger study groups. The only problem with these rooms are the walls closest to the windows. You can hear everything from other rooms extremely clearly from that area of the wall. Maybe the walls need to be resealed by the windows.

While there are several places to sit in the open on the 3rd & 4th floor, there aren't many outlets near group seating. The insulation in the 4th floor study rooms is non-existent. Regular volume discussions can be overheard in other rooms.

Would recommend to have a reference be on campus during the weekend for limited hours that way if students needed help on research topic, they can get the help they needed if it was on the weekend.

## Comments – Institutional Facilities and Services

### Laboratories

better computers for the gross anatomy lab. there are some nicer, newer computers, but not enough -- there's also a lot of older, slower computers.

Can you PLEASE replace the nasty old orange OMM tables in the PTR?? They smell awful.

Could TCOM students get more time in the teaching/simulation labs? There is expensive equipment that is not being used enough. We should be able to take full advantage of the great equipment.

Do not use any laboratories for class.

Equipment is getting old & unreliable at times. Fume hoods are old.

get better OMM tables...and get rid of SAGE and Informatics

I don't care what they are telling you, Dean, SAGE decreases morale as much as informatics and grand rounds. A trauma class, or ACLS would be a great replacement.

I have not been to the research labs, but if teaching is the anatomy lab, then it is more than adequate. There might be somewhere where we can work on the smell. I have been told that there are some anatomy labs that do not have that strong of a formaldehyde smell.

I have yet not used the laboratories in the university so have no opinion.

I was really impressed when I interviewed at TCOM with the sim labs. I would have been less impressed if they had told me that I would NEVER GET TO USE THEM. Not once. Immensely disappointing. Why spend a quarter million on those fake people if we won't get to use them. I'm guessing that maybe during 3rd year they get used. Maybe not. Either way, I am being shipped off and I will never get to use the labs. Chalk another one up for coming to TCOM for all the wrong reasons.

I wish the medical students used the SIM labs more often. I think they would be a great resource, but we never use them. I have used them once in my two years here.

I would have liked the anatomy lab to be open longer than just for the 2 hour class period. It would have been helpful to have professors teach over the monitor system before lab periods and not just for test review.

If in the budget, update all the OMM tables in the PTR to match the newest blue color for consistency and a more professional look. The yellow & orange leather from the 1970's needs an update.

In regards to the OMM PTR, the tables that are really outdated aren't very nice, and I'm not sure they are even sanitary anymore at this point. I think I heard that we will have all new dark blue manual tables in the new building. If so, that's great!



## Comments – Institutional Facilities and Services

In the anatomy lab, we were never able to obtain a tool kit with scissors in it. We did not have enough dissecting tools for everyone in the group to participate. Please provide each student with their own set of tools.

Increase access and teaching with simulation lab. We are fortunate to have the sim lab, but it is barely used! I suggest more cardio sim labs, respiratory sim labs, more integrative skills labs.

Increase facilitation of the Pt Simulation lab into learning. Great introduction to pt interaction prior to Supervised Practice course.

Instruments and reagents should be updated.

it seems like a lot of the labs are pretty crowded and run down, although i know its probably not that cheap or easy or practical to improve.

it usually takes me 10 minutes just to login and that is after trying different computers

It would be ideal to have more simulation labs/models for med students to practice on. I realize these are expensive but maybe they are a possibility in the future.

It would be nice to have each of the tanks in the anatomy lab with a LCD computer, rather than just half.

Keep the fuming hoods of each lab clean and clear of any chemicals/glassware. It is especially hazardous and hard to work with such clutter.

Labs meet expectations.

Many of the dissection lights above each tank simply do not work or do not exist. Out of my entire time in the anatomy lab, I was never able to be assigned to a tank which had a working light (if it had one at all). I appreciated some of the new mac computers at the front of the class, but it would be nicer if there were more of them to replace some of the outdated and slow macs.

Many OMM tables are way out of date.

More access to the Sim Lab would be great. Opportunities to practice outside of class time would also be welcomed (venipuncture, IV insertion, etc using models).

More hands on use!

New PTR tables would be nice.

No changes needed

not in these much

Not sure if it's the right section, but the CAP office never e-mailed me back regarding getting help with time management (though I only e-mailed once and haven't reminded them).

## Comments – Institutional Facilities and Services

P.A.'s need to have better access to the simulation lab dummies in the EAD. The year before us has yet to sufficiently use them, and I want to be able to run a code and be proficient in the E.R. and I believe the dummies would help that.

Please consider keeping the labs with the computer controlled dummies available for first year students to use throughout the year rather than just once your entire time at TCOM. They're a good investment, but are not being used to substantiate their cost. It can offer a great teaching tool for us.

Please get rid of SAGE and Grand Rounds.

Please upgrade the computers in the SPH computer lab on EAD 7th floor

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Some equipment is older than me, but it still works if you know just how to use it.

Some of the equipment is very old, such as centrifuges.

Some of the equipment we train on in my program isn't maintained or repaired regularly. Oftentimes we don't have adequate supplies - even simple things like high quality pipettes and accessories. Wasn't issued a key in time when I really needed to access the lab for a course last semester.

The anatomy lab could probably use new computers.

The computers in the anatomy lab could use updating. Many of them don't work properly making it difficult to access necessary dissection material.

The DPT laboratory (EAD 532) is great. Would be helpful to have "badge access" so that students could access the facility after hours.

The equipment is alright, safety is stressed heavily which is a good thing.

The physical therapy lab is great. We have all new equipment to facilitate our learning and if we don't our faculty will provide new equipment.

The quality of the pipettes are often an issue in obtaining reliable results.

The sound system in the Cadaver lab is useless when Sheedlo tries to talk you have to be within ear range or you won't hear anything.

There are no research opportunities for TCOM students. Our schedule is so bloated with wasted time that research is just not a viable activity for all but the VERY motivated.

there are several labs with lot of unused, old broken equipment, most labs are over occupied, general cleanliness and maintenance needs to be significantly improved for quality research.

Too small for class size. Ventilation needs to be increased.

## Comments – Institutional Facilities and Services

Update anatomy lab

Update anatomy lab video and audio devices.

Use the artificial man more

We do not use labs in my program.

We have old centrifuges that have broken lids are are extremely loud. They are very are and should be replaced.

We have recently had our "wet Netters" taken away. Why? This is the best place to have one for learning purposes. This is such a shame!

We need more supplies and equipment in the forensic genetics labs. Between the whole class, we share pipettes, tube racks, and there are not enough drawers or coat racks for storage.

We sometimes didn't have dissection tools available in anatomy lab.

Well done

Well i have never been their so i dnt know how the equipments theirlook like

When I interviewed at various Texas medical schools, one thing that attracted many students at the TTUHSC El Paso campus was their teaching labs. The simulators and other various equipment was highlighted very well during interviews and seemed to have an impact on students' views of the school. TCOM could help its cause immensely by adding to the Sim labs and highlighting this more during interviews. These can be helpful for area hospitals as well to train on (such as endoscopy and various other simulations). I'm not sure if these are already in place or planned to be in place, but I have not seen this equipment yet.

Wish I could say something about the SIM lab--but, now almost done with the didactic portion of the PA program--we have NEVER been able to use it. The SIM lab is used as a marketing point for applicants coming to interview, but, as students, we have never seen the inside of it.

## Comments – Institutional Facilities and Services

### Campus

AC problems and repairs being made during class are a distraction.

Again, there is a wide variety in the quality of maintenance throughout the campus. Especially in older buildings, it would be nice to see furniture, equipment, and networks updated to match that of the rest of the school. The MET building is exceptionally nice and well maintained, but for those of us who aren't in those programs, it is very unfortunate that we need to attend class in outdated facilities. If anything, seats and carpets with stains should be removed and outlets made more available.

As far as safety goes, there should be more lights around parking areas. Students stay late around exam times and I for one have felt unsafe walking to my vehicle due to lighting outside. There are 2 particular areas that come to mind, 1) the walkway between the library and Lot A (a lot of students park here during the evening when going to the library) and 2) the breezeway between the library and Montgomery (where you turn left to go to the cross-walk toward the police station). It would be nice to have some lighting in these two areas.

Bathrooms are sometimes not very clean. Paper towel dispensers in bathrooms adjacent to Luibel are of poor quality (paper always gets stuck) and should be replaced.

Break room in EAD 406 smells horrible.

Build sidewalk from northwest side of library to the parking garage on the west side of Montgomery.

Cleanliness can be further improved.

cleanliness is good, but having furniture-particularly that at the end of the hall on the 1st floor of the RES near the rear exit that is extensively torn and ripped gives a poor impression of the building upon entry.

Doing good

ENFORCE your NO SMOKING POLICY!! grounds workers and nurses are always smoking on the far north side of campus and it is very low class....

fire the janitors

fire the janitors, hire someone who will actually work

For the most part the campus is very clean and neat. I know many of the custodians and they are very polite. There is just one area that I notice that doesn't get cleaned sufficiently. There are damp brown sludgy floors underneath the toilets in the library. I don't remember which level they are on, but they have been like that at least for the past 1.5 years.

freight elevators should not be full of garbage until AFTER 5pm. Usually people leave around then; however it becomes difficult with a large container of garbage.

get rid of SAGE and Informatics

## Comments – Institutional Facilities and Services

Good thing I am not handicapped

High five to the janitors. I have yet to find a dirty bathroom or trash littered area.

I am very disappointed with the way the cleanliness is handled by the janitorial staff. I am fully aware of the fact that the monetary compensation is way low in that job, however, the janitorial staff is mostly horrendous. Two main points are the floors and bathrooms. Bathrooms are hardly ever cleaned appropriately and I have been to the same bathroom for weeks, noticing the same dirt on walls. Further, I have been inside the bathroom when the staff simply used paper towels to wipe off the counters without using any germicidal spray or other cleaning solution. Bathrooms are simply horrific here and do not even compare to the standards set at my undergraduate institution.

I do not feel the no smoking policy is well-enforced. I frequently see maintenance employees and other visitors smoking on campus.

I don't know that this has any effect on the maintenance or if anyone is inconvenienced by this : but the same maintenance person is always on the phone in the student lounge. On many occasions I have been in there for over an hour and the phone is tied up by the same maintenance employee. I don't know that anyone needs to use it but it's just not professional ( Also distracting - people study in there too)

I find that more often than not I notice how dirty our campus is. The library is filthy (the tables have things stuck on them and the stairs have food particles packed into them). Also the trash on the bottom floor and in the bathrooms overfills on the weekends and the restrooms run out of papertowels and toilet paper. The classrooms tables and chairs are also very dirty.

I hate having to leave the campus for a SAGE visit.

I know this may sound a little hypocritical, but I really wish there was a private designated smoking area. I am a smoker who has tried to quit multiple times. On a ten minute break from a 4 hour lecture, I have to walk to the parkinglot, get in my car, and drive around in the neighborhood behind campus to smoke, come back, hope my parking spot is still available, and usually get back several minutes late. I feel like I am being put an undue burden and risk (having to get in my car and drive around) for doing something that is perfectly legal (although I know, not healthy) It puts a lot of stress on me.

I notice sometimes the bathrooms aren't the cleanest restrooms I've ever been in. On more than one occasion in the MET i've found myself without toilet paper.

I really like the maintenance.

I see people smoking on campus often...especially on the back steps of RES

I think EAD needs better maintenance. It is quite ugly.

I think our campus just needs more decoration ornateness which I think is happening with the addition of trees and plants

## Comments – Institutional Facilities and Services

I think that being in the PT program there could be some improvements that we have observed, especially in the new buildings. Also, the custodian staff seem to do a great job and they are really friendly.

I think that cleanliness can be an issue in the library, as stated previously. If there is any way that spray bottles with sanitizer and paper towels could be left out, I think this would be truly beneficial.

I think that the desks in the library are very dusty and always seem very dirty.

I think the bathrooms need to be better maintained. Also, many locks do not work on the stall doors in the bathrooms in EAD. Some don't even have locks. Also, the smoking policy needs to be better enforced on campus. It makes our HEALTH science center look bad to the public with numerous people smoking on the outskirts of campus.

i think we should have automatic faucets/sinks and paper towel dispensers throughout - to reinforce cleanliness and convenience

I was talking to a man with a disability and he was telling me that while the MET was new and beautiful, it was not handicap friendly. He had to walk around for a while to find a way to get inside the building and he was unhappy that he had to walk so far from the parking lot to that particular entrance.

I would like to see the recycling options expanded with more recycling containers. Sadly, people will throw away recyclable products if it takes a little more effort on their part to find a recycling container.

Is there a way to turn down the sensitivity to the optical devices on the automatic toilet? It's always a gamble using them, because you're unsure if you'll have a pleasant bathroom experience or if any slight movement on your part will trigger a category IV hurricane to take off underneath you.

It could be a little cleaner, but it's definitely satisfactory. The construction makes it difficult to maintain.

It would be nice to have a handicap button on the double doors (in the MET) leading out to the crossing of Montgomery street to the EAD. Also, the MET cleanliness is below par. It would be nice to have the bathrooms cleaned more often, the tables wiped clean in the classrooms and small study rooms. I am embarrassed when functions or meetings are held in the MET since I feel like the building, despite being new, does not look presentable.

keep up the good work

Library stairs haven't been vacuumed in 3 weeks. The bathroom always has trash spilling out onto the floor, and is usually out of toilet paper.

maintenance activities during class hours - in the evening is not acceptable. the volume of mass emails about hot water and cold water compressors and the such is embarrassing- fix the system once or get a new one!

## Comments – Institutional Facilities and Services

Maintenance crew is AWESOME--always helpful and friendly. Cleaning crew work very hard, but I think they must be understaffed--certain areas tend to stay pretty grungy (Beyer Hall, for instance), stairwells, carpet and tables in EAD classrooms. PTRs stay well-cleaned. May need more frequent cleaning in downstairs library bathrooms--these get so much traffic, and they are often pretty dirty.

Maybe, we should place signs up for students because they are the ones that make things disgusting in places. Its as simple as flushing, some students have not grasped this concept.

Meets expectations

MORE ROOM!!!!!!!

More trees

Needs to be more handicap friendly. This is a Health Science Center.

One day in our class we went around in wheelchairs and found and rated the handicap accessiblity of the campus as being below what should be. There aren't enough handicap spaces especially when having to park on the giant hill. I've heard patients complain about having to walk up the hill because all the handicap spaces were taken. Also a lot of the doors are too heavy and don't have a handicap push button that works or none at all.

Parking is still an issue. Sometimes if we have class later in the day, I don't know where to park if I didn't bring my ID badge. Plus, the garage even fills up fast.

Please clean MET more often. Atleast clean it once a week. The bathrooms should really be cleaned more than that.

Please get rid of SAGE and Grand Rounds.

Please keep smokers off the campus/sidewalks/walkways/parking garages/parking lots! There's nothing worse than coming out of a yoga class only to be hit with someone's smoke ON CAMPUS!

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Restrooms are generally sanitary, but splashes and spatters on the walls adjacent to urinals don't seem to be removed, particularly in MET 2nd floor men's room.

Since we are a small campus, space for handicap accessibility can be difficult. I think it is sufficient, however, not very obvious. Maybe that's a good thing, no bulky ramps everywhere. One would have to push a wheelchair around to get a feel for this layout.

Some nicer landscaping would be appreciated. I like all the trees that have been planted but it's still a bit drab.

some toilet seats need replacing

## Comments – Institutional Facilities and Services

some toilet seats though need replacing

Still quite a few people smoking in non-designated areas and leaving butts on the ground.

the 1st floor of the library mens restroom has smelled like dead animal for about a year now. i am not sure why that is still a problem.

The area of grounds immediately north of the PA Studies building is always very muddy. A sidewalk directly next to the building would be convenient for students as there is never any grass there anyway.

The automatic doors are really a pain. Something needs to be done to make sure they all work properly.

The Bathrooms in the Library are poorly maintained. They need an overhaul

The campus is always very clean. The maintenance staff does an excellent job.

the campus is poorly suited to wheelchair access. Cleanliness is subpar on the weekends, especially during heavy volume of studiers.

The campus is supposed to be a smoke free area, but there is one spot by the ramp entrance into EAD where I always see people smoking. It's not that big of a problem, but it would be nice to not have to pass by the smoke when people aren't supposed to be smoking there in the first place.

the campus looks old and dated from the 40's and 50's, plantings are limited. needs a fresh new look. large trash bins in elevators in EAD service) when students leave evening class-smells, not all trash in closed bags.

The campus stays clean.

The campus, for the most part, is handicap accessible but there could be some improvement even on the newer buildings. Such as CBH, the big double doors by the elevators are heavy and have no automatic door opener.

The cleanliness of the library bathrooms needs to be improved especially on the weekends. With the increase in hours of availability the bathrooms need to be cleaned more frequently throughout the day. This is especially true on the weekends.

The garage wall across from the PCC has no outlet/access right at the base of the stairs, so when you cross the street you have to walk to the end of the wall to enter the garage and double back just to get to the stairs, instead of having access immediately to the stairs and at the same time, once you are leaving the garage from the stairs, you have to walk again to the end of the wall and double back to get to the cross walk. This doesn't make any sense and is not efficient.

The grounds are often in disrepair, making efforts to keep up with needed maintenance and cleanliness would be a start.



## Comments – Institutional Facilities and Services

The handicap access I am unsure if it's satisfactory. I'm sure it's hard to get around from building to building with the slope of Camp Bowie. The stairs are needed to get around. It might just make it a longer trip to get from one building to another.

The library bathrooms could be renovated and or cleaned more often.

The library especially is very dirty.

The main hallways are almost always clean, but the back hallway behind Luibel Hall is rarely cleaned. There is always trash and dead insects and clutter piled up in this area.

The maintenance crew does a wonderful job. However there have been complaints. Surprisingly those complaints were not about increasing the pay, but to increase the amount of maintenance staff to lighten the work load. I believe this is a request that should be taken into **STRONG CONSIDERATION!**

The red painted areas on sidewalks need to be repainted, they are very slippery when wet. I fell once and hurt my knee...

The walls in RES are filthy. They're all stained, especially on the first floor. The toilets in the mens restrooms on RES first floor also have broken toilet seats that aren't connected to the toilet. It's awful.

There are a few maintenance things that could be done. There are leaking toilets in the women's bathroom in the atrium by Luibel and half the time they are not very clean.

there are alot of places that do not have wheelchair access

There is no close handicap parking to MET.

There was dried vomit on the floor in the locker area behind Leubel Hall for more than a month. Also, I can only think of one or two times when I was warming up food in the student break room when I did NOT see roaches.

Very nice atmosphere

When something breaks, fix it right away (ie projectors)! Please clean tables, especially in the library, more often.

With the hill in the parking lot the lot by the gym is slippery and I have almost tripped numerous times

## Comments – Institutional Facilities and Services

### Campus Police

A fellow student had a flat tire and we didn't have a good experience with Campus Police helping us. We had to change the tire ourselves and they said they couldn't even come over and tell us what to do to get it changed, only that they could call a tow truck.

cameras in M lot

Campus Police did a great job communicating with me during the ice storm and I applaud them. I think it would be nice to see the campus police walking around the buildings/area to make their presence known and to remind us there is security, just knowing they are walking around checking things out.

Campus police not very visible throughout the day, but not sure if this is a campus goal.

Campus police seems unprofessional - I have heard that they watch the security footage in the FAC and make fun of people working out. This is unacceptable. Also, I didn't receive texts from emergency communications when we had snow days.

car break ins have been a concern

Cars are still being broken in to at the parking lots

Cars have been broken into multiple times in the parking lot by MET, in the middle of the day. This is not acceptable, especially with the police a block away.

do they really need to be writing traffic tickets? A friend got one at 1 am leaving the library for not stopping a full 3 seconds at a right on red, when there was precisely zero traffic. Really?

do we really need to receive emails about air handlers that are out?

Emergency communication from the campus as a whole has been good, especially during the ice days that we experienced this year. Communication from the individual programs, especially PA studies, needs to be greatly improved. It may help to offer each program a set of guidelines (possibly model after TCOMs communication strategy) for communication with student for special circumstances like the ice days.

Every year they do a fantastic job.

get rid of SAGE and Informatics

Have them enforce the speed limit on the montgomery through road, people drive too fast

Hmm - I'm not really sure how I would access security help if I needed it. I mean I could look up the police number but are there emergency phones posted in the buildings on each floor used or outside on campus? I'm not sure.

## Comments – Institutional Facilities and Services

I dont really know why we even have a campus police. They dont monitor the parking lots. We have had 2 different occasions of break ins during DAYLIGHT! I am really afraid to park on campus or to come to campus late at night because of the safety issues. I never see campus police around. Not only that, campus police is of no assistance after break ins. they just say they cant do anything. Also, they are totally unwilling to help if a student has a flat tire. What is their job?

I don't use them and never seen a security person at EAD or CBH or the library or the surrounding area- I don't feel their presence.

I esd trying to fax a document once on campus and it accidently redialed 911 on the fax machine multiple times and a police officer promptly showed up to check out the situations. Excellent response time, I was very impressed!!!! Only problem I had ever is that I got ticketed 3 times by the SAME officer for not having a parkinf sticker, when the sticker was clearly displayed in the window....tickets got dropped, but that office really need glasses!

I felt the chief of police canceled school when it was not needed. A little ice at a professional institution is not grounds to cancel school. Buy some ice melt. The rest of the world does not have to stop when there is a little storm

I had a flat tire and although an officer was very nice to come and check on me, it was frustrating that he was unable to help me with the tire. If it had been night and I was by myself, that situation would not be a good one.

I have been really impressed with campus safety. On many late night walks from the library back to my car I have noticed the staff keeping an eye out as I make my way to the lot or the garage. I really appreciate their efforts and presence on campus.

I have had no interaction with campus police.

I have heard of too many fellow classmates' cars getting broken into on campus, and yes, it is important that they hide their possessions in their cars and not make themselves a victim. Still, there needs to be more protection for students possessions, and one should not have to fear parking on campus because of constant break-ins and threats of this. There needs to be more cameras and signage indicating these lots are monitored. Notification of snow days and other emergency communication seems to be prompt and well-done.

I hear there were break-ins in the MET lot. Sounds like the police aren't doing their job.

I know that several students' cars have been broken into in the lot next to MET over the past few months. The school should either have a police officer monitoring the parking lot during school hours or should install security cameras in every lot. It is no safer to park there than on the street. If the school is going to charge us \$90 for a parking permit, they should make some effort to make parking in the lots safer than parking on the street.

i know that some classmates have had some cars broken into recently in teh parking lot near the MET

I never see evidence of them.

## Comments – Institutional Facilities and Services

I see them parked outside their office, but I don't EVER see the cop car late at night. I am always worried about walking out to my car at night. Also I don't think there are enough video cameras in the open parking lots.

I suggest that the 2nd crosswalk on Montgomery from the MET building to the EAD building be reestablished and clearly marked.

I think the campus police do a fine job of keeping the campus safe. I know that cameras are forthcoming in lot M, but if this process could be expedited, that would be wonderful. There were several break-ins during the spring of last school term and there was recently another break-in in the same parking lot.

I was hoping due to the fact that people suffered car break-ins during June 2010 while parking next to the MET, that police presence would step up in the parking lots, but it doesn't really seem to have done all that much because there was another break-in in the same parking lot this month. Also, a lot of times when people are crossing the street from the EAD to MET, even when using the cross-walks, cars do not yield or slow down, which is understandable, but when there is a police car there and they just end up watching the entire time, that is unacceptable. I would appreciate it if they were to actually flash their lights or do something in those dangerous situations when they are clearly witnessing someone in a compromising situation.

I was not very happy on the last ice day to get to school for an 8am final--only to get to campus to find it closed. I had left at 6:30 to allow plenty of time for travel in the bad weather--only to find the announcement had gone out 3 minutes after I had left. Others in my class were already driving from far distances. The announcement was NOT made in a timely manner, and this put a number of us at a safety risk.

I will suggest they show present at night for example, in the Library after midnight that will be nice. During my undergraduate at UT Arlington the Security walk round the entire library at midnight we show our school ID cos we study over night.

I would like to see more people being pulled over on the Montgomery Street in front of the library. They speed down that road and don't care about cross walkers.

I would like to see the number of car break-ins in the open parking lots reduced in number. I understand they can't be monitored by personnel at all times, but perhaps security cameras can be added, and the thieves can be caught.

it is nice to have the escort service

It would be nice to see more police around campus at night when I'm walking to my car.

Let everyone know before the day of or the night right before if the campus will be closed for severe weather days.

More convenient access to emergency/weather website. Please get rid of SAGE and Grand Rounds.

More presence at night when walking out of night classes would be appreciated.

## Comments – Institutional Facilities and Services

Never see them on campus or even their car. Also, the lights on campus in the parking lot across from MET are always off at night, very unsafe to walk to car after hours. As for the police monitoring the cross walks - nonexistent have almost been run over by cars who refuse to stop or even slow down, still not safe to walk across the street very dangerous! It is like you are waiting for someone to get hurt before police will start to write tickets to the speeders and runners of the crosswalk.

nice job, best of luck for future

Nice to see them really patrolling the campus and not parked all the time

No parking areas need to be clearly marked. They are writing tickets for areas with no, NO PARKING signs.

not really aware of this

Often the links provided to us in emails do not work.

On my undergraduate campus, we had emergency phone placed around campus to call the police if we felt necessary. While most of us have cell phones, i do not know how to contact the HSC police directly other than calling 911 or going to the office, so perhaps a direct line would be useful, and if one already exists, then please post signs around campus with that informations

Our police are wonderful. We should have a police appreciattion day.

Parking Lot M is very poorly monitored by the police department. There have been multiple car break ins throughout the year. Especially because of its remote location compared to other parking locations, there should be added patrolling of the lot.

parking lots need to be safer, even during the day

Perhaps more frequent patrols or cameras in the East MET parking lot, because cars are still being broken into during classes.

PLEASE PLEASE especially on snow days, tell us at the SAME TIME each evening, if it's expected to be a week of snow days. It can be later in the evening even, but it was frustrating and unproductive for me mentally to focus when I wasn't sure there would or would not be school the following day. It's just a peace of mind thing. Security - THANK YOU to the police officers that patrol the campus at night.

Please, please, please install a video camera to monitor Parking Lot M. There have been multiple break-ins in broad daylight since the completion of the MET building. Something could have been done to apprehend the perpetrators if video cameras had been installed.

Police can give parking tickets all day but not prevent broad daylight break-ins?! Worthless.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

## Comments – Institutional Facilities and Services

Quicker communication regarding weather closings

Red Alert is a great emergency communication tool

Secure and visible

Snow days communication was sub par. It is not appropriate to close the school an hour and half before students are expected to be in the classroom. The PA Dept did not contact students with a plan of action for the changes that were headed our way.

Some of the parking lots, especially parking lot M needs more security camera or surveillance because of several incidents this year of cars being broken into.

Some of the police officers on our campus need to take courses on being better human beings. They can be very rude to students. They work at a University that's no bigger than a football field, there's no reason to be rude to students or to anybody. I've been on this campus for 5 years now, and the veteran police officers are wonderful. They always smile at you, talk to you nicely, and chit chat with you. But there are new faces on the police force that I've never seen before and those officers tend to be more rude to students.

Stop the unnecessary parking tickets. Its becoming ridiculous.

The campus police are on top of it.

The cars in M lot have been broken into several times. The campus police could round more on campus to help prevent this, or install video cameras to defer thieves. Also, the campus police need to make it more obvious as to what areas are not approved parking areas and need to be more consistent on ticketing students. I received a parking ticket for parking on the side areas of M lot - where there are no signs to prevent parking. For the past week I have also witnessed other people parking in the same spot I received my ticket for, and they have not been ticketed for parking there.

The doors should be locked or guarded more often, there have been some robberies since I started.

The HSC website did not post inclement weather information in sufficient time. The only communication regarding the inclement weather was through email. Utilizing an alert system through text messaging would be an improvement.

The police need to let us know about weather cancellations in a timely fashion.

The police officers I have met have been friendly and helpful.

The Red Alert is really effective. During the ice storm earlier this year, those direct text messages from the school informing me about the schools open hours were really helpful.

Their presence is known and I feel safe. Thankfully, I have not needed Emergency Communications.

## Comments – Institutional Facilities and Services

There are times when I've arrived at school very early or very late and it's still dark outside. There are no police visible around campus, some areas are very dark, and I feel unsafe.

There has been close to half a dozen cars broken into over the last year in the lot west of the MET. There should be some security cameras. Also if the perpetrators are ever charged, the police should let us know. That would go a long way in reducing some of the students concerns.

There have been a couple of break ins in the parking lot nearest to MET. For a campus of such small size and since there is only a few major parking lots/garages on our campus, I would expect more security around those areas after we first had break ins occur. But even after those first break ins there was not a visible increase in security around the parking lots and sure enough there were more break ins that occurred after that.

There have been numerous break-ins in the M lot during broad daylight.

There have been several car break-ins and nothing done to prevent future occurrences, and they did nothing to try to figure out who did the crimes. During the snow days, our school was often the last school to decide if school would be closed the next day, sometimes waiting until 9pm or later to notify us. Also regarding emergency notifications, we often receive nonpertinent "emergency" emails telling us that there is a service elevator out on campus or something. It does not seem like an emergency and it just clutters our inboxes.

There is no emergency call box in either of the MET parking lots. This is dangerous and I fear it will take an incident before a change is made.

There needs to be better police control of the parking lots around MET. There have multiple students who have cars broken into.

There needs to be better surveillance around M-lot and the parking lots in general, especially with all of the construction work, because it makes it easier for dubious characters to be walking around.

There seems to be a problem with break ins in the far lot from MET.

There should be security/security cameras that cover ALL parking lots! I know of several break-ins and hit and runs.

There was one instance last year where they didn't cancel school because of weather until after I had already driven to school (45 minutes for me) and I was irked about that. But, this year they were very very prompt with school cancellations and I appreciated that as I have to leave very early in the morning to get to school on time. I really appreciated the response this year

There were some communication issues during the ice storm. The website created to provide updates did not work a majority of the time. Our school website also did not mention anything about the school closing on the front page, which is typically what other universities did.

This may or may not be the police department's fault, but when we know we're going to be closed due to weather, it would be nice to receive the official message before 5:00 AM the day of.

**Comments – Institutional Facilities and Services**

Too many cars have been vandalized for such a small campus, better measures should be sought.

Very friendly and helpful!! Our police are a fantastic group!

When coming to unlock doors, it can sometimes take over thirty minutes. It becomes disconcerting when wondering how long it would take for a response in cases of an emergency.

Why did it take so much longer for UNTHSC to make a decision to close or stay open for the snow days? Some students live really far away and need to know in a good amount of time whether they need to come to class or not. One snow day we received an email cancelling classes at 6:30 in the morning and some people need to leave at that time or earlier to get here for 8:00 class.



## Comments – Institutional Facilities and Services

### Parking

A parking pass should be much less expensive.

Add parking that isn't in the parking garage

Although we have added numerous parking spots to the campus this year, there still seems to be a shortage on some days, especially on days when some of the parking is closed off for a special event.

As a student living close to campus- it is frustrating to see so many students continuing to park off campus in front of residences and walking to school. this is a challenge for owners and tenants of these properties.

As students, parking should be free or included as a lower price in our fees.

availability is great, price is alot better than my undergrad but it is not fantastic

Being honest with ourselves, we have the parking spots. It is the simple inconvenience of spiraling up the (Montgomery) garage to get to them; seriously, 4 turns just to get to the second floor, feels like a waste of gas...especially when one can easily park down the street and face the wrath of the residents for cheaper. [Note: I take the spirally-road less travelled by, just expressing the views of my fellow commuters.]

Converting lot A and M to garages would make the parking situation extremely better, but it's pretty good as it is.

costly.

Could be cheaper.

Do NOT have enough spaces for the number of students attending school!!! Also, the price is very high when there are not even spaces to park.

Don't appreciate days when the garage is reserved to others and no parking can be found.

Dr. Ransom came and gave us a speech about the large number of free spaces on campus, even on high occupancy days at school. However, those numbers are for campus-wide spaces. With an increase in students and classes at MET, students who look first look for spaces near the building are often forced to search the next furthest lot and the next one after that. Free spots next to CBH are not equivalent to spots next to MET, especially if we have to look in all of the intervening lots first.

Either increase availability, especially at peak times, or decrease cost.

Garage by police station: nice to have open for students, but am worried about how people drive in there around corners and speed

get rid of SAGE and Informatics

## Comments – Institutional Facilities and Services

Glad to have the new parking garage open. Too bad the street parking in front of the museums are now pay-only.

Good availability

Good price, however parking spots are hard to come by in afternoons when both TCOM, Medical Sciences, and in the future MD students? Need more parking access for students.

Have a permit for parking garages and a cheaper permit for parking lots. The majority of TCOM students park in the parking lots closest to the MET, and their vehicles don't get the protection from the sun and weather that the vehicles in the parking garages do.

Having some kind of way of communicating to drivers when the garages are full would be very helpful because driving to another lot and parking takes up a lot of time. This is especially true when the top floor of the garage was closed due to ice. Drivers did not know this until they travelled all the way in and up the ramps just to find it closed and full.

Having to pay for parking at an institution you are attending is ironic after having paid tuition.

Having very little parking coupled with over \$100 for a permit for a year is stretching the student budget too far. A more reasonable fee could be reached, or an expanded lot could help to dissipate the congestion.

how many people have been broken into?

I am frequently unable to find parking by MET, and it's WAY TOO expensive to park on campus.

I am just a little cheap to pay the 90 bucks. I wish they would just include that in our fees. Out of sight, out of mind. Then I would have a parking pass and could park in a covered lot as opposed to on the street. I know it is stupid on my part, because there is no difference, but it would just be easier to include a parking pass in the cost of going to school here. Plus, the neighbors would be happy too

I am not sure why the large lot next to MET is constantly packed. Are the construction workers parking there? I also do not like parking in the garage-it is a bit scary driving up and down the narrow ramps. In addition, we are not allowed to park in the Piola restaurant spots. They are hardly full and take up so many spots.

I believe the price for parking is adequate considering the proximity and comparison to other campuses. One major issue many of my classmates have become frustrated with is the lack of parking in the west parking lot next to the MET building. TCOM students have classes there and frequently have to park far away when class starts 9am or later. Many MedSci students and staff/faculty that study/work in EAD park in this lot and fill it up when there are students who need the proximity more than they. There is adequate space in the other garages for these students and they would be able to travel the same/less distances from their spot to the classroom/office. It would be nice if students that have class in EAD could be at the very least "encouraged" to park in the east parking garages or other spots to free up space for MET building students.

I came from a school where parking was \$5 for a year, I find \$90 to be rather steep.

## Comments – Institutional Facilities and Services

I can always get a parking spot next to the MET where I have my classes which is awesome, but I think the price should be closer to \$75 instead of where it is now.

I don't use it so have no opinion..

I feel like the price of parking stickers is too high.

I feel like there needs to be more parking available for students. There are times that I HAVE TO park in the neighborhood because there is nothing else open

I for one hate paying for parking, but fortunately live close enough to walk :)

I have been told (by my friends who are NON-UNTHSC students) that the parking staff were extremely rude to them.

I have had trouble multiple times to find parking, and end of having to park illegally and getting a ticket. On days where all of the first and second years have to be at school, its very hard to find parking

I know that the statistics say there are enough parking spaces on campus for everyone, but that doesn't mean that it is convenient parking. Especially now that all the garages require an ID badge, if you happen to leave it at home the access to parking is very slim.

I live close to campus, and many people with UNTHSC parking stickers park in front of my house and box in my driveway. This is very annoying, especially on waste pickup days. I have noticed that students and faculty do not use the parking facilities. My house is near an intersection with a stop sign and it is illegal to park within 30 feet of a stop sign (Driver's handbook published by Texas DPS). Please stop this problem.

I paid for parking pass and I can't get into parking garages. I mostly park outside MET but sometimes it would be useful to park in the garage.

I park off campus and walk due to being cheap.

I park on the side streets because I don't want to pay 100 dollars a year. With that said, I think that UNTHSC should strongly consider placing parking meters on specific locations around campus to increase revenue.

i still think \$90 a year is very pricey...\$50-60 would be more reasonable

I think it is too high for those in clincial rotations who do not use the parking majority of the time. Should be adjustable rates for use.

I think more parking space should be made available for students and try to reduce the parking fee and also introduce the daily wise parking ticket so that students does not have to pay for the whole week if they had to attend just for two days in a week and making it hourly basis would help more.

## Comments – Institutional Facilities and Services

I think options should be offered to students to buy parking tags semesterly and not for the whole year, because I had to renew my parking tag in August, and I will be graduating in May so I paid for 3 additional months of parking I will not be using!

I think parking spaces should be assigned in some nature. For example, all staff should park in a certain garage or students who primarily have classes in the Luibel/Everett should park in the garage. It would really help on high traffic days. Why does the restaurant have so many parking spaces. Even during lunch hours, there are plenty of empty spaces that belong to the restaurants.

I think we should restrict the parking in front and next to MET for students in the MET building. One of the problems we have faced are a lot of med scis parking in those lots causing us to find parking elsewhere and be 10-15 minutes late to class. The students with class in the EAD should have to park in the parking lot off of Clifton.

I understand that construction workers have to park in order to work on the building, but they are being paid while students are paying for parking; it should not take 10-15 minutes to park when everyone is on campus and construction workers are present (getting into and out of the North MET garage does sometimes take this long). I understand the residents are not pleased with students parking in their neighborhoods, but even students who have paid for parking find it easier/faster/more convenient than navigating up the North MET garage.

I used to have to pay \$100 per semester at my Undergrad institution, so I am not complaining.

I walk

I was told by several non-UNTHSC patrons of the library (my friends) that the parking officers (?) were extremely rude to them. (They were yelled at and were mistreated verbally.)

I would like to see the parking fees charged at the beginning of the school year instead of the calendar year. I feel like this takes advantage of students.

If there could be any possible way to lower the decal prices, I think that would encourage more students to purchase them.

Include the price of a parking permit in the student fees. While all students may not utilize the parking facilities, not all students (especially those who are working full time) do not utilize the student facilities (FAC) - but are charged those fees.

Incorporate the price of parking into student tuition for first and second years to prevent people from parking in the neighborhood. I am more willing to pay for parking if it is part of the tuition and I don't see those funds as opposed to going and purchasing one on my own. I know it is the same thing, but it would make life a little easier.

It currently seems like too much money to pay if the threat of break-in is still ongoing. However, I wouldn't mind paying the current cost if I felt my vehicle was safer.

It should be reduced to give more students opportunity to purchase, thereby generate higher revenue.

## Comments – Institutional Facilities and Services

It would be nice to have more options of parking pass lengths, like monthly or only a semester, to allow students visiting/rotations or who-ever to purchase within their needs.

It would be nice to have this added to fees instead of having to write a check/pay cash.

It would have been nice if the police department, or who ever is responsible for parking, would have been more forth coming with the information pertaining to room mates sharing rides also getting an extra parking permit for 5 dollars more instead of both paying 90 dollars. We were unaware of this and felt a bit slighted.

It'd always be nice to have more parking options.

It's expensive - I didn't like that several streets were designated no parking which were previously free. It just seemed excessive like a way for the university to make more money.

Its much better now that the new garage is open

just another way to gouge the students

Kind of expensive considering often times, the parking lots get full of cars on certain visitation days. (orientation, etc.)

Little bit of a hassle having to park elsewhere since construction workers and more importantly other health science students (besides medical students) park in the open lots next to MET building. It would help if the non medical students would be encouraged to park in the garage.

Love access to the garage.

Lower price.

Lower the prices.

Make visitor parking spots more noticeable (a sign or something or darker paint on the spot). I know several students including myself who recieved tickets for not seeing the paint on the spot.

Mirror on the first floor of the garage by police station keeps falling/tilting down. Might find something to fix it in place. I'd hate to hear of a student getting run over because a driver didn't see them.

More available parking spaces closer to buildings

More parking should be made available to students only, I noticed that on days when outside people were visiting campus or construction workers were there, there was absolutely no parking available. Maybe another garage could be built?

More spots for students should be available closer to the library and EAD building.

Need more parking space around the M parking lot. It is not convenient to disregard worst case scenarios moving forward into the future.

## Comments – Institutional Facilities and Services

Never find a parking spot

Not "over sale" the parking lot.

Not enough parking especially in the lot west of MET and if both 1st and 2nd year DO classes are having class, then it is near impossible to find a spot even in the garage behind the MET.

Not enough parking is available outside the garages and more students are coming here each year, would like more parking outside garages. It is faster to get on campus or leave when not in the garage.

Not enough parking spots in the open lots next to met.

not ever a problem

NOT OK that campus eliminated street parking to make money. Using the excuse of a car accident that occurred on a city street does not constitute a risk that the school should take responsibility for via eliminating free parking

Nothing, great!

Obviously, I would prefer it to be cheaper. At least students don't pay the same rate as faculty and staff.

On many of occasions the M Lot and the small lot next to the MET building have both been full. Rumor was that many of the construction workers were parking in Lot M. These parking lots should be reserved for students, especially now, because we have so many students attending class in the MET building. It is not fair to be paying for parking every year, yet at times not having the parking availability. Also, students have been ticketed for parking in non designated parking spots, but that is the only alternative when all parking spots near the MET are taken. There is no time to go to the other side of the campus to find parking, because we will be late for class, quizzes, or exams.

Option to pay for parking on "semester basis" should also be made.

Parking fees should be included in the tuition & required fees.

Parking for the year is a little overpriced. Parking on busy days is ridiculous. I don't know how the school wants to add 100+ more MD students and keep parking as it is. Availability is atrocious sometimes.

parking has improved since last year, however I feel that the MET parking is not sufficient for the amt of students that the MET holds during rqd classes/tests. I see this as potential problem when other floors open and more professors want to park there to make it easier to get to their office(s).

Parking in the M lot has become very hard to access especially when both first and second-year medical students have lecture at the same time.

## Comments – Institutional Facilities and Services

parking is a bit too expensive and having to move cars closer to campus when we've been on campus all day and will stay for the evening hours is a bit inconvenient for students- especially if it is cold outside.

Parking is absolutely horrible. There needs to be more parking made available ASAP.

Parking is not sufficient with the increase in class sizes, and I have to keep getting my badge re-activated for access.

parking limited. small scheduled 1 bus service for the students esp. during the summer time, far walk up/down the hill/across campus in 100+ temps is no fun.

Parking pass is too expensive as a public school we need to pay \$30 for the whole year.

Parking permits are too expensive. They should have more off-campus parking.

Parking permits should be cheaper.

Parking prices and availability are remarkably better here at UNTHSC than most large urban universities. It is a wonderful perk of attending here.

Parking should be free for students.

Parking should be free or atleast less expensive.

Parking should be included with tuition.

Parking was only a problem during the winter months when certian lots were unavailable.

Perhaps it is due to the continuing construction on the MET, but this spring semester has found available parking spaces in the lot west of MET to be in high demand. On several occasions, I have been unable to find a parking space in the surface lots adjacent to the MET and have settled for a parking on a street in the neighborhood near the campus.

Piola's parking spots need to be minimized as that parking lot fills up continuously.

Please get rid of SAGE and Grand Rounds.

Price for parking is high considering I'm forced to park here.

Price is a little steep

Probably nothing can be done with price, but the parking garage with the police station underneath it needs to have the mirrors adjusted to better view around the corner. Same garage needs restrictions on the size ov vehicle that can park on the last space at the corner

Provide one lot that does not require a permit. Some students are not on campus everyday.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

## Comments – Institutional Facilities and Services

should be lower

should start the monthly scheme again

Should we really be required to pay for parking when parking spaces are in such great supply?

Since most of the students have class in MET and in Luibel, most students tend to park in the lots closest to MET. And since we all have class around the same time during the day, there is constantly very few parking spaces available and many times I have seen that there is no parking available which forces people to park on the street since even the garages and lots near the police department and PCC are full. There needs to be more parking available near to the MET building. Also I think that students that have class in EAD or Luibel or Everett should be parking in the garages on Clifton so that students that have class in MET can park in those spaces closest to MET.

Some of the open lots could be converted to multi-layered parking lots to increase the number of available parking spots, as well as increase the number of covered spots.

sometimes all the surface lots are full. enforce parking passes more and fix the garage gates

Specific lots should be designated for specific classes depending on the proximity of the building students need to be in. For example, the DO students should be assigned the two lots by the MET. The PA and PT students should not have access to those lots since their classes are across the street.

Take away some of the piola designated parking. It is never full when the rest of the lot is.

THANK YOU FOR EXPANDING THE PARKING

Thanks for keeping parking reasonable!

That restaurant across the street does not need that many parking spots. Those spots should be available to students.

The availability of parking on this campus is atrocious! If we start class any later than 9 am, I have to drive around for 30 minutes to all of the different lots looking for parking. I think that it is ridiculous that the "Piola" restaurant spots are frequently empty, but we can't park there. Again, if the school is going to charge \$90 for a parking permit, they should do something about the availability of parking. The school gave students a hard time for parking in the residential areas at the beginning of the year. But sometimes, students have no choice. In fact, it is frequently easier to find parking there than it is to find parking in the school lots. This is why some students don't even buy permits. I am very disappointed in the availability of parking at this school.

The construction people take up too many spots in the east lot. Also, students who do not have class primarily in MET park in the lot in front of MET leaving no spots for TCOM students who have class in MET. The others should park in the garage.

The MET parking lots are often full and it is hard to find parking.



## Comments – Institutional Facilities and Services

The parking in the lots near the police station and close to EAD is full daily.

The price for parking seems excessive.

The price is perfect since I don't have to come up here everyday of the week

The price of parking is ridiculous considering the amount of parking is so low. Since they decided to not allow people parking on the side of the streets, people have gone and parked in the nearby neighborhood close to the school. This in itself is annoying for the people who live there and have to actually park on the street as their only means of parking. There needs to be an improvement in parking at the school so that students don't feel the need to park elsewhere.

The price of the permit seems excessive for how few spots there are. The police keeps assuring us that there are plenty of parking spaces on campus, but I know for sure that if I do not get to class 10 minutes early, I will have a very hard time finding a space. Also the parking garage across from the OMM annex building has the tiniest spaces and it is difficult to maneuver.

The sporadic coning-off of parking spaces by the campus police is annoying. Also, \$90 for a yearly parking permit seems excessive, especially when there are insufficient parking spaces for all who have purchased parking permits

The student should be charged from the day parking permit has been bought. Student doesn't have to be asked for the whole semester.

There are some days when there is ample parking, and other days when I can't find a single spot. There was one instance where I drove from parking lot to parking lot, then tried the garages, all of which would not allow me access. I had to continue driving around for 20 minutes waiting for someone to leave. I don't understand the parking garages. Sometimes they're open to students, and sometimes they are not.

There are sometimes no parking for students either in the M lot, B lot or sometimes even in the Parking garage. I think that there needs to be more parking spaces for students.

There is either plenty of parking by the MET or none at all, including the garage across from the library. Also, it is very irritating that we can not park in the spots reserved for the restaraunt across from the parking lot when they are not even open for business. They do not need 20% of the parking lot at 8:00 am. (Or really ever, since those spots are never full, but I am sure that is a moot point.)

there is limiting parking by the MET building (i think the south lot?) because students who have class in EAD will walk over and park, it gets frustrating when you are alate for class because of no parking near the building you have class in

There is no accomodation to the dual degree students who only arrive to campus once a week for a single class - we are required to purchase the same parking as does a full time student here all the time. Other institutions have an option for a pay by the day option - similar to public parking fees. While it is \$4/day, in the long run it is significantly cheaper than having to purchase a typical parking pass

## Comments – Institutional Facilities and Services

-There is not enough parking especially for the price of the parking sticker!!if you sell more stickers than there are parkings, that is ethically wrong.either increase parking.

There is often a problem with availability. The construction workers should not be allowed to park in our lots, OR take up lots with their equipment.

There needs to be a reduced price option for third and fourth years. The idea of charging \$90 for someone to come and park on campus a few times a year is ridiculous.

There needs to be more signs indicating what areas are not appropriate for parking. I received a parking ticket for parking in an area that I was not aware that I could not park at. The area is the back area, along the fence of the M lot. Even though tickets have been issued, people continue to park in this area. I believe this is because they are unaware that they can not park here.

There should be "no parking" signs in areas where we can't park.

This might sound ridiculous, but I would be more willing to pay for parking if it was included in overall tuition. The fact that I had already paid for it and that money was never mine to determine if I wanted parking at all would have made me get a parking pass instead of trying to save the very little money it costs to get a sticker. I realize parking is cheap, but to a student that is going further and further in debt, every penny counts.

Too expensive

Too expensive

Too many times our parking is curtailed to accomodate Fort Worth City events

Two issues here - (1) inadequate parking for student, staff and faculty members (2)parking price can be made more flexible, especially, for the majority of students who have limited needs for parking, e.g., once or twice a week for partof the year!

Very expensive and it seems that they are just looking in teh future to take away parking availability. What happens when every class has 100 students in it.

Way more expensive then any parking I have ever had to pay for

We are already on many loans. It would be nice to give a student discount on parking. There also needs to be parking passes that department heads or departments can allocate to medical students/residents.

We might need more parking but for now it is ok

We need more parking spaces.

We need more parking!!!!

When both first years and second years are in session, it's very difficult to find a parking spot. I had to miss class because I did not want to park in an area where people have gotten ticketed by the campus police before.

## Comments – Institutional Facilities and Services

While the parking facilities are great, I find the price for a student pass to be ridiculous. I understand that the price is competitive with - if not better than - other HSCs, but if UNTHSC wants to outrank its competitors, having cheaper parking is just a small step towards this goal.

Why is there a cost for student parking?

Why would I pay a hundred dollars to park when I can park a block further away for free?

With the amount that we already pay for tuition and fees, and the small amount of financial aid we receive, I wish that parking was someone already included. It makes it hard to spend more money on school expenses, when you're already having to pay for books, printing, every day expenses.

With the construction going on, the workers have been taking over the parking in the M parking lot, making it VERY difficult for students to find parking, even in the garage. In addition to that, the workers are driving very haphazardly. I have witnessed them several times speeding around the parking lot, and once was almost hit as a pedestrian by one backing out quickly from the lot.

with the opening of new garages, parking currently exceeds my expectations

## Comments – Institutional Facilities and Services

### Food Service

4 star cafe is a good addition, but the school should help in driving down the costs some.

a cafeteria (buffet) with different options would be nice, although the 4 star is a step up. i think they charge a little too much for certain things like coffee and snacks.

A larger cafeteria area would be a plus.

A vending machine or two in the MET would be good. Also, I don't know how possible/practical it would be to have at least one or two healthier options in each vending machine would be nice.

add additional healthy options. the stairway cafe is too greasy--we are a health center, we need be more aware of our own diets.

add additonal vending machines to CBH (even just returning the ones which were removed last year) and bottles, including water, would be great

Adding vending machines in the new locker room in the MET?

Again, for the size of the campus - there really should be more of a cafeteria or restaurant available with options.

all junk food, don't use anyway

All of these options are great, however, the cost to buy items at these sites is too much for a student that does not work. Vending machine prices have increased since I started here at UNTHSC. I would hope that prices at least will not continue to increase. Hopefully UNTHSC has other venders in mind.

All the food services should be opened even over spring break.

Allowing commercial vendors (like fast food places) in the library will allow greater student congregation, a student union feel, student jobs, and income for the school to continue adding more perks.

always bring food

apart from fun in the bun, the other services are pretty expensive for students. we need student price kind of lunch not more than \$5. We need more options too. Something like subway will be nice

Are there even vending machines in MET? If not there should be.

As a health Institution we should promote more healthy vending machines that those sugar bar vending machines.

As always the student body would appreciate more healthy alternatives in the fending machine.

## Comments – Institutional Facilities and Services

Because we are a health science center, the school should look at investing in healthy snack vending machines that further promote wellness and good health. Not only would students learn about better health, but the school would help them put this into practice.

better cafeteria with more options for healthy food for breakfast, lunch , dinner. Reasonably priced for students.

Between the Java lab and four star, I am happy. Little expensive though

Bring in outside food sources like (Firehouse subs, subway, etc.) We are paying more than we would if we could get go out to eat.

Calorie nutrient information

Can 4-Star Cafe have a "Value Menu", like small side salad for \$1? Something cheaper than lunch items but doesn't undermine the quality it has to offer...

Can introduce many Asian dishes, though the management has taken efforts to improve it. We expect more from your side. Can arrange atleast one day a week for free snacks and others for students.

Can we have a vending machine in the MET building?

CBH could use some sort of dining option as it is difficult to walk up the hill, get food, eat, and walk back down in the 20 minutes between classes.

Coffee at Java lab is over priced and is always cold and does not have a good taste. Staff is very friendly though.

Coffee machine is frequently broken.

Coffee machine near the library is a total piece of junk and everyone finds this out after buying their first cup of coffee from it. There could be vending machines on multiple levels of the library, which would be great. Food could be better at the java lab cafe.

Coffee vending machine downstairs still out of service.

could use a vending/soda machine in MET

EAD vending machines consistently out of diet sodas.

## Comments – Institutional Facilities and Services

Everything too expensive and the quality of food is low and usually not too healthy or if healthy very bland. Would prefer an actual vendor like on universities, ex UNT Denton. Or have a catering service that comes in each day with different food from different chains to serve us, I think CRO catering does this type of service. Also, the stairway cafe - next to library very expensive for cereal bowl there, it is more than the price of a box at the store. Also, they could carry some basic school supplies -like pencils, pens, notebooks, folders, paper clips, etc. Would be helpful for students needing something at the last minute, instead of going to CVS. Maybe at four star cafe - in MET sell hot panini sandwiches, better customer service and seems disorganized and the line effects the sitting area, not very structured. Could move napkin, silverware and other items away from the line, so customers do not interfere with the line as much. Vending machine - Better coffee machine - the coffee is so diluted - very watery, not worth having at all. I would suggest replacing it and upgrading it and more students will purchase coffee there.

first off, you need a real cafeteria so student's can eat there. stairway cafe is a joke with 10 tables. secondly, four star cafe is ridiculously expensive. vending machines are also too expensive. overall, you need to build a real cafeteria so students can eat there, more space!

Fix the coffee machine, oh yeah, and get rid of SAGE.

Food at Java Lab and Four Start Cafe are expensive and low quality. It'll be nice to have Starbucks

Food court please.

Food prices in the MET and the Java Lab are outrageous. \$7 for a sandwich???? No drink, no chips, and honestly, the food is not even that good. I realize they have a monopoly on food service, but we are poor students. Please stop charging so much.

Food stuff costly at Four star Cafe. variety of foodstuff should be available for all students and not just be limited to one type of cuisine. Vegetarian options should be increased.

-for a campus that should promote healthy eating and lifestyles, you should try to have healthy food only in the vending machines. let's do what we preach!

For a medical/public health institution, there is very little healthy options in any of the locations. Additionally, the Java lab has very limited hours on nights and weekends.

For a school of public health, it concerns me that vending machines are filled with soft drinks and unhealthy snack options - it sends the wrong message. Vending machines should include healthy options - packages of nuts such as almonds, granola bars, veggie and fruit snack packs. At a minimum, drink vending machines should include an option of bottle water.

For a school of public health, the vending machines should offer more nutritious snacks. The beverage vending machines should not just have carbonated, high-sugar beverages. There needs to be more options to get a meal on campus.

For health schools, there isn't much healthy food offered. Most vending machines don't even have bottled water, which I think is sort of troubling.

## Comments – Institutional Facilities and Services

Four Star Cafe can have more on their menu with frequent changes on what they can offer. More vegetarian options should be made available.

Four Star Cafe food is good, but too expensive for what it is. Vending machines need a few healthy options.

Four star cafe is a bit pricey for students

four star cafe is a little pricey

Four star cafe is amazing! That's all I have to say. They are extremely friendly and their food is so delicious and affordable.

Four Star Cafe is great, but I wish it could be open more hours, and that the daily specials were healthier.

Four Star Cafe is higher quality foods but a little pricey sometimes, I know a lot of it can't be helped but if improvement is possible it would make a difference in the amount of students taking advantage of it.

Four Star Cafe is overly priced

Four Star Cafe is quite expensive.

Four star cafe runs out of breakfast tacos quickly. Would be nice if they could lower the price and extend breakfast and lunch hours.

four star cafe was an excellent addition and the food is exceptional with great prices! love the specials

Four Star is a good addition, but it is TOO EXPENSIVE for poor students. Some more inexpensive options on campus could be helpful.

Four Star is a little expensive.

Four Star is too expensive. Fast food establishments on campus would improve food selection.

Fruit smoothies, whole fruits and salads should be offered in greater variety. After all, this is a health science center!

Fun on the bun is terrific. Java Lab keeps me awake. Four Star is nice, but it's more on the pricey side than I like...or can afford.

get rid of SAGE and Informatics

Good options, Four Star Cafe has been a very welcome addition.

Have food services available throughout the day

have more options in the cafeterias

## Comments – Institutional Facilities and Services

Have not purchased food from the cafes.

Have open longer hours, less expensive options

Healthier choices

Healthier foods

Healthier options for snacks in the Java Lab.

Healthier options in the Java Lab.

healthier snacks in vending machine please especially for school of public health and health sciences

Healthy choices need to be added.

Healthy options on the vending machines..Stairway cafe should open longer

healthy, fresh and affordable options.

Healthy, less-sugar snacks would be great

Highlighters, pens, etc should also be sold in the library cafe.

HJave not visited food services

Hope java coffee shop any one have extended hour

How about a Smoothie shop of some sort?

I believe the stairway cafe would do a lot more business if they took debit/credit cards! Four Star cafe has good food, but runs out of the lunch special a lot and is expensive with little variety.

I feel like their prices are really high. We are students and dont have jobs. Please reduce your prices.

I feel like ther prices at Four star cafe could be a little lower. They have a captive audience so we pay it but I would purchase from them more if prices were lower.

I find it ironic that at a Health Science Center it is easier to find candy and soda in the vending machines over water and healthier options like granola bars. While I understand that those are popular choices, more of the healthier options should be made available as well.

I have requested all year that the Java Lounge carry Sugar-Free Rockstar in addition to Monster and Redbull. I also feel that there are not enough healthy options in the Java Lounge. The options provided, such as fruit, are highly overpriced.



## Comments – Institutional Facilities and Services

I have strong opinions on this topic. First of all, the food at this school is overpriced, and this is coming from someone who lived in New York City. The combination of high prices and low quality (unhealthy) food makes me prefer McDonald's over the food options offered on campus (because at least McDonald's is cheap). The variety is lacking. Although service can be good at the Four Star Cafe, there have been one too many times when my food was not correctly made, and the employees sometimes put socializing over speedy service. Can there be more food options, and better quality food offered at lower prices? Can we bring sustainable food to UNTHSC? Offer locally grown, seasonal, organic fruits and vegetables? This is a Health Science Center, and we should set an example for the community and other health science centers in terms of how we view food. Yale has something called the Sustainable Food Project, and I can see the same idea making a positive impact at this school, too ([http://en.wikipedia.org/wiki/Yale\\_Sustainable\\_Food\\_Project](http://en.wikipedia.org/wiki/Yale_Sustainable_Food_Project))

I just paid for a coffee at the coffee vending machine at the base of the stairway and it put out rice water instead of the latte that I ordered. I thought perhaps this was just a one time thing but the surrounding people told me that they had ordered from that machine on three separate occasions and the same result occurred.

I know it's really hard, but I'd like maybe one more food service nearby. I'm so busy and the Java Lab Coffee shop isn't a place to get a meal, nor is a vending machine. I just don't want to hop in a car and drive off campus because I don't want to waste time. The Stairway cafe is small and I'm a vegetarian. I really like the Four Star Cafe food but it's really the only place to get real food. (McDonalds is out for me)

I like the addition of more food services and dining areas available.

I love "Fun on the Bun" down by the Stairway cafe. The Four Star Cafe prices could be cheaper on certain items, and their hours don't always accomodate student schedules since we have to stay till 5pm some days. Posting their hours would also be nice. Having the Java Lab Coffee Shop open an hour earlier (7am) Mondays and Fridays would help students to have it available before the tests for that day.

I love the guy who works at fun on a bun. Very friendly and helpful, a wonderful person with delicious food. Please include healthier options, and discourage your employee (maintenance man) who sits there through several lunch hours from staring at girls and burping incredibly rudely. I feel very uncomfortable there and almost harassed. Java lab is fine, more hours would be good. Four star tastes good but it is overpriced. Vending machines are fairly priced but sometimes not stocked or not taking change (especially the one in CBH lounge and EAD first floor lounges). More machines in CBH on different floors would be helpful, as would the machines taking credit cards. If they took credit, I guarantee I would spend 3x as much money at the machines as I do now.

I love the MET cafe!

I never like the food in the stairway cafe. I had the chinese food once and it tasted old. Wish there were more healthy options. I LOVE the Four star cafe, but can't eat there all the time since it is expensive. The cafe is ok. Wish the person who works there really knew how to make espresso drinks. They always burn the soymilk in my latte and make coffee drinks way to sugary.

## Comments – Institutional Facilities and Services

I really am enjoying the food at the Four Star Cafe. It is fast service and a wide variety of food, including vegetarian food.

I think if basic medicine was sold in the cafes and coffee shop would be handy. Making Tylenol/Advil, cough drops, feminine products, etc available at the Java Lab, specifically, would be convenient because of its location, all students from all programs in the school would have access to the products.

I think it would be nice to have healthy snacks in the vending machines since we are a health school

I think the Java Lab Coffee Shop should stock up more on salads. They frequently run out of them before 1. I understand the popularity since they are incredibly tasty!

I wish the Java cafe would be open on the weekends.

I wish the Java lab could open on the weekends. I feel like there are enough people in the library to keep business up, but I understand if they have tried and can't make enough money. Four star cafe - I just feel like it is a little over priced for the meals. Stairway Cafe - I'd like to see more variety.

I wish the Java Lab had cold coffee drinks available as well.

I wish you could offer a few vegetarian options.

I would always like to see more healthy options, though the choices are very good for a school setting.

I would appreciate water being available in the vending machines.

I would like there to be cheaper items at the four star cafe. I feel like the food there is overpriced

I would like to have a sandwich and soup shop with prices around \$4 instead of \$7 for lunch.

I would like to know if the Java Lab shop or the Four Star can make smoothies? This would be great to serve, instead of having to go to Smoothie King, or Mcdonalds for a smoothie. I would really like to have the option of purchasing a smoothie on campus rather than having to leave or buying a soda at the Java.

I would like to see more low cost/convenient dining options on campus. UNTHSC is far behind other universities in this regard.

I would like to see the java lab open more hours. More choices for food options, current ones are limited and/or not healthy options and/or too expensive Vending is scarce and expensive and I don't think many know that proceeds go to student scholarships

I would like vending machines in the locker room in the MET, but it's not a big deal.

I would recommend having more vendors or different vendors during the week at the MET.

## Comments – Institutional Facilities and Services

If only these could be a little cheaper

If the coffee shop was open on the weekends, it would be nice.

If the one in the library could accept debit cards that would be very very helpful.

If we are studying the library during the evening, there isn't anything substantial that we can eat since the java lab is closed and the vending machines have mostly chips and candy. And certain vending machines don't work properly.

If you are only going to have vending machines with decent food, at least stock it with healthy snacks. Prices are incredibly inflated as Subway sandwiches aren't nearly \$7 alone.

I'm looking forward to trying out the new Four Star Cafe. The Stairway Cafe is not a healthy option. I realize this has been addressed with the addition of the MET.

In general the food can be difficult to get. The four star is great but they started closing earlier and made it so that I don't get out of class in time to eat there.

Is it possible to have vending machines or the java lab coffee shop that can sell notebooks/pencils/pen/folders etc (everyday materials) for convenience?

Is it possible to link the vending machines to the Pharos system, or an equivalent system that could automatically debit a student account? The ATM charges an exorbitantly excessive fee and the CVS will not let students get cash back. I like most people in the modern era, do not carry cash. Furthermore, I find the fact that the Java Lab charges for everything including empty cups as being very customer unfriendly. I would recommend also increasing student fees by one or two cents and provide plastic silverware as we all bring leftovers and it doesn't always occur to us to bring utensils.

It is nice to have the variety of food options during the day. Would be nice to have some options in evening and weekends

It seems that the stairway cafe offers a lot of fattening/high carb foods. It would be nice to have healthy/lean options that are not just salads. :) Maybe things like grilled chicken and sautéed veggies or pastas made with olive oil instead of cheesy sauces. Thanks!

It would be beneficial if nutritional values per food item is provided.

It would be good to have vending machines for coffee and tea in some strategic places. Mostly in areas of classrooms. For eg. EAD 7th floor....no access to coffee.

It would be great if you could pay at the Vending Machines with a credit card.

It would be great to have a cafe in EAD if possible

It would be great to have better vegetarian/vegan lunch menu.

It would be more convenient if the vendors at the stairway cafe accepted debit cards.

## Comments – Institutional Facilities and Services

It would be nice (if possible in the future) to be able to have machines can take money off of the student id cards and be able to pay for ALL of these services (Cafe, shop, and vending machines). It would replace the need for an ATM and encourage students to use these facilities more often.

It would be nice if we could stock some juice or flavored water in the vending machines

It would be nice to actually have Jimmy John's or subs for cheap. Salad Bar!!!!1

It would be nice to have additional food options in the CBH.

It would be nice to have vending machines that took credit card. Also, some of those vending machines in the library need to be shaken and moved in order to get your items from them.

It would be nice to see some other type of food service at the CBH building. Often there is only 20 minutes between classes making it difficult to walk up the hill, buy something, eat, and get back to class in time.

It'd be great if the Four Star Cafe sold burgers.

It'd be nice if the Java Lab Coffee shop was opened during later hours on weekends, when students are studying for Monday exams

It's surprising for an institution of health, one of the calibre that is or will be, not to particularly concerned about the quality of snacks or vendible consumables in the machines. If we are really interested in the health of the nation's individuals, would it not matter that hardly any healthy "snacks" for those not so blase to eating junk food? The policy informed the decision to make the campus "smoke free" (assuming that affects all of the campus) was laudable; perhaps, the campus can take the lead in encouraging healthy foods (snacking) in the cafeteria and vending machines. Just a thought!

Java lab cafe is a big rip off for students the prices are extremely high!!!!

Java lab coffee is not that great

Java Lab Coffee Shop should have more "quick" meals that are healthy as well as more healthy produce. Four Star Cafe should have soup and a larger salad selection. It would also be great if they carried hot tea so students do not have to go to the Java Lab for a coffee alternative.

Java lab needs to have more choices of food. The coffee vending machine by the eating area give only yellow water instead of coffee!!

Java Lab prices are very high. Why is that? And not a lot of variety for students in terms of healthier choices, fruit and salads.

Java lab quality of coffee is poor, especially for the price that they ask. The food on campus is overpriced. The quality is extremely poor - most is frozen/package food from costco. I have been on many campuses and the options that are available to students are embarrassing

Java lab should be open on weekends. Four Star Cafe should be open until 5 pm.

## Comments – Institutional Facilities and Services

Java Lab should have more healthy options.

Java Lab workers are great, but the place is sort of a mess. Does the coffee shop have a storage closet? It seems like their excess merchandise is stacked around the shop in boxes. If it got a soda fountain, that would be nice since the only one is in MET. The Four Star Cafe needs more options. The only hot meal options for lunch are pizza, a potato, or the meal of the day. If you don't want those, then that just leaves you with a sandwich or salad. Also, for the price of the sandwiches, they should be nice deli subs, not something we could bring from home.

Keep the coffee shop open during the weekend

Limited options for vegetarian. Affordable food should be made avail to vegetarian studunts.

Longer hours at the Coffee Shop would be great for the night studiers, like me. Also, the prices at the 4 star Cafe are a little steep. I rarely eat there unless I am about to eat paper because of that.

Love Fun on the Bun! This man is very sweet, great service and inviting! Keep him!!!! :) He makes the students feel welcome and asks how their day is going! Sometimes this is a pick-me-up for the students. I for one smiled on a bad day due to his attitude.

low priced lunch be more available such as fast foods

More food options should be available for the Stairway Cafe. The Vending machines are always out of order.

More healthy drink options in the vending machines. We're a health science center, but the only option in many machines are sodas or sugary juices. Many times water is not even one of the available choices.

More healthy food options!! Four Star Cafe is a great place, has healthy options, very friendly staff.

More healthy options would be nice

More lunch choices in the Java Lab Coffee Shop Adding a nice coffee shop on campus like Starbucks would be nice.

More vegetarian food options would be good.

More veggie options, please!

My only suggestion is to offer healthier lunch options.

Need all day food options at the stairway cafe (similar to the cafes, but with hot food selection). Vending machines in CBH are gone!!?!

Need healthier food

## Comments – Institutional Facilities and Services

Need more fruit/vegetables--healthier choices.

need more healthy options so we practice what we preach

Need more varieties of food

Need more vending machines. Sometimes hard to find one, or find one that is stocked without having to walk around and search or walk to completely different floors or sometimes buildings.

Need variety and cheaper

Need vending in MET

New cafe is great, but not when new prospective students were told of an upcoming food court.

no healthy food in the vending machines, not water in the vending machines (we're a public health school and the tap water in the area isn't drinkable, we NEED convenient options for getting drinking water. As a public health student, I don't get the benefit of the new cafe in the new medical school building (seems like it is hidden away and mostly targeting TCOM students), and the stairway cafe food always looks scary to me- leaving me with just one option- the java lab cold sandwiches, if there's any left. OR, I'd have to drive somewhere off campus.

no vending in the MET

None of the vending machines have water or other healthy options. There is an astonishing lack of healthy food options in both the food and beverage vending machines for a public health school.

Not enough food choices and some of the microwaves are broken in that they burn everything you put in them. The four star cafe is still not a cafeteria. There is a definite lack of places to eat and so often I take my lunch because also the food is a bit expensive. A sandwich at the java lab is 6 dollar and definitely not worth that amount of money. Sometimes I don't feel like this is a real college campus.

Not enough veggie choices. Please get more vendors that sell mediterranean or Indian food.

Often vending machines are out, and the Java Lab doesn't stay open late enough. Since there is no way to get food after 8 add an ATM so students can get food from vending machines if they have no cash.

Ok, this has been discussed NUMEROUS times in different classes in the past yearS and I am FLOORED it has not been addressed!!! Even if all of the choices are not healthy, at least have a number of better options than all of the over-sugared, over-salted, and over-processed foods available in the vending machines now. And WHY can I still not buy water in the vending machines????? This SEEMS like a simple change in what is ordered to stock the vending machines - PLEASE PLEASE PLEASE change it. I don't always have time to run over to the cafe in the library - there should be healthy options available EVERYWHERE on campus in teh vending machines - we are a school of medicine and health!!

one of the vending machine (Coke) next to the Stairway Cafe is notorious for taking money.

## Comments – Institutional Facilities and Services

Place healthier options in vending machines.

Place vending machines in the MET building

Please add some vending machines to the new MET locker room area. There is no availability for sodas (unless you walk to java lounge) after the Four Star Cafe closes.

Please consider adding more restaurants to rotate on days at the Stairway cafe. Also, the Four Star Cafe should be open longer! We are in class til 5pm some days and it's just inefficient for it to close at 2pm. If this isnt feasible, please add vending machines to MET to alleviate this and avoid crossing the street just to get a drink.

Please expand food services, maybe have a food court in Building B, once it's completed.

Please get rid of SAGE and Grand Rounds.

Please introduce healthier options vending machines. It's a school of public health/medical institution...! No junk food! or at least non-junk food options!

Please provide some more lunch options

Pretty pricey, but the solution is just not to eat there.

Price and access to fresh/healthy foods could be improved.

Prices are high.

Prices could be better but love the healthy options.

Prices in the Java Lab Coffee shop are not reasonable or varied enough. More affordable options for dining should be researched.

Provide all day cafeteria for students during the week (not just provide one restaurant's food, one hour during the day). Vending machines should provide water, not just sodas. We are a medical and public health school - we should reflect healthy choices in those machines. Perhaps offer 24 hour coffee shop in the library during week days.

Provide more options.

Put a vending machine in the MET building

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Put vending machines in the MET, lots of students would appreciate them.

Several of the vending machines in the student lounges work with bills, but the coin slots are jammed.

## Comments – Institutional Facilities and Services

Should have more vendors in MET

Simple healthy meals served \$4.00 or less available daily. \$5.00 or \$6.00 nice meals are not cost-effective for most graduate students.

Soda machine at the north end of EAD is always jammed with coins and unsuspecting patrons will lose their money adding to the problem

some more vegetarian items in the menu of the on campus meals, one day of indian food considering there are a lot of fans of indian cuisine

Some of the vending machines are broken or jammed

Sometimes the food in the vending machines is really old. (Pop tarts)

Sometimes the sodas in the vending machines were out of date.

Stairway Cafe - The food is ok and the price is fine BUT the appearance of the area is a big turn off. It does not look inviting or permanent.

Stairway cafe has no variety. Same food every week. Vending machines are to expensive and need some healthy snacks.

Stairway cafe only accepts cash

The 2pm closing time for the Four Star Cafe is very inconvenient, considering we have classes well past this time. There are not enough healthy options in the vending machines.

The ability to use a credit/debit card on the vending machines would be greatly appreciated by students, I'm certain.

The cafes and java shop are too expensive. I can't afford to go there ever. I would really like to see diet dr. pepper in a fountain drink.

The cafe's are great options on campus, though the Four Star Cafe is rather expensive for a campus service catering to students. The restaurants that come for the Stairway Cafe at least usually give nice portions for the price one pays (or at least the BBQ restaurant does).

The classes in the SPH are often from 11:30-2:10, which is right during lunch time, and by the time we get out, the Four Star Cafe is already closing down, so i would appreciate if they would stay open until 3. I believe they are supposed to be open until 2:30 now, but when I go over at 2:15 and try to order food, they have already put away almost everything, and give me dirty looks for wanting to eat and not coming by earlier, which would be impossible as i was in class. Also I would appreciate if the vending machines were outfitted to take credit cards. I rarely carry cash with me, and it is very frustrating when i would like a coke, but cannot get one because I do not have a 1 dollar bill on me. Also I believe that they need to be stocked more often. The vending machines in the CBH are ALWAYS out of diet dr pepper.



## Comments – Institutional Facilities and Services

The coffee machine right next to the stairway cafe never works! and when it does its not dispensing the right thing. Please replace the coffee vending machine. The price of food in all these areas are pretty expensive. It would be nice to reduce the price a little bit.

The coffee vending machine below the library is terrible. I have never once gotten a proper cup of coffee from it. Also, the MET does not have any vending machines, which is a problem if 4 star cafe is not open. An improved coffee machine in the library and a snack machine in the MET would be nice.

The coffee vending machine on the first floor, some times dispenses only hot water instead of coffee. It has happened to me 4 times. I have stopped using it. If the ingredients for coffee are not available, the machine should be programmed to reflect such.

The food in Java Lab and Four Star Cafe are too expensive

The food in Java lab is very expensive compared to regular store. My suggestion will be to cut down the price a little bit and also offer a large variety of food instead of just salad. Another suggestion will be to try to open on weekends for students coming to study.

The food in Java lab is very expensive for International students, esp for those who do not work or have any financial assistance.

The food in the MET is expensive. I can get a foot long subway sandwich for cheaper.

The food is way too expensive for the type and quality of food that is provided.

The food pricing in the Java lab coffee shop is too high. The vending machines should be checked regularly to make sure they are not expired.

The food service needs some work. Fun on the bun, is fine and everybody likes the guy who operates it, Stairway Cafe is overpriced. Four star cafe was a nice addition. Vending machines are ok, but often empty.

The food services are entirely over-priced, I suggest more affordable options.

The four star cafe is good but it is a little expensive. We have no vending machines in the MET.

the four star cafe is very expensive, so maybe cutting down the prices to \$5 for a complete meal (w/ drink)

The Four Star Cafe's breakfast foods need to be improved.

The Four Star Coffee Shop has good food, but serving sizes have been steadily decreasing since opening. Also, Four Star's coffee is, to be honest, terrible.

The free filtered water is great!

The increase in price for a soda has made me less likely to get one out of the vending machine and more likely to go and get a soda from another place.

## Comments – Institutional Facilities and Services

The Java Lab coffee shop needs to be open on the weekends. Often times I try to get a cold drink or coffee from the vending machines and they are either sold out or out of service. This occurs frequently, especially with the coffee vending machine.

The Java Lab is a little on the pricey side.

The Java Lab needs to be open on the weekends too.

The Java lab should be open earlier/later and possibly on the weekends also.

The manager at Four Star Cafe sometimes seems like he is rude to his staff and short with customers. I purchase items there very irregularly. It also seems overpriced but I understand we all need to make a buck.

The only bad thing is the increase prices on the vending machines

The options we have are nice, but somewhat overpriced. More option would be great.

The prices for the vending machines are a bit pricey. I use the java lab more often. The choices of stairway cafe are quite limited. Maybe the school can expand the various businesses that come during the week.

the products are way overpriced

The quality of the food on campus is generally poor and too expensive. The hot food items from Four Star Cafe taste industrial and uninspired. Their pre-made salads and sandwiches are overpriced. The full time staff at the Four Star can have bad attitudes and poor customer service. Vending machines offer no refuge from the dismal, pre-packaged world of processed foods offered at the Java Lab. The staff at the Stairway Cafe are delightful but the barbeque is bland and Fun on the Bun is a good value.

The vending machine in the hallways of EAD/RES have old food in them. On two occasions I have received food from the machine that was inedible due to it being so old and past its expiration date.

The vending machine in the student lounge for canned soda does not take change, only dollar bills. please fix it.

The vending machine options are sufficient, except for one machine... The coffee vending machine underneath the stairs of the library by the restroom. This monstrosity should be replaced or eliminated immediately. Twice it has given me a hot, acrid, yellow fluid when I requested coffee. I'm not entirely sure it's safe for human consumption. It would also be of great benefit to have either one of the shops open later than their current hours of operation.

The vending machines by the Fun On The Bun do not work half of the time and take your money.

The vending machines do not work very well, sometimes, the money goes in, but nothing comes out.

## Comments – Institutional Facilities and Services

The vending machines in CBH seem to be neglected at times/not refilled as often as others.

The vending machines need to be able to receive debit cards. Almost every other campus in Texas has vending machines capable of both cash and cards. It will definitely increase revenue by adding a card option to the vending machines!!!

There are currently no vending machines in the MET classroom building. It would really be nice to have a somewhat cheaper option besides the four star cafe.

There are no vending machines available for drinks in MET.

There are no vending machines carrying water.

There are not many vending machines on campus (Are there any in the MET? Never seen them). Java lab is not open on the weekends, which, aside from the old/small library, makes it hard to study there. I would prefer to have a place to grab something to eat/drink if I'm going to spend several hours on the weekend at the library.

There are VERY few vegetarian options, and hours are terrible. What if I'm hungry before my 5:30 PM class?

There is a considerable number of vegetarians and vegans on campus. I am disappointed Four Star doesn't offer more options (they don't offer any vegan dishes at all).

There is a serious need to improve feeding options on the campus. I think it is sad that as a public health student I find myself eating more unhealthy food when I'm on the campus especially at the nearby McDonalds than at any other time due to a lack of choices.

There is no variety on campus. There is also an insufficient amount of vending machines in CBH and RES.

There need to be vending machines in MET, or the hours of 4 star need to be longer. Java lab needs to be open on weekends.

There needs to be a larger menu at the Four Star Cafe and I think the coffee shop should also sell some basic supplies like pens, pencils, paper, etc.

There needs to be a less expensive cafeteria

There needs to be an actual cafeteria on campus, with multiple food options beyond what is currently available at Java Lab and Four Star Cafe.

There needs to be some vending machines in the MET building, especially since the Four Star Cafe closes by 2pm.

There really needs to be a central cafeteria like ALL the other schools have. Big knock in my opinion.

## Comments – Institutional Facilities and Services

There should be better access to microwaves. Many times I study on the 3rd and 4th floor of Lewis library and have to go all the way to the first floor to microwave my lunch. This is pretty inconvenient. It would be great to maybe put a microwave IN the library in some area.

There should be more vending machines that serve water or water bottles.

They need to have healthier options. Nothing is healthy in the vending machines

This is a Health Science Center yet we have junk food in the vending machines. Please consider healthier food options.

Too expensive for most products.

updated interior design of stairway cafe. Bring in new tables, chairs and flooring.

Vending machine prices are ridiculous. The Stairway Cafe is good, with the exception of the Italian food. Not very good quality/taste. Hudson's, Tres Joses, and the Asian food are excellent though.

Vending machine snacks are too expensive.

Vending machine(s) in MET would be nice.

Vending machines - please, please increase HEALTHY options for the vending machines. I mean, it is a medical / public health institution...!

Vending Machines are expensive can there be cheaper snack/pricing

Vending machines are way too pricey!

Vending machines in MET.

vending machines in the CBH on the 3rd floor would be nice

Vending machines in the met would be great. In my opinion, I'd prefer off brand suppliers for the cheaper options.

Vending machines on 7th floor of EAD does not carry water! This is public health and there are no healthy beverage options such as water.

Vending machines should have some healthier snacks and more nutritionally sound drinks.

Vending machines still likes to take money from time to time.

Vending machines that take credit cards would be nice to have since many students do not carry cash.

Water in vending machines is needed, especially in the school of Public Health

## Comments – Institutional Facilities and Services

We are a health science center that sales offers way to much soda, chips, and candy to its students/faculty. I would like to see a wider variety of healthier choices offered such as protein bars and shakes. My gym made good money from buying boxes of meal replacement shakes and selling them at 3 dollars a shake. I recommend Ultramet by Champion Nutrition.

We need a vending machine in MET.

We need more vending machines on campus especially in MET, especially since the Four Star Cafe closes so early in the afternoon, which is my other concern. It used to be open until at least 3 I believe, but nowadays it's closing earlier. Many students still have class or remain in MET to study but nothing is open if someone needs a snack or drink. I would like to see the Four star cafe stay open longer.

We need to have a UNTHSC book store

We need vending machines in MET

Well we spend money at the Coffee cafe every day they need to celebrate us at the beginning of the semester and at the end free coffee for all.

While the four star cafe has decent food, the prices are like at a Super Bowl game or airport terminal. Nearly \$7 for a tiny pizza that only takes the edge off my hunger isn't worth the wait or the cost.

Why is a sandwich more expensive at 4 star than at Java lab if they make them both?

Why is it that not water is available in the vending machines? Often times the food is also stale.

Would be great if the java lab could be open on weekends!

Would like for Java Lab coffee shop to be open later.

## Comments – Academics

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

### TCOM – DO, General Academics

1) Curriculum Relevance - I believe that some of the classes for TCOM are relevant but are too time consuming to focus on core classes and boards. Such examples are ethics, geriatrics, community resources and SAGE. I do believe they are important but these classes take too much time away from core classes and the relevance is not always apparent. 2) Administrative Support - I am very disappointed in how some portions of the administration is run at TCOM. Clinical Education has still not given us our rotation assignments for 2nd year, do not know when the assignments will be released, cannot say how many people will be assigned away, and won't say if your current circumstances will be considered for the away assignments. I understand that away rotation spots need to be filled and people will probably need to be assigned, but the assignment needs to be done in adequate time to allow us to prepare for the move. Also, CE has taken time out of our summer for a skills week. This would not bother me but last year the same skills were done in 3 days, and CE does not even know/have schedule what will be occurring during that week. Not only did 2013 miss out on summer between first and second year, but we will not have a long enough break to recover from boards between 2 and 3rd year.

1) XXXXXXXX 2) OMM has been a major disappointment 3) GET RID OF SAGE AND INFORMATICS

1) get rid of XXXXXXXX NOW or deal with miserable students who don't learn anything, your call 2) please teach us OMM techniques we'll ACTUALLY use 3) get rid of SAGE and Informatics 4) bring back the trauma course to first years and class of 2014, we had a friend who had a heart attack who IS NOT A GERIATRIC PATIENT

3rd year has given me a much brighter aspect of this school. For the most part, the clerkships are organized well

A few courses are exceptional such as anything with the Anatomy faculty, Renal, and Endocrine. However, these are overshadowed by serious issues beyond the scope of this survey and are being addressed by student committee.

a large portion of teachers don't really teach, they just read off of powerpoint slides. this doesn't facilitate learning or give me a need to go to class. i can just stay at home and read a powerpoint or book.

Actually listen to suggestions and make changes in a timely matter, not 2 or 3 years later when it no longer applies.

Administration should reevaluate why their jobs exist. Here's a hint, to serve the students, not to be some worthless bureaucratic speed bump that constantly gets in our way.

## Comments – Academics

Administrative support: When the students have a problem there seems to be no administration that knows what to do or who is accountable. Communication between administration and students is non-existent.

Advisors need to have a firm knowledge base about what they are advising students on.

Again, it would be better if there wasn't a specific focus on geriatrics and family medicine, and if more changes were implemented into the curriculum based on students comments in the course/instructor evaluations.

All medical schools have these types of problems, and TCOM seems to try to make changes so I appreciate that.

Although it is available for us to do instructor evaluations, rarely do we see pertinent changes. True syllabi that make the courses more concise are what are truly desired. This has been expressed on many occasions by many students.

Although the curriculum is good, it would be better if there was at least some emphasis placed on all areas of medicine, rather than focusing so much on geriatrics and family medicine. Also, the course/instructor evaluations are comprehensive, but often times it seems as though students' suggestions are not taken seriously to make necessary changes to the curriculum.

Although there have been many good changes to the OMM curriculum, I still feel like the study body and the instructors often butt heads. Techniques have slight differences, which is really unacceptable especially during the competencies. For instance, the video and the ppts don't have the same techniques for the same treatment or manipulation. Furthermore, it's been easily noticeable that during the competencies, some instructors fail students more than others. As far as exams go, I've been relying on LGTs for getting an idea of what will be covered. For the previous test, XXXXXXXX was not even helpful in helping our LGT presenter get an idea of what will be on the test. Believe it or not, there's a lot of material covered and not enough time. Simply saying "focus on objectives, readings, and anything could be tested" is incredibly unhelpful, to the point of being insulting....

As a third year in TCOM, I strongly feel that a major over-hall is needed in the clinical education department.

As a third year student I am beginning to understand some of the frustrations with the third and fourth years that many students who have preceded me passed on to our class. Going into my third year, I felt very unsure about the things that were to come. Though I have at this point navigated my way through and figured out third year, fourth year is fast approaching and I again find myself unsure of what is to come. The meeting with the Clinical Education Office just before Christmas break did provide some good insight, however, there are still several areas that I find myself having to ask older students about for clarification. Additionally, as we are not an ACGME accredited program and are therefore not eligible for VSAS applications, the fourth year becomes quite difficult to navigate through. I feel that I am having to figure out how to apply for elective rotations "on the fly" and that there is very little guidance provided by the Clinical Education Office.

## Comments – Academics

As I am studying for boards, I do recognize that most of the material was presented in class previously. I still need to fit it all together, but I am confident that our school has adequately prepared us for boards. The classes above mine have done great and had great match statistics.

As long as TCOM scores competitively on the board exams, I will feel that I am getting a quality education.

As mentioned before, I believe the quality of educators is something that could be greatly improved. I feel the clinical staff "teaching" our physical exam skills either do not know how to teach students or do not have the interest or passion to do so. They leave PE to almost a self-taught course. Yet how are we suppose to learn the techniques of PE if we are not constantly utilizing these skills and reinforcing them?

As pertains to faculty advising: Some sort of guidance for TCOM students interested in participating in research would be very beneficial. A handout, web page, or quick presentation at the beginning of 1st year would be fine. Currently, students are entirely on their own for this, unless in the top 10% of the class after 1st year. Personally, I've contacted 10-12 people inside and outside of TCOM faculty over the past year-and-a-half. Some do not even respond while others want to be helpful but can only forward my email on to someone else. In the end, I've only been told that I should look into the CAMSTARR program, but I have no interest in complimentary and alternative medicine. Thus, some sort of guidance, of any kind or form, would be beneficial. As it stands, I have been frustrated and missed 2 years of opportunity to participate in research simply because I haven't known where to turn, whom to contact, or generally how to go about finding an opportunity to do research.

Assign a faculty mentor to each student to help them through the 'getting a residency' process.

Assign faculty mentors to students

At the end of the day, I am going to be a great doctor, and TCOM helped me get there. Along the way will be bumps, frustrations, and the occasional horrible lecture, but that is ultimately not going to stop me from attaining my goals.

Based on experience in clinical rotations, my education seems to be above average compared to other medical students according to clinical faculty

Bc I disagree.

Because I feel like I've acquired a vast amount of knowledge in just my first year!

Because of the performance of classes above me, and the willingness of most professors to teach. TCOM needs to continue involving the students into the decision making of our education.

Because the material is difficult but not presented in a way that would make it impossible



## Comments – Academics

Being a D.O. lends particular hurdles to the process of applying to residency and presenting oneself as a competitive applicant, particularly in more competitive fields. I feel the school could be more helpful in preparing us for this. In terms of quality of teaching, I was extremely pleased overall with the professors who taught our classes 1st and 2nd year. I was very disappointed to find many of the finest teachers we had leaving TCOM. I wish the school would focus more on outcomes and the students' success in each course, rather than the C.V.'s of the professors, which ultimately make no difference to the people most affected (i.e., the students), and try harder to keep these people at the school. There were also professors we had who were new, and oftentimes, everything seemed disorganize and turned upside down. We only have one chance to get things right with our classes/learning done in these classes. I'm sure the nuts and bolts are eventually worked out for these classes, but more needs to be done to ensure that everything is done right the first time around.

Better professors who are actually prepared, teaching things more relevant to USMLE with LESS AMBIGUOUS TEST QUESTIONS.

Career/clinical services should be more active in helping us with rotations. They seem to be just a place that handles the paperwork, but no actual "helping/guiding" is ever done.

Certain faculty members are excellent lecturers. Others are very much unprepared for class. This is extremely frustrating for students, and has been noted in previous evaluations.

Certain teachers are amazing (XXXXXXXX, XXXXXXXX) while others are awful (XXXXXXXX).

change the questions on the course evaluations. hire to administrative assistants or train the ones we have better.

Class as a whole did well overall despite all the changes

Clin education dept sucks

Clin Med should be more pertinent to daily hospital & clinical life. We need to be shown & told what we'll really be seeing & doing in the clinics. At this juncture, I feel it's a waste of my time. Informatics should be conducted in an afternoon seminar & not forced upon us during lunches. If the institution truly cares about our level of education & the quality of graduates they're producing, why are ineffective teachers still on staff? If a faculty member consistently falls short on evals, why are they still here?! Keep effective people & get rid of the bad apples.

Clinical education staff and financial aid staff are very hands off and often cannot answer my questions. They are either overwhelmed with responsibilities or inadequately qualified/ trained. Financial aid counseling needs to consist of more than just an exit interview.

continue to listen and involve students with the curriculum!

Core curriculum is good, and they seem to be always striving to make it better. Most professors/physicians are great. OMM dept is suffering, Clin Med is getting better.

course and instructor evaluations do not give us a space to write in comments, only the daily comment feature does.

## Comments – Academics

Coming to TCOM, I had a certain expectation of excellence from the faculty. While this is true in many areas - especially our class director XXXXXXXX, the anatomy department, and many professors such as XXXXXXXX, XXXXXXXX, and XXXXXXXX (yes, he's part of the anatomy department, but is such an incredible professor deserves extra mention!), the professionalism and quality of education in the OMM department (referring to lectures, specifically) is incredibly sub-par. I suggest the following corrections:- remove XXXXXXXX from the ability to grade, lecture, or assess in any way- improve the efficiency of lectures - many slides are redundant, unclear, or poorly organized- improve communication b/t the OMM department and students. Right now the OMM faculty seems a bit defensive, angry, and resentful - and is very confusing to first years. We're not sure where it's coming from. We're here because we want to learn OMM! - I suggest ways to improve the relationship between students and the OMM faculty. One way to do this would be to add another class officer, one specifically responsible for communicating between the OMM department and students (sort of like a curriculum rep, but specifically for OMM).

Course evals need revamping, the TCOM curriculum took out Nutrition for 2014. This needs to be in our curriculum, it is a very important subject in medicine, especially primary care, and needs to be appreciated.

Create some stability in the teaching faculty. Treat your students as consumers.

Curriculum - OMM literally quizzes us on trivia, such as the etiology of the word gladiolus. It would be very helpful if they made more of an effort to reflect the boards. Quality of teaching - Most professors are very good and respond thoughtfully to questions. Others are always on the defensive and discourage us contacting them in the office or after class, even emails, giving the impression that they are not very concerned with our learning.

Curriculum has long failed to provide a consistent source of material BEFORE class begins. Most other Texas medical schools organize the material for the students so that they can maximize their time learning how to be a physician, at TCOM, students are forced to organize/outline their own material - volumes of material so large that barely any time is left to learn it prior to testing. Powerpoints are often provided just before class begins and about 40% of the time, some of it's not even covered by the professor. The organization of TCOM curriculum is atrocious. The additional "fluff" classes are unnecessary and further deduct from the available time a student has to study. (research, ethics, interviewing, SAGE, volunteer hours). The clin med portion of clin med however is far more useful than it is allotted in the curriculum hours. Thirdly, the day before an exam often covers a big chunk of material being tested the next day, as well as courses same day of an exam. Some medical schools actually institute no class day before or of exams as a school policy! Is TCOM trying to help us become good doctors or establish a reputation of being a HARD SCHOOL because students have difficulty doing well on exams (not because they don't understand the material but because they were not given the proper tools or time to master it).

Curriculum needs to be streamlined. Small groups incorporating clinical medicine techniques, ethics, and informatics should be implemented, because students are not given enough free time during the week to master course work. OMM lectures should be given in PTR and should focus less on memorizing anatomy and more on the technical aspects of OMT. Instead of a lecture-based structure, each course should utilize a syllabus (like most other medical schools) to facilitate learning. Also, video recording should be implemented, since often teachers will write notes and diagrams that aren't caught by audio.

## Comments – Academics

Curriculum: Have OMM and Clinical medicine be relevant to the current topic being studied. Don't have lectures in clinical medicine on things that were tested a week ago. Improve clinical skills, our students are incredibly weak on this. We should be seeing pathology live, not on 250K dummies. Bring "old school" back, have sick patients come to a class and have students listen to their aortic stenosis, etc.. We need to draw enthusiastic and passionate instructors back to TCOM. Have way more oversight on adjunct faculty, some students have had horrible experiences on off campus rotations. The OMM and Clinical medicine support staff need help in professionalism. Students should be treated like future doctors not like elementary students. Get the Clinical Education department more staff or student workers. They seem overwhelmed.

Despite the OMM Department, I have pretty much excelled in most of the subjects thus far, thanks to the faculty.

Despite the shortcomings, I am surprised and delighted with how much my knowledge base has increased this past year. I am glad TCOM strives to be better even if changes don't exactly happen quickly. I would come here again if I had to make the decision again.

despite the shortcomings, i feel i have learned a tremendous amount. i think this could be dramatically more efficient and beneficial, but i still think i am getting a good education.

XXXXXXXX, XXXXXXXX, and XXXXXXXX do an amazing job at taking care of us students. XXXXXXXX is an amazing advisor -- but beyond her -- there hasn't been anyone to really talk to about our future. No one who played an active part in helping us get to the next step.

During the 2nd/3rd years, there were occasional classes in which new faculty taught the classes for the first time. Most of those classes were malaligned with test questions and overall, just poorly organized or unreasonable (one class asked us to read over 1000 pages in one week). Classes all need to be done right the first time around. As medical students, these classes are held but once in our academic career, and it really does detriment to our foundation of knowledge if the material is not presented well and in an organized way. We generally make up for it later in preparation for boards, but time is limited at this point, and the more often we see the material, and the better we understand it from day one, the better we remember it and can synthesize it for use on important exams and in a clinical setting.

Evaluations for clinical rotations do not really address the different types of rotations we do... They need to be department specific...(for evaluating courses)

Evaluations are not anonymous, meaning that students cannot write evaluations without fear that their professors will be able to identify them. This limits how honest students are willing to be when criticizing those who are grading them.

Excellent depth of teaching in first two years, followed by wide range of specialties third and fourth years.

Feel better prepared than most of other colleagues, from other medical schools

Feel like I'll come out doing well, from a school with a good reputation.

## Comments – Academics

First year was fine, but second year is horrible. It's not the amount of info, it has more to do with all the extra stuff that we have to do and keep track of that takes too much time away from our core classes and will probably end up hurting our board scores. There is also too much of a lack of communication between the students and the powers above that leaves the student body disconnected and discontent with the entire academic setting at TCOM.

Fix Gastrointestinal System course. Poorly taught, horribly tested, director blames poor scores on students - year after year after year of the same results.

For a few of our courses, particularly Cardiovascular 2, there were many clinical faculty who were teaching for the first time, many of which were in Fellowship programs in nearby hospitals. We had too many faculty, all with different expectations and all which were teaching for the first time, so we had no idea what to expect on quizzes/exams. Some taught very specific things, yet tested us on basics. Others taught through cases before ever giving us a basis on which to build on. It would be extremely helpful to receive a list of diseases/conditions with the associated criteria from the clinical faculty prior to working on cases with them.

Fourth year students would really benefit from more support from the admin during interview/rank process.

Generally good, but don't feel that the 2nd year TCOM classes are adequately preparing me for boards (too much subjective clinical information that doesn't match the books).

Get designated faculty instead of random researchers and clinicians who do not have a lot of teaching experience. I have been told this is already underway.

Get new people. Not from within the UNTHSC family.

### GET RID OF SAGE AND INFORMATICS

Good professors who facilitate the learning process well with a smart class which wants to succeed sets up a conducive environment for success.

Grateful to TCOM for the knowledge, curriculum, and education. Best professors we've had: XXXXXXXX for sure. Her stuff sticks w/ you forever. XXXXXXXX = always has our back. Never leaves us. XXXXXXXX = loves us completely and cares for us. XXXXXXXX = best endocrine guide ever. Everyone else is not memorable. And the OMM department. No thanks. XXXXXXXX -- I tried to defend her against others -- but she also proved to me to be very very overly emotional and unprofessional. Unfair as well. It took 3rd year rotations in OMM at another site to restore my faith in OMM.

Half of my study time is trying to figure out WHAT to study. This could easily be amended if the faculty or administration would give us a syllabus instead of hundreds of pages of articles to read.

Have instructors teach their own classes, not use hand-me-down presentations and exams. Stop the cheating that results.

## Comments – Academics

Great IT support!!!The organization of the curriculum can be improved in the OMM department. I think that adding XXXXXXXX was a great move. He has a style of teaching that is efficient for OMM. I would like to see more of the OMM professors adapt to it. I would like to see more organization overall in the OMM dept.(I hope to see more changes by next year, once XXXXXXXX has been here longer). There are some areas that need more/less time to be taught. Quality of the evaluations truly are only as good as honest as the students. However it doesn't seem to be used much to improve the faculty and the curriculum. I think it would be beneficial that if a professor is rated poorly in an area (esp if it is about teaching the material) then they should have a mini course on how to teach better or be removed from teaching that subject. Certified public school teachers take classes to learn how to effectively teach many different learning styles and must annually take classes or CME hours to keep up with their curriculum and teaching methods. I think the same should hold true for undergraduate and graduate professors.

Have the people working 3rd an 4th year clerkships to do a better job of helping us figure out how to arrange rotations. I feel as if I rely on my 4th year peers instead of the paid staff.

Hire better educators. Several members of the faculty are great researchers or are brilliant in other ways but definitely lacking in quality of instruction. Quality instruction varies so greatly with too many professors I would rate as poor. Course evaluation questions I don't believe adequately capture the effectiveness of the professor. Questions are so generic and broad.

Hire teaching faculty that is interested in teaching.

I agree that I am being taught what I need to know. I just need to find a way to be able to retain the information better. More repitition when an opportunity allows would increase the retention of knowledge for all students. There have many many opportunities that a particular subject could be reviewed before teaching a subject that could relate to a previous subject. This review could be 5min or less.

I am happy that I am a student at TCOM, but a lot of times I do not feel like I am truly learning. I put forth my best effort to learn as much as I can, but I feel like I am constantly memorizing tons of information and immediately dumping all of it from my brain after the test to make room for the next bulk of information. Even though I am making decent grades and am in the top 25% of the class, I do not feel that I am learning the information in such a way that I will be able to apply it clinically. I am only learning it well enough to get through the tests because there is not enough time to sort through what is important and what is not very important. Instead I just try to memorize everything which results in me not truly learning, but instead I am just constantly memorizing and purging information.

I am one of the lucky students who rotated with some very motivated teachers. I also got to rotate at institutions who are used to having medical students therefore there was a place for me on the team to participate and they expected such.I also received diadactics from a lot of faculty members who are no longer here. They were excellent well-seasoned professors. I understand the university needs to hire new faces, but there needs to be a physcian with experience in charge who understands the structure and necessary curriculum that needs to be taught. Otherwise it may weaken our program bc they just have no experience.

I am lucky to be in medical school.

## Comments – Academics

I am indifferent because I really like what I learn in the systems courses but I feel like the OMM department specifically is really frustrating. I chose to attend the osteopathic school and learn osteopathic techniques because I want to be a family practice doc and use OMT in practice later. However, because of the disorganization and very frustrating exams I have lost respect for the faculty and OMT all together. The exams are very oddly worded and one can never seem to anticipate what or how to prepare adequately for the exams. Sometimes they seem to be trying to be tricky, others overly simple and it's just not consistent. The videos are helpful, and I appreciate them, but I just feel like it's very disorganized and separated. It would also be great if clin med was integrated with OMM (I don't mean on the schedule, I mean actually integrated). I work diligently to stay on top of the material, I study, and I even have a tutor for OMM. But it seems that it doesn't matter because grades are determined by very heavily weighted, poorly worded exams. I know XXXXXXXX is helping, and I appreciate that. It's also obvious to the students that faculty who have been at TCOM for a long time do not often get along with haughty residents (understandably so) and don't respect XXXXXXXX way of doing things. As a student however, I appreciate his efficiency and clarity in PTR and lecture. There's just disunity and disorganization.

I am part of a class that was #1 in Board scores among DO programs. I do feel there were many seemingly extraordinary classes that were added into my curriculum that I feel were unnecessary and excessive at that point of my education.

I am profoundly thankful to be where I am, and I love TCOM. I would like to see some improvements to become an even better campus.

I am satisfied because I brush off most of the little things that I disagree with or do not like about how my education is handled, and try really hard to get the most out of this education on my own.

I am severely disappointed with the OMM Department. They are the most juvenile bunch of people I have ever met and have no interest in improving our knowledge of the subject. They completely ignore any suggestions we have and get defensive every time we suggest improvements.

I am still in school

I am very unsatisfied on the quality of teaching at TCOM. There are only a select few professors that actually "TEACH." most of the time, we are told to learn complicated topics on our own (like Neuro) and then expected to know it all. I'm a student, I'm here to learn from a teacher. Not to self teach myself topics like neuro. I feel like I have not learned as much as I should and this will reflect on my board exams and when I am in the clinics. Also, administration is not very supportive of the students and their problems. I would like more guidance and advising through my med school career. But when we go ask someone for advising, they are not of much help.

I appreciate the great level of involvement of all the clubs and organizations in finding volunteer opportunities for the students. I feel like I am receiving a productive education. It would be nice to have more hands on experience to get comfortable with the information we are learning in lecture and with OMT. Volunteer opportunities do help with this, but there are limited times to participate.

I believe I have the qualities to become an excellent physician.

## Comments – Academics

I believe TCOM needs to have a "one stop shop" for each class. We need a syllabus that contains all the material that is testable. Every other medical school has this. TCOM fails in this department due to the fact that they have invested in CIL/PLM/MLM whatever you want to call it style of learning. Where does my tuition money go towards if you want me to learn on my own?

I believe that no matter what institution you are at, it is your job to make the most of it. We are given all the information - it may not be spoon fed all the time, but it's there, and we are getting a quality education.

I believe that the school is trying its best to prepare us to do well on board exams.

I believe that there is a strong focus on the patient experience, and expectations. I believe that the historical scores of prior classes speaks to the preparedness to take the complex, but to be a good physician you need to be first a patient advocate.

I believe the faculty does a good job of listening to students' concerns and opinions, but more immediate changes could occur. We don't ask for a re-vamping of the entire curriculum, but minor changes (like providing objectives to guide us through seemingly excessive reading assignments) should not take too long to produce. Also, our clinical curriculum is very difficult for a 2nd year to comprehend, and getting lectures from multiple clinicians and seemingly contradictory answers to some questions posed lends itself to more confusion and frustration. If you want the curriculum to be weighted more in clinical decisions rather than only pathology and pharmacology, I suggest fewer clinicians increasing the number of lectures they give.

I believe the questions asked on exams are based on minute details (GI systems course) rather than testing on the overall concept or the clinical aspects that we will see in practice. Random questions to test our knowledge of trivia will not help our patients. Please get rid of SAGE and Grand Rounds.

I believe we need a more proactive administrative staff. It seems as if they wait till the last minute to notify us of some things. For example, recently, I submitted a request to complete a research month. Only until the day before the rotation did I get an e-mail about a separate form that needed to be filled out. It's things like that that make our lives hectic and stressful.

I can honestly say that, overall, I am satisfied with my education at TCOM. However, at times I am unsure of the quality of the education. With all of the issues concerning the new MD school, I feel that TCOM has been put on the back burner. Case in point, TCOM was the number one Osteopathic school in COMLEX scores for a number of years (I'm unsure of the exact number), until the most recent report we received, in which TCOM was ranked second. This is taking a step back, and not moving in the right direction. As a medical student, this is a very discouraging feeling.

I can see myself thinking differently, more clinically, already.

I chose TCOM to become the best osteopathic physician I can and I feel that, despite certain courses, I am receiving an education that will enable me to care for my patients to the best of my ability.

## Comments – Academics

I can only speak for TCOM but I feel that I have not been given what we signed up for. We have been given so many extra classes that are important to our education but not at this stage. Classes like Comm res, SAGE, and bioresearch should be greatly altered or removed. They were not helpful at all! Students in their first two years are concerned with learning for boards, so we can do well on these, and get the residency we want. Classes like OMM, Clin med, and specifically clinical interviewing need to be overhauled. Clinical interviewing goes way too long. By our second year we shouldn't need to be doing so many interviews. At this point they have taught us everything they can teach us. I still haven't heard anyone reasonably explain why we are in class so much longer than most, if not all (including osteopathic), medical schools.

I do feel like I am learning a sufficient amount to be a good doctor in the future, but I also feel like I have had to go out of my way to fight for opportunities to learn in a lot of circumstances, particularly on my third year rotations.

I do feel satisfied with my education, because the curriculum and material given to us has helped me in the clinic and made me excel on my board exams.

I do not believe the course evaluations ask the right questions to assess the quality of a rotation. I think the best information from those is probably gained from reading the comments added at the bottom. The problem is that most students do not take the time to fill out additional comments and only do the evaluations because they are mandatory. I have found the end of exit interviews to be much more constructive but I think this only works when it is a large group of students with an attending because otherwise the student is concerned that any criticism they provide may negatively affect their grade. I do not believe the evaluation feedback is being used to change anything. I had a very frustrating situation with my Internal Medicine Rotation at Plaza and heard that initially it improved but less than 3 months later it was exactly the same as it had been when I was there. The same thing happened for Cardio. I had my Cardio rotation early this year and wrote a lot of feedback about having to wait all day to round only to receive very little teaching from the attending and am hearing from my classmates that they are still doing the same thing.

I do not feel that I am adequately prepared for rotations, clinical medicine needs to have more hands on experience. Smaller groups, more suture labs, intubation labs etc.

I don't feel that TCOM really focuses on student satisfaction and student opinion about teaching techniques.

I don't think there are good questions on the clinical evaluations. It pretty much just asks if you were given objectives and if you knew who was going to evaluate you. There is very little about the overall experience. Whether you felt teaching was effective or if you felt it was an effective use of your time.

I feel adequately prepared for boards and exams. But I'm very disappointed in our OMM education and feel very unprepared to do out understand OMM

I feel as a TCOM student the advising that we receive is inadequate. The for the most part the information that I have received regarding residency has been attained through my initiative to go retrieve the information. I think it would be very beneficial to have a full time advisor that each student meets with each semester, like you have in undergrad. This way the student can



## Comments – Academics

find out information i.e. board scores, class rank etc. for particular residencies they are interested in from day 1.

I feel as though instead of looking for new classes to add (Biostatistics, Geriatrics, etc) to the incoming TCOM classes more time should be devoted to finding a way to deliver the existing curriculum material with an adequate clinical correlation. The more classes that are added to the curriculum takes away from the time available to adequately learn the material when students are already stretched thin with medical school, much less an osteopathic school where OMM is already crammed in. Similarly, I feel as though only a few professors (XXXXXXXX and XXXXXXXX just to name a couple) really delivered the material in a manner that translated well not only to the boards, clinics and beyond.

I feel I am nearly prepared for internship next year, but much of this is self-education during rotations

I feel I have been adequately prepared for rotations

I feel like any comments I make on the evaluations have been made by many classes above us and the curriculum does not change accordingly. Plus, I do not think that the evaluations are reflective of the measure of quality since they are required before we can view our grades. I do not think most people put any thought in them when filling them out.

I feel like at UNTHSC, administrators and faculty members are trying so hard to incorporate a "multi-dimensional education" that a lot of basic science and medical concepts are being overlooked. The curriculum is padded with so much unnecessary coursework and such little free time is given, that it's not a surprise that so many first-year students in my class are failing.

I feel like every school has it's pros and cons. I see that the staff and faculty try hard to listen to suggestions by students to make improvements, but in many areas there is still a lot of improvement needed. Overall, however, our pass rates and board scores speak for themselves, (even though scores have been going downhill as of late) so I am glad to be a student at this institution.

I feel like I am getting good exposure to medicine throughout.

I feel like I had a good quality of education but I did not feel the necessary support at all times and felt that there were some things made more difficult than necessary like the rotation scheduling, application process and the ability to interview. Also the high rate of faculty turnover in the last few years made some things more difficult during the didactic portions which is probably inevitable.

I feel like I have learned very little this year. I have had to self teach myself the majority of the time. I have not been taught much. I feel the quality of education at TCOM is poor, especially during second year. I feel like this will def reflect in my board exams and in the clinic.

I feel like I should have learned more by this point given the effort I have placed into my education. Despite this, I feel like I have been given more "busy work" than would really benefit my education as a physician.

## Comments – Academics

I feel like I would have learned just as much if not more had I been given the first 2 years as independent study. A lot of the professors phoned in their lectures. Exams were screwed up if this year's course deviated from last year's. People who got notes and previous exam answers did better than those who went to class. The school sets a dangerous precedent and the quality of the students on rotations is reflecting that.

I feel like it takes forever for our suggestions to be implemented. We are getting taught management that we aren't supposed to know until the second and third level of our boards according to the president of the NBOME. This type of material is very subjective depending on the physician. If you are going to test us on this then there should be very clear parameters of the treatment options - Not a bunch of readings that tells you some are used regularly, some used moderately, some rarely used, etc.

I feel like my core classes are very good, but I also feel like there is a lot of wasted time devoted to classes that don't seem to be necessary, like community resources, SAGE program. Also I wish there was a way to test out of the clinical interviewing class. I feel this is an important class to a certain percentage of our class, while a complete waste of time to the remaining percentage. Being a medical student, especially in the second year with impending board exams, I think the unnecessary classes, or those that don't directly enhance my medical knowledge, should be limited or eliminated all together.

I feel like our school really does care about our well being and our training.

I feel like the clinical faculty are priceless and the knowledge they have shared will be useful in my career.

I feel like the curriculum attempts to strike a balance between the material taught on the boards and material that is clinically relevant, but the exam questions were usually written by an older lecturer anyway. My opinion was always that if a clinician who was not the course director and has not been at TCOM for more than five years, it was a complete waste of time to go to lecture. I think the first two years really need to be about boards study and really heavy of science, pathology and physiology. I feel like I have some major holes in my education because this curriculum was trying to bring me too far too fast. I will have plenty of time to learn how to be a good clinician, but lets not sacrifice the basics, please. All these classes need to go: BioRes, Sage, most of Clin. med (I would keep the OSCE and spend class time explaining to us why we doing certain exams), ethics, community resources.

I feel like the evaluation criteria is too generalized. For instance, some professors are supposed to bring more clinical aspects into our lectures because they are clinicians, and others are supposed to present the more scientific side of things, yet they are all analyzed in the same way.

I feel like the OMM and Clin Med support staff either are inefficient or are over-worked.

I feel like there is absolutely no consideration for how over-loaded a medical student's schedule is to begin with, much less after you add on programs like SAGE, research/informatics and community resources. These programs are all nice ideas in theory but in reality they're just minor annoyances that distract us from our core subjects.

## Comments – Academics

I feel like this school provides a standard allopathic education, with the addition of some sub-standard osteopathic manipulative medicine training. The principles of osteopathy are not taught in the other courses as they should be: in anatomy, biochemistry, pathology, physiology. For example, the body has the capacity to heal itself should be emphasized when teaching the inflammation pathways and stages of healing. "Integrative Medicine" and XXXXXXXX "Healer's Art" courses are being taught in allopathic medical schools, and should be taught at TCOM as well, to give UNTHSC's DOs a well-founded basis in complementary and alternative medicine, and a true connection with why they truly want to do the cliché medical student's goal: help people. Osteopathic medical schools should provide the opportunity to students to have a well-rounded education, and not an allopathic education with a bias against OMM. The attitude toward OMM is harsh, instead of embracing, which is very unfortunate.

I feel my first 2 years at TCOM adequately prepared me from a "test taking" perspective. However, I felt grossly incompetent in terms of writing H&P's, progress notes, orders, D/C summaries, etc when I started 3rd year. Although these topics are touched on in Clin Med, the mode of teaching was terribly ineffective and a waste of time.

I feel our first 2 years prepare us for boards adequately, but the more we have to deal with the office of clinical education, our school is shown to be grossly inefficient and incompetent in this department. Students are not well informed of upcoming events, advising is completely lacking especially when compared to other medical schools in Texas and nationwide. I feel student needs and goals in achieving residency are not placed as a priority. Please feel free to contact me for further details or specifics. Thanks, XXXXXXXX.

I feel some of the courses are very well structured across multiple professors, and I feel that other classes are very disconnected between what each professor is teaching.

I feel tcom has taught well

I feel that I am receiving the proper education to be a great physician. The issues that I have with my education deal more with lack of communication between departments on campus, finding solid information regarding residency and good information about 4th year rotations.

I feel that I have received roadblocks at every turn. The clinical education department is so concerned with paperwork and deadlines that they don't realize you are a real person with real-life situations to deal with. (i.e. I am NOT going to drive 30 miles to the clinics or hospital if there is ice and snow on the ground). I also am quite displeased with the required attendance at lectures in 1st and 2nd year. This is graduate school. By now we know how to learn and study and we should NOT be forced to sit in hours of lecture if they are not worthwhile. Or if we feel that we already understand a certain topic, we should be able to go to the library and study by ourselves on something else. And I think all the lectures should be videotaped, so we can: 1. slow it down and repeat certain parts. 2. repeat the lecture at home if it was a particularly hard concept. 3. still be a part of the teaching if we are sick or unable to attend class (due to the fact that we are real people with real situations that come up). As far as the QUALITY of the education, I think the basics and physiology is taught very well. But I think the clinical stuff is not. For a long time I did not really understand how to do a full H&P and write it and, most importantly, PRESENT IT to an attending. I also think we should learn suturing A LOT more, because attendings expect this skill but no one teaches it to us. We have to learn by watching YouTube videos. I have used suturing in surgery, ob/gyn, er, and family practice. I wish someone would've taught me all the knots.

## Comments – Academics

I feel that my colleagues and I have been shafted in terms of education. After 40 years of teaching I would have thought that TCOM would have ironed out all the wrinkles in educating their students. WHY DOES TCOM NOT HAVE A SYLLABUS THAT THEY TEACH OFF OF? Poll any of the second year medical students on their satisfaction with the quality of education/teaching/lectures during second year and you will see that the education is horrible. Here is a list of the things that, in my opinion must be addressed: 1. there no recording of lectures! 2. there is no syllabus that contains all of the material we need to learn! 3. there is too much of a reliance on MLM/PLM 4. clinical medicine has not taught me the difference between normal and abnormal physical findings. We do not do enough physical examinations since the opening of the new building.

I feel that my education would be further enhanced if more elective rotations were available for seniors. Many of the rotations that I could benefit from were already full by the time I tried to apply for them.

I feel that our school needs more or improved faculty advising in certain medical/surgical specialties, particularly for ACGME residencies. I understand that our school is an osteopathic school, however a significant number of TCOM students go on to ACGME residencies. I felt that I had very little guidance fourth year while preparing for interviews and the match.

I feel that professors are so focused on Step 2 PE and Step 2 CK that we haven't begun to study for Step 1. In the rare moments that we could use to study, they stick in Ethics or ComRes or Interviewing. It feels as if the school believes that every hour from 8 am to 5 pm should be filled with classes, even if they are classes that we don't need. I had also heard that 2nd year was mostly DSA, with little to no lectures or classroom time. However, I have not found that to be the case. Most of the time I am double or triple booked with DSAs and CILs so that I am constantly playing catch up with my studies, and can't read ahead or study for boards. I also feel that instead of focusing on the problems, the school has decided to build a new building that looks good to cover up the fact that professors are unhappy with their work environment and leaving left and right, and that dissatisfaction has traveled down to the students, who start every conversation with "Sigh, only 3 more months left to deal with this place". There is an undercurrent of unhappiness, and it is so pervasive that employees of the school are afraid to comment on it for fear of losing their jobs. The MD option has divided the school between the people in power and the other side, which is students and employees. However, the people in the upper ranks will not listen to all of the people in the trenches, instead only taking advice from people with money, like hospital administrators and the Bass family.

I feel that student evaluations during a course and/or at the end of a course are not utilized well to improve the following year and/or upcoming courses. It seems to be the case that more student feedback is heard at MSGA meetings, Dean's Round Table meetings, and the like. This may be the reason so many complaints/suggestions are pushed by students through these channels, since we might not feel like quietly submitting online evaluations will get our concerns heard and dealt with.

I feel that TCOM has prepared me for seeing patients. I do not feel that I was adequately prepared for board exams. Too much time is taken up by classes lacking utility (e.g. Community Resources, Ethics, and Bioresearch). Therefore, less time can be taken to study for and prepare for the board exams.

## Comments – Academics

I feel that the faculty has not taken the time to look at the third and fourth year curriculum. The first two years are mediocre at best and the third and fourth year does not bring a lot of teaching or procedures. Other medical schools work 2x as hard teaching and doing procedures as TCOM rotations.

I feel that we got a decent education. However, I am disappointed that the post-baccs-"Masters of medical science" students got basically the SAME courses in first year. They knew the material already (alot of times questions on exams verbatim) which falsely increased their GPA and rank. That's really crappy actually. I understand they didn't matriculate the first time and somehow had to prove themselves. But seriously, first year is weighted heavier than second. But second year is the most salient information, so why is first worth more as far as GPA/rank? They also have materials that weren't shared between all the students in the class.

I feel that while changes and improvements are being made, while I was a student, I feel that gaining a better appreciation for OMT used in a practical sense and more constructive practice on physical exam skills would have benefitted me greatly.

I feel this way because I make it that way, not because of the professors who attempt to educate us.

I feel very blessed to be at a very high performing school and feel that is level of instruction is very good. I have only been disappointed with a few professors

I feel we need to concentrate more on materials for boards rather than focusing a lot of our time on management.

I felt fairly well prepared when I began studying for board exams, and that is where I felt my knowledged was compared against other students across the nation.

I felt great about my preclinical years. The education I received during this time was top notch. Throughout this year, however, I have had several rotation experiences that have left me wondering what things are like in the third year at other medical schools across the state.

I found the packets/handouts that were distributed for courses such as ENDO 1, REPRO 1, and FOT to be very beneficial, especially for students that are not auditory learners. All of the information was organized and located in one place. I have heard of other medical schools that make these large bundles of course information readily available to students for courses throughout the school year.

I gained a lot of knowledge during my 3rd year and 4th year rotations. The clinical experience was good. The lectures were not very helpful.

I had hoped that my experience would have been a collegial one. It was not. I thought that the condescending attitude of faculty, "we can treat you however we want to because you are a medical student", is not only arrogant but unprofessional. The high turnover of excellent faculty left many holes in the education process.

## Comments – Academics

I guess I'm satisfied. I did well on the COMLEX and USMLE. I'm a little perturbed that I didn't learn the right way to perform a clinical exam in my preclinical years. I felt wholly unprepared for 3rd year. I was lucky however to have an excellent mentor who helped me develop my skills and confidence. I also felt that 3rd and 4th year rotations were highly variable from student to student. What I mean is that someone could have a super cush surgery rotation with a private surgeon who had two weeks off for the attendings caribbean vacation while the rest of us were slaving at JPS. It's kind of unfair. I know there is difficulty finding spots for students but that doesn't excuse the school from not giving a consistent clinical education. Plaza is a TERRIBLE place for internal medicine. I've never felt so useless and unhappy in all of medical school. I can't believe this hasn't been revamped, as I don't know a single student who is happy with this rotation. The morning reports are malignant and prove to me that I would rather quit medicine than apply to a Plaza residency. The residents and interns treat each other poorly and there is little to no teaching on the entire rotation. I had ONE lecture given by the attending. My schedule at PLaza was something like this: arrive 7am, round on 3 patients, wait for intern and residents to show up, eat a 1-2 hour breakfast with residents in cafeteria, wait for attending, round for 1 hour, go to noon report if there was one or go on 2-3 hour lunch in another city with residents, then wait several hours for the next attending to show up or for a RARE admit, leave at 5 or 6pm. What a waste of time. My only positive comment, I got a ton of Kaplan questions done.

I hate just saying "meets expectations" in regards to curriculum and quality of teaching. It is more accurate that most exceed expectations and a few are very far below expectations. Curriculum: I love the systems approach, and most of the courses are set up fabulously. However, some of the extra courses, namely informatics and sometimes community resources, come across as "busy work" to a lot of the students. I am aware that the information is very pertinent to us, but the way the courses are set up makes it difficult to really care about what we are learning. Teaching quality: Most of the teachers here have been stellar. (on a side note, XXXXXXXX is an absolutely amazing professor, and I would love it if he were considered for teaching cardio II). But a few seem to either get caught up in their old methods... or don't seem to really care if we learn or not. This gets frustrating, as we are all here to learn. For example, XXXXXXXX in neuro is hilarious, but VERY difficult to follow, and I don't know more than a handful of students who gained a strong understanding of neuro in that course. And the OMM department in general is a little frustrating... sometimes it feels like they are trying to spend more time convincing us that OMM is the best part of medicine and don't actually take the time to see if we are learning this "hands on approach" they love. WE NEED TO FOCUS MORE ON DIAGNOSING, and not just going through the motions to check off all the techniques. We are all here because we like osteopathic medicine, and we are all intelligent enough to read the kimberly manual and follow the steps of the treatments. But I don't know more than a couple of students who feel confident making a diagnosing and most of us don't have any idea it is even supposed to feel like- this part of medicine is taught to us as the "most important," yet it is all but overlooked in ptr. I came here because I was excited about OMM, and they have really done a disservice to that mindset for me which is sad. I hope the department looks into changing some of the time spent on weekly quizzes and skill checks into time spent on truly teaching us methods that we can take with us as physicians. I think they would be pleasantly surprised with student response.

I have been in rotations this year and have realized I was more than prepared for the challenges of the medical field. If I did not know the answer I at least know how to obtain the answer. TCOM has taught me well and am very pleased with the educational curriculum of our medical school.

## Comments – Academics

I have an issue with OMM as a 2nd year student. Research is stressed entirely too much and while it is needed in our education, the focus should be on high-yield board-relevant material and clinical application. We learn from poor quality research studies and are tested on meaningless details all too often. The faculty needs to realize what is important for our education, rather than trying to ensure the students are reading every bit of posted material thoroughly. BioResearch has been regarded by many classmates as a "waste of time". I say this not as an insult to the quality of teaching, but as an indication that the curriculum is not found to be useful by students. This class needs to also teach what is important on our board exams in a high yield manner (we seem to not be introduced at all to the statistics material that is on our boards despite having a class dedicated to BioResearch...something I and many others find absurd). Also if this class is going to continue to be taught to us in this manner, we need to use stronger research from reputable journals such as NEJM, Nature, Science, Cell, Lancet, etc. Students should not be taught to do research modeled after weak studies that have had limited funding and are not highly regarded in the medical community.

I have four big issues currently: 1. As an institution you cannot push the importance of self learning and teaching at the same time you make most of the second year classes mandatory. It's viewed as rather hypocritical. Mandatory classes just cause students to be there who would rather not be there and so they resort to distracting things like talking and web surfing. Basically it is almost detrimental to those of us who wish to pay attention to the material presented. 2. You cannot blame the passing down of notes and powerpoints as the cause of the drop in last year's board scores when it has been done for the last couple of years. Some of the notes passed down are from 2005-6 so it is not a new occurrence. Student morale has taken a huge hit with the anger around the MD option and the loss of so many professors. Instead of accepting that as the cause, the drop in scores was blamed on the students themselves which obviously will not improve morale. 3. Something I wish each course would have is a sort of cliffnotes packet. XXXXXXXX has one for Endocrine I which I STILL refer back to as a second year. It is incredibly helpful and a valuable resource. XXXXXXXX made similar documents for Neuro 2 which I found helpful. Other medical institutions have such resources and I firmly believe they are of great benefit and should not be seen as a threat to causing low student turnout to class. 4. Community Resources should be given as an online course during 3/4th year. I'm glad to hear there are so many resources available out there, but I cannot readily benefit from this information since I am not in clinic.

I have had difficulty with my rotation coordinator (M-Z) with submitting my applications in a timely manner. I have lost 3 rotations this way.

I have learned a great deal in my classes. That is to be expected though and I haven't attended any other medical schools so I don't know from personal experience. I like the faculty I have dealt with though and I feel the great majority of people involved in the education aspect want the students to succeed.

I have never been advised by a faculty member so this does not apply to me.

I have proven myself to be as good or better than fellow students from other medical schools. I enjoyed my time in Fort Worth and have no serious complaints.

I imagine teachers are evaluated by those trained in teacher improvement. I think it would be fair to see how our professors are evaluated in their performances.

## Comments – Academics

I know more than other students from other schools.

I know that some of my classmates have strong negative opinions about the curriculum at TCOM, but my opinion is that there is a fairly effective system in place, so I trust in that system. The course evaluation system is a good idea, but I know that certain professors continually receive bad reviews and they never change anything. If there are consistently low scores for a professor's course and poor evaluations, then why is that professor still teaching??? Not all of our professors are awful- the majority are pretty good, and some are exceptional. I really appreciate the professors that bend over backwards to help us learn (XXXXXXXX, XXXXXXXX, XXXXXXXX, did I mention XXXXXXXX??, etc).

I know that there are a lot of people that are working to make the curriculum better, and I appreciate that so much--but I feel there is still a lot of improvement that needs to be made in the second year curriculum. Its not just the fact that I feel like I never know what to study, but also that there is tons of irrelevant reading that is assigned. I would not mind putting in the time of reading all the pages that are assigned, but when the professor never lectures on the reading material to elaborate on its content and it is never tested over. It just feels like a huge waste of time. After I spend so much time trying to get through the readings, there is not sufficient time to study the truly important stuff that is tested over, which leads to cramming before the tests and ultimately I just forget everything after the tests because I didn't have sufficient time to properly "digest" all the material that I am trying to learn. Not all classes have been this way, but Renal II, Cardio II, Endocrine II (even though this class was presented in first year), and Repro II (to a lesser degree) were the worst about assigning ridiculous amounts of reading. I feel like in these classes, me and my classmates never had a good understanding of what we should be studying which is VERY stressful when you are trying to do your best to prepare for the tests.

I love being a TCOM student. I just wish there was a bookstore so I could get a sweatshirt or a hat

I love most everything about TCOM with the exception of the curriculum. I feel overscheduled.

I LOVE TCOM. The start was a little rough with not being able to understand some of the teachers, but they usually made up with good power points. I have learned a lot about the medical field and can't wait to learn more.

I love the faculty and I love the GTAs and the administrative staff in all my courses (with only a few exceptions), but I think our curriculum has a lot of superfluous content built in, most of it clinical stuff during second year. I know that the clinical stuff is important, but it is not relevant for Step 1 of the Boards (as far as I understand) and it takes up a lot of time and it doesn't really make sense to us because we have no practical experience yet. For example, prioritizing two different tests that are both necessary is a little beyond our scope. It is challenging enough to learn the pathology, let alone learn subtle nuances in management and testing and treatment. This was especially a problem in Cardio, GI, and Neuro. Way too much clinical stuff, in my humble opinion. We could have had a few extra weeks off or a few weeks to study for boards and still have plenty of time to learn the clinical stuff next year.

I luckily had access to old lectures from the professors that have been driven away so I did well. I feel for students entering these days.

I met my goal for residency and feel prepared for GME.



## Comments – Academics

I realize a lot of the professors who instructed my classes are no longer here, so not sure how relevant my comments are. However, it felt like many of the professors just through together lectures and were not prepared. In fact, some even informed the class of this! Very unprofessional. When comparing the DO program to a top MD program (husband's alma mater) it became apparent the professors did not put in the extra effort for the students. He received binders filled with pre-printed ppt slides (at least for our class sometimes the lectures were put up the day of or the night before). I also have come to realize that a lot of the gsbs professors who lecture for tcom don't care!!!! There are gross differences in the way they lecture for gsbs and tcom. I was sadden to see that. However, I'm told I sometimes see the world with rose colored glasses. I had no idea that there was so much turmoil between the two schools, I thought they actually worked together. It would be nice to bridge that gap, but I'm not sure how many people know about it or care. Perhaps that is how all academic institutions interact, tension between the two schools. There is room for improvement for teaching during third year. I understand it is hard bc we have students all over the state. Perhaps we could institute online video for the students out-of-town, but I believe weekly didactics is necessary. Again when comparing to my husband's school that was an apparent weakness of our program. This would provide an opportunity to normalize the amount of teaching as some students get very little depending upon who they rotate with. The weekly monday meeting in peds was worthless. However, the weekly meetings with OBGYN are a wonderful example. You received a binder, it was professional in that there were dedicated, scheduled speakers who actually had well prepared presentations. I would suggest doing this for all other rotations and providing online access to the lectures/recording for students out-of-town. I realize that we have to send students out-of-town, and we sort of pride ourselves on this fact, but in reality I think it may weaken the program. It is great for rural students and for the established programs in galveston (a good foundation to improve upon). The other smaller ones should be eliminated and we need to strengthen our core program at home. Esp if the allopathic program plans to keep all the students local. There are many good things the school does for the students, and there are many well-prepared and motivated faculty members. I do want to say thank you to them and for the support the school offers. I typed this in a casual manner, please forgive any typos or informality. Thanks!!!

I realize the student is responsible for the quality of education he receives. TCOM has provided adequate tools, and it is up to me to use them appropriately.

I scored well on my boards and had plenty of residency interviews.

I think it would be good if the course evaluations and comments were presented back to us along with the school's comments/plans.

I think more support for students to set up fourth year and elective rotations and better guidance for residency application will help improve success. Also I feel that more time should be given to students during interview season and more designated time for interviewing rather than rotations preventing students to attend interviews. I received great support from XXXXXXXX. I felt that he was the most helpful and accessible for the students.

I think it has given me the knowledge to pass the boards and the ability to see patients and to treat them appropriately for my level of training.

## Comments – Academics

I think classes like community resources, research statistics classes, and other classes not pertaining to preparing for the board exams should be electives only and to be taken at the discretion of the student. OMM needs to be taught more hands on with at least one facilitator per 4 students without a "leader" on camera because each group may go at their own pace. Class should not be mandatory as some people do not learn in that environment. Lecture should be taped so students can review the lectures in the best way possible. There should be a scribe service per class. There should be tutoring groups available to everyone set up by the school no matter the academic status of the student. For example, one 2nd year per 10 1st years to meet once a week or every other week to go over lecture material. You should not have to be in academic trouble to need to qualify for tutoring. There should also be help available to people who struggle with test anxiety. Please stop adding extra classes or tasks to the curriculum that don't have to deal with passing the boards. 3rd year rotations are adequate in learning about real world medicine. Clinical medicine should take up about 25% of the time that it took up because there was too much time wasted. Time would be better spent in a student run clinic on campus. Overall, less class and more study time would be the overall goal.

I think our curriculum is filled with too much extraneous classes. We are so preoccupied with busy work from ClinMed, OMM, SAGE, INTERVIEWING, Student grand rounds, MedInformatics...It is ridiculous amount of time wasted. The quality of the work is not conducive to our learning. I think Med Informatics and BioResearch class could have been combined into a one month, one time course. Online quizzes and filling out worksheets wouldn't be necessary if the students felt like quality of information and level of teaching was adequate.

I think second year students would benefit if there were a little less clinical teaching and a greater emphasis on pathology as well as reviewing the first year physiology for each system. To help illustrate my point, for G.I. we had about a day to learn pathology of the liver and pancreas before our first exam. With this little amt. of time we're reduced to memorizing buzz words that will soon be forgotten after the test. Then, for the second exam, we spent 2 wks learning about when you "may or may not" do certain endoscopic techniques. I believe learning a healthy amount of clinical stuff in 2nd year is great, I just feel it's "putting the cart before the horse" so to speak since we'll learn this all later on and I don't believe it's the primary emphasis on our board exams.

I think that every student needs to have some sort of advisor to guide them along the path of medical school. The advisor should preferably be assigned in the first year, should be in the medical field and be able to answer questions regarding school, research opportunities, how to handle stress, board exams, residency process. I think that students should have mandatory meetings with their advisors at least once a semester.

I think that the evaluations are going to be skewed this year since you have to fill out the evaluation before you can see your final grade. I will be honest and say that I have said strongly agree all the way through an evaluation just to get to my grade. Maybe there should be another way to evaluate this like in class. That way, people are more honest.

I think that there are no perfect schools, where everyone likes every professor, or every teacher is a good professor. We ran into a few obstacles on both sides, but I feel that the administrators, staff, and faculty generally try to work with our (sometimes insufferable) demands. I am grateful for that.

## Comments – Academics

I think professors that consistently receive poor evaluations need to have more criticism when it comes to their approach to teaching. XXXXXXXX is a good lab instructor, but his lectures in neuroanatomy were universally seen by my class as poor. Also, XXXXXXXX seems to be consistently criticized but somehow nothing seems to change. She has mistakes in practice problems she has been for what I assume is multiple years, yet she does not correct them when students bring up mistakes? That is unacceptable. Perhaps she has too many responsibilities outside of the classroom, but this is a medical school and we are here to learn. If she cannot fulfill her responsibilities, then something needs to change. In OMM, I honestly do not know where to big in my criticism of this course. Though I would say there has been improvement as Dr. Mason has taken a larger and larger role in the management of this course, I have to say OMM is personally my least favorite class. This saddens me because OMM is something that will distinguish me from my MD counterparts. My list of complaints would include a number of mistakes in the area of anatomy during the first semester that contradicted things we learned in MSS from XXXXXXXX, or even things in XXXXXXXX. XXXXXXXX refuses to allow us to email him directly with our concerns. Also, I feel that we focus on far too many different techniques in the PTR sessions, when I think it would be better for us to master a few techniques well, rather than know a multitude of techniques, yet not be able to perform the techniques very well. Also, I would prefer that during OMM we only learn techniques that have a significant amount of empirical evidence to support their use. On multiple occasions we have been instructed to read scientific articles that clearly suggest certain OMM techniques are NOT EFFECTIVE at treating what they claim to treat. Why, as students, must we learn these techniques? If they are experimental, or do not have any evidence to support their use, shouldn't these techniques be taught only to the interested resident in OMM, or to the physician actively engaged in research of these techniques? I would like to make a comparison. Imagine an MD school where a researcher DECIDED that a drug was effective at treating a condition. He had no evidence to support the use of this drug for this particular situation, however, he himself was convinced for whatever reason that it did in fact work. Now, this researcher convinced the medical school to teach the students to use this drug in a particular situation - even though his research show the drug to be ineffective in that situation. Would you want to be treated by the medical doctors coming out of that school? Is that in any way, shape, or form ethical? I think not, and I think we should only teach students techniques that are proven effective, and that other techniques should be reserved for clinical research until proven effective.

I think that what we actually learn in our systems classes is clinically applicable and relevant. However, I am frustrated with the amount of time spent on "other" classes such as Community Resources and Informatics. I feel that they are not beneficial and just take away valuable studying time. In addition, I think that small group Clin Med instructors need to be sure to 1) give a demonstration at the beginning of class and 2) come around to each person to make sure that they understand and can do the procedure correctly. The first semester, I had XXXXXXXX for Clin Med, and she just told us to "practice on our own and ask questions when we came across them." As medical students in the first semester, we had no idea what we were doing and needed better leadership.

I think the majority of our instructors are willing to change in order to help us learn. For instance, XXXXXXXX labeling his slides was fantastic. It helps us a lot and gives us more time to take notes. Some of the administration have come to speak with us, especially about the MD school. I often find these "presentations" odd, kind of like they're trying to reassure us but at the same time, avoiding questions and not giving straight answers. When it comes down to it, it's our future, not the school's that we're worried about. Some straight, honest answers would be nice considering we're paying quite a nice tuition.

## Comments – Academics

I think the OMM leadership, curriculum and quality of teaching are very poor. My classmates and I are always discussing how disappointed we are with the way OMM is taught at TCOM. Despite our continued feedback on surveys such as this for the past two years, the OMM leadership and teaching have not changed enough to make students understand or learn OMM more effectively. I think OMM should be more integrated into our curriculum. For example, if we are in our pulmonology block we should also have an OMM lecture to integrate OMM treatments for the lungs and lymphatics so that we are able formulate cohesive treatment plans as osteopaths. Learning OMM as block of lectures once a week isn't conducive to integrating OMM into our medical education. Frankly it looks like TCOM is just trying to minimally fulfill its OMM teaching requirements. Additionally there is a disconnect between the OMM leadership and the students. The students feel that their voices aren't heard and that the teaching points in different lectures often contradict one another. So a lot of students don't take OMM seriously and many students who were initially interested in OMM are now very skeptical of it. We need better teachers and a more integrated curriculum.

I think the pathology department that teaches us are excellent, along with most of the clinicians. I think the issues for most of the harder courses (ex: cardio 2) was the fact that we had so many clinicians teaching us and understandably there was variations in what they said so people were confused and didn't get a good grasp on the material. I think there should be more effort made to decrease the number of professors teaching a specific course to facilitate more continuity and an overall better learning environment.

I think the process can use additional improvement with stream-lining so we can effectively use our time in class and outside of it. There seems to be unnecessary extra time spent on some areas (Ethics, Comm Res, Informatics) that needs to be on core courses. It's also challenging to determine the best resources to use for some of the clinical aspect as there is no one standard the physicians are "sticking to"

I think there are some courses that we are required to take that require a substantial amount of time in our week where the effort required in the course is not worth the reward. I understand there is a place for some of these programs, but in the long run, they are more of a nuisance than a supplement to my education.

I think there has been a lot of work done to improve the quality of the teaching and the curriculum, and we as a class have seen the improvements and very much appreciate the changes and hard work that has been done. However, there is still a lot of work to be done to make standards uniform across departments, and for objectives to be more clear, and for clinical faculty to be in agreement on the material taught.

I think there is too much unnecessary material. Medical Informatics and Community Resources are really a waste of time, and there is nothing gained from these courses.

I think this school should seriously consider making our curriculum like other schools. The amount of vacation as well as the time spent (or not spent) on certain rotations is ridiculous. Two months of family plus a pcp month plus geriatrics is a huge waste of my time and money. I want a neuro rotation. And a real summer break!

## Comments – Academics

I understand professors are very busy with DO and Med Sci classes but if each student was assigned to a faculty member who could serve as a guide through the basic science years that would be nice. It would help ease students into the tough curriculum. Also, all of our professors except for the OMM professors are very willing to answer questions directly by email. I don't understand why we aren't allowed to email the OMM faculty directly with questions when all of our other professors encourage questions. No reason has been given for this policy and frankly it alienates professors from students.

I was excited about starting at TCOM but as I went through medical school, I was continuously disappointed. So many good faculty have left without quality replacements. There was too much of a "high school" atmosphere with attendance being taken at lectures. I would have been much better off not going to lectures because more times than not, lecture was not worth going to. I was very disappointed with OMM. The OMM department was not very nurturing of us as students and seemed to have their own objective. I believe that smaller groups as described above would be much more useful and more fulfilling. I was also disappointed at all of the extra work outside of classwork geared towards preparing for the boards. Learning and digesting everything needed for boards during the 1st 2 years is enough without adding anything else. I also felt like the school as a whole had a goal of fixing problems instead of preventing them as with not providing small group tutoring from the beginning.

I wish the clinical education office, specifically XXXXXXXX, would do a little bit more to help the students. The office did a poor job of explaining the requirements of 3rd and 4th year and did not offer much help/advise on how to set up our 4th year rotations. I feel that they change things each year under the guise of improvement but in reality make things harder for us. One great example is that they said they listened to students by not scheduling our core rotations for 4th year. Instead now we are required to do them during a our assigned period but we set them up on our own. I am not sure how that is an improvement, it seems they just made it to where it is less work for them. We still have to do the rotations at a specific time but now we have to schedule them on our own. They were not able to provide a reason why we still had to do our core rotations at assigned times. I am sure the idea of not wanting assigned core rotations during 4th year was so that we can explore some possible specialties that are not available during 3rd year to help us figure out our residency choices such as ER, medicine sub-specialties, radiology, pathology etc. With scheduled core spots in 4th year some of us are stuck doing the assigned cores during the fall semester when we need to do audition rotations and get recommendation letters. Similarly the clinical education office hours are inconvenient for students on rotations. There should be some system of extended hours. Two people that actually seem to care about our success are XXXXXXXX and XXXXXXXX who seem more amiable to working with our schedule and do not have the ridiculous stubbornness that is XXXXXXXX.

I wish the courses exams matched what was taught in class and that the test bank was not 10 years older or more in some instances.

I wish there was not all this drama associated with the addition of an MD school. During my interview trail this year thats all anyone wanted to talk to me about, and I think it hurt my image. I don't want to be known as the newest gossip in medical education

I would like to take sample board tests each semester so we can assess our readiness for the boards.

## Comments – Academics

I would check strongly agree except for the comment I made on #26.

I would have appreciated more small group problem based learning. The iclicker was too anonymous and not enough discussion. (it's hard for students to speak up in that situation)

I would like to feel more positive about it, but the administration knows they have made mistakes, and have admitted to these mistakes, yet continue to do the same things. One example is the overload that is the first year schedule. Even XXXXXXXX recognizes that our schedules need more time built in for study and pursuit of extracurricular activities of our choice (even those that we would choose to do to enhance our education), yet it remains the same. Something needs to be done.

I would like to see video recordings of lectures made possible through policy changes. While "live" attendance to class lectures may decline somewhat as a result, allowing video recordings aids students who are unable to attend an occasional lecture in making up the missed content. Additionally, it allows students who feel their study time is more efficiently utilized through self-directed learning to acquire the lecture material via video at their discretion when they choose to do so. This learning tool is commonly used at many other medical schools across the state.

I would strongly agree if it were not for the whole MD in TCOM possibility. Now I feel like my education is being threatened.

I'd like to see more involvement with 4th year elective decisions and eventually application for residency. I have yet to meet for my residency counseling so that might be exactly what I am after, but thus far I have felt in the dark about what it is I am supposed to be doing as far as scheduling is concerned.

I'm a little unimpressed with the teaching quality of some, not all, the professors. Requiring lectures where the professor only reads the ppt slides, isn't the best use of my time. I can read it through faster on my own anywhere I want. Reusing ppt that other people created is obvious as well and makes for poor quality presentations.

I'm learning, what I believe to be, important information. XXXXXXXX and XXXXXXXX seem to be able to point out the main points we should know. Another professor I like is XXXXXXXX, she seems to be able to keep things focused. The OMM department seems to try very hard, which is appreciated. But sometimes their tactics to keep students in class with quizzes and so forth is pretty translucent. If you teach well, we'll be there. If you don't, then we won't. That's just how it is, you shouldn't have to resort to "quizzes" for attendance, especially since a lot of people have been doing really bad on the quizzes that seem to randomly ask us questions on pretty unimportant material. My favorite question? It was sometime mentioned in the previous class that you SHOULD get right if you were there. I was there, and I missed it. It had to do with "the anatomical name for some structure had the origin of its word meaning what?". The OMM labs have been getting better. I like the format of multiple professors being in charge of small groups and having each professor rotate. There are definitely some professors that grade harder than others. It's a little unfair if our clinical competencies depends on luck and whether or not we get a really hard grader.....

I'm not sure if it is the OMM administrative support or the faculty, but they never seem to have it together.

## Comments – Academics

I'm not sure if we ever get to see the instructor evaluations, but it might help to give us an idea of how the course was "received". We don't need the comments or anything, that would be too much and a little biased. But having the average scores and maybe a little input from the instructor's opinion about what the students said would be nice. Or a summary, something like that.

I'm pretty satisfied with the basic science curriculum, and OMM changes seem to be going in the right direction. Informatics has yet to teach us anything meaningful about research design and statistics. Clinical interviewing sessions on minorities are very offensive. The class would be better served by being told NOT to stereotype patients, and perhaps hearing from patients about their positive and negative experiences. If this isn't feasible, classes could be spent discussing scenarios; there are plenty of readings out there on this topic which are not all about learning stereotypes of minorities.

Improve student advising and administration available to help students especially with setting up rotations

In state tuition

In the second year, we should be studying for things that we will see on the Step 1 boards. However, I find myself regularly studying material from step 2 and step 3 in order to keep up in the class, and step 1 material is ignored. Teacher are usually poor, and get mad when we ask questions, thinking that all questions are an insult to them or a way for us to put them down. There are no faculty advisors, so I don't understand that question.

Instruct professors on how to efficiently utilize the equipment in the MET (power points, laser pointer, etc.)

It doesn't seem like things that are discussed on the course evaluations are ever really changed. From conversations with previous classes, I know there are things that have been talked about year after year, and they still never seem to change. Some of them are details about specific courses, like requests to update powerpoints or have the professors that are teaching us actually write and review test questions versus using test bank questions that are ten years old. As far as the administrative support, some of the offices are great and very responsive to students. Others are not, and take weeks to respond to emails if they respond at all.

It feels like there are some administrators that are willing to go to bat for our class, while others seem to be fighting against it.

It has prepared me to become a physician in my chosen field of study. i never failed a class, passed all my board examinations, and got into my top choice of residency. It wasn't perfect (nothing ever is) but it did what I needed it to do to get to the next level.

It is difficult to know which person in which department you are supposed to consult with at any given time. Though I believe some things have changed since I left campus.

## Comments – Academics

it seems as though we are being used as an experiment. there are a lot of changes being made this year and it seems we are paying a price for a lot of it. it makes a lot more sense to teach for the boards rather than trying to teach to be doctors. there is way too much information to learn in two years for boards alone to include all of the other extra material. i understand that we should be the best we can be, but there comes a point where too much material becomes detrimental. we have only so much time. the teaching seems to be out of sync also. the clinicians in particular seem to be out of sync. we understand that in clinical practice and in the real world certain things are more confusing and not straight forward, but for our purposes, the boards are and i think we should be taught that way. harrisons and cecil's assignments are good if relevant. 300 pages of it though, on top of 60 pages of robbins plus class and all the other extra stuff that is thrown in is way too much. as much as people hate to hear it, we do need to be spoon fed to an extent. there is just too much information and not enough time to sort through it all. the OMM department overall seems to be doing a little better this year, but i am not sure that the material we are learning is relevant for boards. for example, we have learned a lot about the research in OMM, but little about the main techniques, theories, or things likely to be on boards. it is frustrating to have a question about "what is the definition of lymphangiogenesis", from some obscure part of an article that will not be on boards...it doesn't make sense. please test us on what will be on the boards. course instructor evaluations are sometimes hard to evaluate adequately unless we know our scores. i can think that i know how to evaluate something very confidently, but if i end up with a 75, then i was obviously wrong. it helps to evaluate ourselves first, then the course and instructors. i know this can lead to a bias, but i think it would be better. plus if we are forced to fill out our evaluation before we get our final scores, we have a tendency to just blow through the evaluation just so we can see our scores. the bio research course seemed like a huge waste of time. i have learned more from First Aid for the USMLE alone in a much more efficient manner. i believe we were also used as an experiment for that course as well (i have heard faculty agree as well). on a brighter note, there are some exceptional teachers as well, but they are not as common as i would have hoped.

It seems like the professors do not always make choices on what is best for the education of the students and there seems to be a lack of accountability for curriculum.

It seems the problems our class notices and addresses are the recognized in years past, giving the impression no significant changes are made. Some faculty are just not skilled at lecturing, come across very condescending to students and are perceived as very defensive when suggestions are offered. I personally have specific suggestions to offer but don't always share them because when the evaluations are due (before you can see your grade), I don't give a detailed evaluation because I'm in a hurry to see my grade. Perhaps the faculty evaluation could be required before the final grades are released, not just the last exam.

It would be beneficial to have an optional comment box for the course evaluations. I understand that there are the evaluations that we can use during the time of the course, but it would be a nice option to have for any last evaluations of the course.

It would be nice to have an advisor to meet with every year. We need blackboards/whiteboards in the MET lecture hall!!! We need four more people like XXXXXXXX. Informatics and SAGE seem irrelevant during our first year of medical school.



## Comments – Academics

I've enjoyed the material I've been taught. I've enjoyed the gross pathology lab sessions as well although they seemed too infrequent. More emphasis on pathophysiology throughout our courses rather than clinical management guidelines would be appreciated. Also more hands on experience with medical equipments during Clinical Medicine would be beneficial. Finally, I think OMM should be taught in a way more geared towards prepping for the Boards.

I've felt more overwhelmed with the organization of each course than anything, and feel like i have to reorganize the materials myself. Also, many of our professors have left during and before my time at TCOM, and I feel that my education has suffered from this school losing such great professors.

I've talked to people from my original class and the majority are impressed by the amount that they learned during their studies at TCOM and how much more they seem to know beyond their peers.

Keep quality professors on staff and pay them more money to stay!!

Lack of quality teachers in OMM Department, certain professors lack the ability to teach, many facilities are not very clean, cheap equipment.

Language Barrier is a HUGE problem with some of the early courses in the first semester of TCOM. I believe they are good people, but its torture to try to understand them sometimes, and that makes it much more difficult to learn and especially to learn quickly. I don't think the questions in the evaluations reflect if we think they are good teachers or not. They may cover the curriculum but that doesn't mean they are good teachers.

Lots of things on standarized tests that we either were never taught, or the curriculum/professor totally glossed over, though it ended up being important.

Many times it is difficult to understand certain teachers that have accents, which is frustrating when trying to learn vital information for a career in medicine. If you are going to have someone with an accent teach, and it will be difficult to understand them, possibly having a graduate assistant add notes to the powerpoint might be helpful. There should be more or better questions on the teacher evaluations, because it is hard to show an actual opinion about a professors teaching quality using the questions the way they are worded now. Yes, most of the material can be covered and have student interaction, but it doesn't ask if the teacher poorly presented it.

maybe if there was more incentive to doing course/instructor evaluations and NOT just to see your grade, students would take it more seriously

Medical school is quite an endeavor, and although it is challenging, I feel I have obtained a lot of knowledge within the last 8 months.

might not be well prepared for residency

More faculty. We need more disciplines represented in 2nd and 3rd year curriculum. Neurology, spec med, and surgery.

More information about AOA residencies would be helpful.

## Comments – Academics

more organization and efficiency

More specialists for the courses would improve teaching quality.

Most of our teachers are great, but some really don't know how to teach down to our level or in any organized fashion. I would suggest having them take some teaching classes.

Mostly due to the unrealistic expectation for students to complete all the poorly-structured, non-core requirements, that leaves little time for studying and personal matters. OMM is not integrated with the rest of the curriculum, often clashes with other exams, unreasonable amount of reading material and quiz requirements - causing more stress rather than facilitating learning.

Much of our curriculum is changing year to year, which is good, but we are also the guinea pigs of new faculty and new teaching methods, meaning we don't know what to expect on quizzes/exams. In classes such as OMM, focus is on a lot of minutia, for example a test question on a research study asking the exact protocol of the study. I understand they want to assess that we have read the research article, but memorizing every part of the study is not logical, and is the reason that articles are written with specifics, so that it can be referred to when need be. Instead of these questions, more focus should be on board like questions. Also, for OMM, we have weekly quizzes, which used to be of decent quality, but every once in awhile they throw in curve ball questions that no one understands nor gets correct. These weekly quizzes hurt our grades, especially because each question is worth the same amount as an exam question. The point of these weekly quizzes is to make sure we are prepared prior to class by having watched the assigned videos. We should not have so much time devoted to OMM, based on the amount of credit hours it represents as a course. Currently we spend more time on OMM and have way more OMM quizzes and exams than Clinical Medicine. In fact, we have more quizzes and exams in OMM than any other course we take, however OMM is one of our smaller classes in respect to credit hours. This year of Clinical Medicine, specifically second semester (Spring semester), I feel has many times throughout the year resorted to videos for teaching, rather than learning hands on clinical skills. Watching videos would be okay to some degree, however a majority of the videos we watched this Spring semester were the exact videos shown to us during first year. Instead of rewatching the exact videos, a more interactive form of learning could have been employed. Or shorten the time we watch videos and follow it by something interactive pertaining to the video so that we can grasp the topic better.

My previous comment is my only beef with the school. Otherwise, I love TCOM and am so glad I am going to school here

My second year of medical school was a shambles. It was the most frustrating 9 months of my life. New classes were added that were useless. Old faculty had just left, so teaching was suspect at best. Is it seriously expected for a 2nd year medical student to teach himself medicine from Cecil's? What is the purpose of having a medical school if you can just read (and not comprehend) a book to get the same education.

nothing changes so I must assume no one bothers with the evaluations

Often, I feel that the goal of the school is merely to get us to pass the COMLEX, rather than mold us into competent physicians. All too often, conformity to standardized testing and the latter goal conflict.

## Comments – Academics

My biggest concern with the curriculum for TCOM is the OMM department and the Clinical Medicine course. While I feel that PTR for OMM is very applicable and is an effective use of time, the lectures in OMM are not effective. Many times, professors just read off of powerpoints during lecture which is something that we could do on our own as a DSA. Additionally the exams in OMM test us on minute details that aren't the focus of either lectures or PTR time. Instead we have tests that test us on the details of certain research projects. As much as I understand that we should become adept at reading and understanding research papers, I don't think that knowing the particular number of participants enrolled in one certain research article is knowledge that we need to be tested on. Considering the scores past classes have received on the OMM section of boards, I would like to see more emphasis put on preparing us for boards and style the test questions to resemble the types of questions we have on boards. Also I feel like this second year of Clinical Medicine was not particularly useful. I feel like we should have spent more time becoming more proficient with our actual clinical skills. I can remember of maybe 2 class days this entire past year where we have actually worked on our clinical skills and used our medical equipment.

OMM faculty department needs some work. The level of professionalism among all the faculty is not consistent and for a couple of the faculty members, their lack of professionalism makes me undermine the curriculum.

OMM quizzes on material to be covered right before or after the quizzes are very unreasonable. Please stop the quizzes! Some non core course curriculums are very helpful for student experience but inconvenient to setup and interferes with core classes. Very difficult to sign up for desired volunteer hours and community observations, worse than buying popular concert tickets online. Sage visits are difficult and time consuming to follow up. Informatics and ethics presentations are more time consuming than need to be. Overall, the time required for students to meet these non-core requirements are unrealistic.

On par with my friends and peers from other medical schools.

One of my concerns is that we are teaching too much clinical integration that is not tested on the USMLE step 1. It is apparent in our class grades that we are not getting a great grasp of that material and that it is not beneficial towards succeeding on Step 1. OMM has greatly improved, but we are concerned that they are not preparing us for the COMLEX. In our last few exams, there has been an unproportionate amount of questions regarding research. We feel that is not relevant to our learning and especially not relevant to COMLEX.

Overall I feel like I have received a very good education from TCOM. There have been some professors that I do not think were beneficial to our learning but overall the majority has been good.

Overall the faculty during the first year are genuinely interested in seeing us understand the material and succeed. The course load is very rigorous but it is training us for our future profession. I think OMM should be integrated into Clin. Med. and the systems courses a little more. There were a few classes where that did happen this year and those were some of the more enjoyable classes.

Overall, I feel as if I am learning a lot. However, I feel as if many of the professors are not very proficient teachers, so a lot of my learning occurs on my own. However, some indeed are very good, approachable, & respond to emails promptly.

## Comments – Academics

Overall, I would say I'm satisfied - OMM and the clinical material do need to change though.

Overall, I'm satisfied. But there are many days that I feel like the people in charge are not acting in the best interest of the students. In the end, this is a business and we are the consumers. As we are paying a good bit of money for a good education, things should be much more centered around the students and making this journey as smooth as can be for US.

Perhaps because I went to a relatively small college for undergrad (~4000) and I was very used to a lot of support from advisors and faculty but I found the guidance at TCOM to be seriously lacking. I have never felt there was an advisor I could turn to when I felt like I was struggling or needed advice. I do not feel that the faculty viewed us as individuals with different personalities and strengths that should be cultivated but rather as a group of people whose primary goal should be receiving the highest board scores in the nation. I think this focus detracted from our learning as individuals.

Please get rid of classes like community resources and bio informatics. They provided no educational value and in my opinion took time away from studying or having a few more hours of free time. At times it seemed like classes were added to make our curriculum look good as opposed to what was best for the students.

Please get rid of SAGE and Grand Rounds.

Please stop accepting grant money which causes us to have extracurricular classes such as SAGE or community resources. These classes only distract from our studying. It would be nice if some of the things were changed to an online format.

Professors should be more personally responsible to show up to test reviews and be willing to listen to our concerns if valid. Some of the doctors tend to get defensive too easily.

Programs like SAGE and Grand Rounds distract from things that we need and want to learn. They lower class morale, teach us nothing, and distract from important topics. Please replace them with medical classes.

Rather than assigning home reading assignments, I believe students do better with in class lectures. Since learning material is subjective to the person teaching, it would be better for him/her to prepare a powerpoint of the information he/she finds relevant from our reading material. The MLMs are not comprehensive enough.

Read above....Also, the faculty do not take the time to produce new exams and thus many unethical students have over time made copies of these exams and passed them on. Thus what you all use to rank and separate us is actually a false representation. All that you all are measuring is the ability of many of the student class to regurgitate answers memorized the night before. What is particularly frustrating is the fact that for those of us who refuse to cheat and are sincerely attempting to learn something are left out in the dust, and falsely represented. Another issue is the library, it's a LIBRARY not a cafe. All of the floors should be designated quiet zones. We have group rooms and cafes for group discussion. Some of us require a completely quiet area to study, this is not provided as the noise level is never implemented. We have students, staff and faculty literally screaming in the library and this, as I have witnessed, is apparently tolerated.

## Comments – Academics

Quality of teaching is variable of course. It was par to above par for most of the classes. I believe that the OMM department is making good strides in the right direction. I feel however, in the zealous quest for becoming one of the highest ranking schools in the nation, the students become overburdened with extra programs that look good on paper and advertisement, but are not well worth our time. The preceptorship program can be argued either way, but I have not been overly impressed with the quality of physicians that I have shadowed. XXXXXXXX in the clin med department is a very nice person who cares about the student, but we spend half of our time in there watching videos that we have already watched. Could we possibly run protocol on the sim labs that this school so heavily emphasizes when we come here to interview. Clin med would be AWESOME if we could use these things on a regular basis. Imagine us being able to be more comfortable with chest tubes, central lines, intubations, management of strokes, MIs etc. Why don't we use this facility like the ROME students. Speaking of which. We have never learned how to read ultrasound, CT xrays very effectively etc. I believe that clin med might be the perfect opportunity to do this. One week we could do physical exam and diagnosis, while another group uses the sim lab, and another group learns on interpreting xrays, MRIs, CTs etc. The other area that I like to comment on is the issue of consolidation of materials for each course. With the exception of repro 2, and the prime example of GI and Neuro 2. We spend half our time trying to filter out the material that we have to go through. Case in point. For the Neuro Exam 1 exam, we had 2 weeks to read 100 pages of robbins, 270pp of PDF's 2 chapters out of clinical neurology, review anatomy of first year, including spinal tracts, brain stem, cranial nerves and read up on the pharmacology of it all. I can read this amount of pages no problem from a fictional book, but technical reading takes time to digest. The course administrators may think that we did so poorly on this exam due to the snow days. Truthfully it is due to an inability to understand what we are supposed to learn. What i suggest is that we have a single consolidated PDF file that contains all the information that we are supposed to know for the course. It would take time and effort from the faculty, but it would be invaluable. Thank about this; At the beginning of the course, we could have a single PDF file of the information of all the diseases, drugs, managment, flow chart etc, written in terms for us. Then, we could study that material, and supplemental book readings (but at least we would have a focus). Then with this material, we could keep this material organized at our house, and then when it is time for studying to boards, I have concise location of all my class notes instead of 1000 pages of random scattered notes. Even if the instructor didn't want to type in all the info for path. Wouldn't it be nice to have the objectives lined out? For instance. Huntington's dz, Where is the lesion, what is the protein, what population does it effect, what physical S/Sx are there etc. I believe that the students would be happier, and then we all wouldn't use the old powerpoints that had this information consolidated. The best example I have of this is XXXXXXXX, edocrine 1

Quality of teaching meets expectations in most areas except OMM. They seem to be good OMM practitioners, but not great teachers. Things do seem to be getting better, but its not where it needs to be yet.

Quit hassling students if their preceptor does not turn in an evaluation for their rotation. The student has no control over this.

Regarding PE training, I think our school does a good job compared to other schools. Still room for improvement as it seems tacked on to the curriculum rather than integrated. I'm satisfied with what I've learned but that might be a reflection on my studying and not the education.

## Comments – Academics

Regarding the curriculum, Informatics is a waste of time. Regarding faculty members and my satisfaction with their teaching methods - while most professors are extremely knowledgeable and inspiring, others in no way contribute to us learning to think critically...or learning anything. I know those professors have tenure and there's nothing to be done, but EVAL should be taken more serious when a lot of students are dissatisfied.

Relevance? Here you go-Com Res, completely worthless. Ethics, interesting, but rarely worth my time. Clin Med, 90% waste of time, 10% absolutely essential. Clin Med is valuable, but it needs significant revisions. Medical informatics, worthless. Bio Research was 100% worthless. SAGE, has made me SIGNIFICANTLY less likely to work in geriatrics and is a COMPLETE WASTE OF TIME. Are you seeing a pattern? All of the "extra" classes that get added in addition to our core classes seem to be to serve a purpose not related to learning. They seem more to serve a TCOM agenda than to help us learn. Also, the service hours we are required to get too often turn out to be a waste of time. There aren't enough valuable service opportunities available for students to get in their hours. I recommend making it 40 hours over the course of 2 years rather than 10 hours a semester. This would allow people to focus their time on activities of value, and get them in when they feel it is most appropriate. It would also allow us to complete all of our service activities at once by doing mission trips or other VALUABLE activities. I would trade every single minute of service that I've had thus far for a mission trip. Only 1 activity that I've done thus far was something I'd consider valuable, and I've made an effort to only schedule things that looked like they would be good experiences.

Retain the well-respected, highly regarded faculty.

Retention of teachers as well as test questions that are derived from the actual educator/course rather than a question bank derived from educators who are no longer employees at the school would greatly improve education. Teaching information prior to third year that is more clinically applicable would be of benefit. The clinical education course makes an attempt at this but does not really reach students - it was not engaging and did not correlate with the systems based curriculum. This made studying for it less appealing and subsequently less helpful for 3rd year.

Revise clinical med course and OMM. Take out unnecessary courses.

Right now I think I am more or less satisfied with the quality of my education. While I don't like everything about the way things are operated or taught here at TCOM, the past performance of its students lends me to give the benefit of the doubt to the school. If my classes step one scores come back well above the national average, which they have been with the exception of last years class, then that would likely bump my opinion up to the "Strongly agree" category. If the class average is at or below the national average, then that would cause my opinion to fall. This is independent of my own personal score. Each individual student's personal score is a reflection of how much work that student put into preparation, while the classes overall performance is a reflection on the educational institution.

Second year professors are so much better quality than first year professors.

Sending students for third and fourth year to other institutions besides Plaza medical center. All rotations are a waste of time there, no teaching or learning is had. Students spend most of time sitting around without the option to go study.

Simply because it is outstandingly poor.

## Comments – Academics

Second year has been a guessing game of what to study. Everybody relies on study guides from previous years, so your grade is directly related to who you know and what information you have. It doesn't do anyone any good to assign 12 chapters in a textbook as the homework for a 2 hour DSA. That is just not possible and never going to happen. Every instructor needs to sit down and look at what XXXXXXXX did for Endo 1. He gave each of us a packet that was around 75 pages long. It contained everything we needed to know for the course. If you knew what was in that packet, you were set. What you have at TCOM is 180 kids trying to create their own packet for each course, consisting of material from previous years and previous students' packets. It is redundant, inaccurate, and laborious, and I think the school can do better. Also, while I anticipated, and even looked forward to, taking some time during my education to explore the human aspect of medicine, we spend entirely too much time on inconsequential items. Community Resources is generally a waste. It would be fine as part of the first year curriculum, but second year it has gotten redundant and is crowding out time for board studies. We just had the same people who spoke to us first year about AIDS outreach come and tell us the same things again this year. The same can be said of Clinical Medicine. We spent 2 hours a couple weeks ago watching an 8 year old video about prostate exams that presented information that was published in the late 90's. It didn't match what we had learned in our core classes and was a subject that we had been taught and tested on already. It was an utter waste of time. Everything I needed to learn in Clin Med, I learned as a first year student. The small groups are the only thing that should stay, and they should be one hour, once a month. The preceptor, OSCEs, etc serve no purpose in 4th semester. They aren't helpful and, as June is coming fast, our time is more valuable and would be better spent prepping for boards. Bioresearch should never have been made a class. It should have remained an extra event that was presented right before the boards so that we covered the board questions. OMM, I can't even begin to express how much this needs to be altered. OMM should be a block course, with 4 credits worth of time (or however many credits it has). Currently, it's a 20+ credit leviathan that invades the rest of the curriculum. We spend 2 hours a week in OMM lab. That's ~50 hours in semester 3 alone! So far, in semester 4, we haven't learned any new techniques. We spend 2 hours each week reviewing things we've already learned. Again, this is a waste of our time. If it were a block course, they would have to trim their labs to fit their time and we could avoid the redundancy. Basically, it seems that no one at TCOM asks for any student input before piling things onto our schedule or giving us extra requirements. No one is interested in what isn't working. Everyone insists that their little class or program is absolutely vital. Thus anything that is added becomes sacrosanct and immune to criticism (SAGE, preceptor, biores, com res, OMM lab) and the schedule continues to grow more and more dense with bloat and fluff.

Some of the course evaluations ask us to evaluate the post exam reviews, but when there is only 1 test in the course we have to do the evaluation before we can get our exam score back, which is before the post exam review. It would be nice to be able to go to something before having to evaluate it.

Some of the instructors have been hit and miss. This is reflected in the instructor evaluations. XXXXXXXX has done a really outstanding job as the curriculum director. Just outstanding.

Some professors seem to take the evals to heart and will mention what they're doing to improve things from the past. For the most part though, it doesn't seem many take them seriously.

## Comments – Academics

Sometimes I feel the course and instructor evaluations really don't have much weight, because the concerns that are expressed about certain teachers and mistakes of tests are continued and the mistakes keep getting repeated. Just a bit frustrating at times when we feel that certain obvious mistakes would get fixed, don't.

Sometimes it feels like we get bombarded with so much superficial things that there is not as much time to study and learn for boards.

Stop making our best faculty so upset and frustrated that they leave.

Stop trying to make a name for yourselves and doing THR's business and pay attention to your school. You can say it all day long but TCOM students who have been at the school through this debacle know we were forgotten and our needs were the last thought of.

Surveys are too long, and it does not seem like teaching faculty use them.

TCOM does not nurture its students or promote a healthy student lifestyle. The school atmosphere is abusive.

TCOM has a number of very good faculty that teach the curriculum in an accessible format. Also, I think the testing style provides excellent board preparation.

TCOM has a psychological disease as an institution. We believe we are the best, even though there is much evidence to point against that belief. We will never be a top 10 HSC because we are not dedicated to the principle of kaizen, or continuous improvement. We are happy to rest on our own laurels. For example, the president sent out an e-mail a few weeks ago, congratulating TCOM on its COMLEX scores. However, we DROPPED from number 1 to number 2. Please explain to me how this deserves a congratulations?! Or how we believe that CILs are the most effective form of teaching, when in fact, the shock that some of the attendings have when they realize how little we TCOM students know flies in the face of that belief. We need to take a hard look at ourselves and realize that even though we may be at the top of the DO pile, that is equivalent to being at the bottom of the MD pile.

TCOM is a great school as far as educators and students. The administration is unprofessional, incompetent, and unwilling to help the very students that justify their jobs' existence. Very adversarial relationship from administration towards students. I will definitely NOT be an active alumni, and I will discourage future students from attending TCOM until a change in tone is made.

TCOM is no longer turning out students with clinical knowledge, but ones that simply had to manage ridiculous schedules and learn to jump through many hoops in the name of being well rounded holistic physicians. Look at our board scores this past year...lets get back to some cold hard science. It's the heart and character of the people excepted into this program which will make them good physicians, not how many ethics or interviewing sessions they waist time sitting through. So screen them at the door, but once in, teach them medicine.



## Comments – Academics

TCOM is not a student friendly school. I feel that only a fraction of my time is spent on activities that are educationally beneficial, and I don't think that the administration cares. It seems that the goal of the TCOM administration is (in order of importance) #1-take up every minute of students time, #2-getting national recognition by advancing faculty programs/objectives (SAGE, Com Res, service), #3-attaining medical school rankings, #4-teaching students. Somewhere way down the list is student satisfaction. This entire survey is a farce because TCOM DOESN'T CARE ABOUT STUDENT SATISFACTION!!! I'll tell you honestly that I am amazed at how unhappy I am with TCOM. I absolutely wouldn't come to TCOM again if I could do it over, even if that meant waiting another year to go to a different school. Also, as an unhappy alumnus, I won't be donating money. I won't be precepting. I won't be doing anything to further the school, because I don't personally feel like the school cares about me. I don't feel like they listen to me. As a medical student, I'm in a position of weakness. I don't have other options. I am at the mercy of the administration who rule my life, and don't seem to care about me as an individual. It isn't hard to show that you care about the students. Why isn't someone making an effort to show us that they do actually care?

TCOM promotes "adult education" which has primarily focused on the student reading a text for the primary source of his knowledge base which later becomes supplemented by lecture or CIL. In this way TCOM has made its students proficient in the self digestion of advanced material such that we may continue to learn on our own once we are away from the "school" setting.

TCOM students are required to attend lectures and after-hours activities in Ethics, Community Resources, and SAGE which take away time from core courses study time. Students receive instruction in topics which are often patronizing, frustrating, and demeaning, as if we were unruly, naive teenagers. Older students, especially those who have worked in social services find these topics and courses to be representative of how TCOM students are treated with disrespect. Our time and personal experiences are not valued. We're also constantly part of a curriculum change experiment. It's discouraging never knowing how to prepare for an exam. Since I began using board review books and not attending lectures my academic success has really begun. We're also required to answer questions, such as management questions, which are not required on Step 1 exams.

TCOM students must complete the evaluations before seeing their final grade. I don't think this is conducive to quality evaluations because students just rush through them without giving them any thought so they can see their grade.

Teachers do not teach relevant information during lectures and exam questions do not pertain to the lectures many times.

Teachers need to brush up on teaching skills, should attend classes, seminars, whatever it takes to get better. Review test beforehand and avoid resorting to anger in post exam review (XXXXXXXXX). Don't make the MLM cases quite so easy and give ridiculously hard questions on exam (NEURO), this helps no one and lowers confidence levels of students. OMM has many problems, why all the questions on research when there will be none on COMLEX. Test what you teach in OMM, this is not usually the case, it is more of a GOT YOU exam. OMM itself is fine but the teaching and testing makes me want to stay away from it for the rest of my life.

Teachers need to teach at a level that correlates with the questions they are going to ask on the test.

## Comments – Academics

The 2nd year curriculum needs revamping, as everyone knows. Pathology is fine for every course, but the clinical instructors are not very good in my opinion. Also, it seems that the administration does not listen to the students, because all the students know what needs to be changed and yet nothing ever does. The administration should hold quarterly meetings with the entire class to go over problems with the curriculum and possible changes that need to be made.

The administration has a complete lack of concern for our education. Their focus is based on numbers and public appearance. When approaching the faculty administration with concerns there is no appropriate chain of command and no one has a logical basis for their reply, it is often simply no. This is painfully evident in the 3rd and 4th year clinical education department.

The amount of time shuffling through material to find relevant is taxing to my studies. TCOM needs a complete syllabus for each course, comparable to those of other medical schools. Students can study more efficiently and spend the extra time applying this knowledge instead of regurgitation of it.

The analogy used for med school is "trying to take a drink from a high powered water hose." While most of the material we are introduced to is important and relevant, but more focus on testable topics would be beneficial.

The campus has good resources

The clinical faculty needs to teach more. If they can't, they need to be replaced with those who can.

The clinicians that teach at TCOM should be screened to make sure they know how to TEACH!

The course evaluations seem pointless. It asks the same questions for each rotation, but remember, each rotation is so different. Half the evaluation asks questions about OMT, and I only did OMT on 1-2 rotations throughout my 2 clinical years. The eval forms need to be re-formatted specific to each rotation. Or the eval should just have a blank space to leave feedback. Because by the time I get to the blank space, I have run out of motivation to write anything useful after answering all the stupid questions above. I am also quite disappointed with "Faculty Advising". Frankly, I am about to graduate and I have NEVER been advised by a faculty member. Perhaps, depending on your desired field, you could sign up for a mentorship program where you meet with faculty regularly. They could write very strong LOR's because they would know you well, and they could guide you through the interviewing and residency-selection process.

The courses need to look at other resources besides Cecil's (a graduate medical education resource). Also, courses should consider teaching with a syllabus where all the testable material would come from. There were many courses, especially in the beginning of second year, where students had absolutely no idea what resource(s) to study with. Expecting the students to simply memorize all of the Cecil's chapters assigned was just not possible. Emphasis on the fundamental principles of pathology, rather than clinical practice guidelines would also be more beneficial. Courses such as Neurology emphasized learning the fundamentals of pathology, whereas the early courses like Cardio seemed to emphasize clinical management practices rather than testing on the fundamental pathophysiological processes of diseases.

## Comments – Academics

The courses through out the year have not been very helpful. I have felt ill prepared for 3rd year rotations. I feel that clin med needs to be better managed as the quality of preparation in the classroom has been subpar. Simulation labs would really help, more equipment and more staff. The faculty and staff for interviewing was terrible and the manner in which the course was set up left a lot to be desired. We wasted valuable study time listening to faculty who demonstrated that they did not want to be there or were preoccupied talking about sex or proving that their degree was just as good as a DO or MD. OMM definitely did not prepare us for boards. A wonderful reference book that should have been given to us is the Savarese OMT book. Honestly, OMM could really be shoved into one semester - two at the most, if they use this book. No one really explained what to even expect on the COMLEX. We really walked in empty handed. NO one even gave us resources that were available for the COMLEX, e.g. combank. With the exception of the microbiology book, Kaplan material was not at all helpful for the exam. I don't agree with the fact that our tuition includes the cost of the Kaplan course and question bank. Many of us did not utilize it and we ended up paying for USMLE world and COMBANK out of pocket. I know that many of my classmates agree with me that we rank below other schools when it comes to pharmacology, embriology and neurology. The evaluations only as if we've been given syllabus on time and other meaningless question, the true details and the questions that need to be asked have been left out. There are definitely not enough spots on some rotations for us to get a quality education. We could gain more time if we get rid of the biostats class. This class took up so much time as we were handed busy work to complete. Not very many of our classmates payed attention to fellow classmate presentations. Furthermore, the class became a research intro class rather than a biostats course. Biostats could probably be combined with community resources and clinical interviewing into one semester. Community resources should not even be offered until the 4th semester. What use is it to us at the beginning

The curriculum is in constant change, hopefully for the better. There are some unnecessary courses that could be condensed to fewer semesters and time commitments (Ethics, Community Resources, Informatics, Bioinformatics). OMM has improved in many ways, but weight of quizzes is too much per question. There is a lot of variation among the instructors, especially the clinician's approach to treatment and management that makes it difficult to learn

The curriculum was fine, but the professors were constantly changing, which makes learning difficult.

The educational process would be better if the class size was smaller. I understand that won't happen, so I won't worry about it.

The end product seems to be what I want, does TCOM use the most efficient route to achieving this... definitely not.

The improvements and requests that we have asked for have not been met - this has happened for GI and OMM.

The majority faculty involved with first TCOM students are great however the few that bring down the level quality, bring it way down. XXXXXXXX, XXXXXXXX, XXXXXXXX, OMM Faculty are constantly providing negative academic interactions.

## Comments – Academics

The current TCOM 1st year curriculum is completely overloaded with courses that are useful in theory, but better left for later times where the information is more relevant. All of the courses outside of our core subjects could use some major re-consideration (i.e. community resources, SAGE, informatics/Research). There are just not enough hours in the day to devote to proper studying of core subjects and then add these other subjects on top. I can speak for myself and many of my classmates when I say that this curriculum overload leaves us spread too thin and we're all growing quite apathetic as a result. Individually I see the purpose of each of these programs and I completely understand why TCOM has chosen to stress the importance of those subjects but that doesn't necessarily mean that we have the time to devote to them. I'm sure this complaint has come up again and again in lots of meetings with TCOM and the usual explanation offered to us students is a total cop-out. I would challenge the people in those meetings to try living a week in the life of a first year student before you decide to pile on another extra course. Once you try to fit in studying for a test after being stuck in lecture for 6 hours, that really doesn't leave you much room for anything else. SAGE : still seems like it would be better left as a separate volunteer program for people interested in geriatrics rather than a requirement. Otherwise it's really just a forced interaction between two groups of people who don't want to be there. Probably better left for students in their geriatrics rotation. Community resources: while this information is very useful and applicable in clinical situations for patients in need there is no way that a first year student is going to remember all of that by the time they get to 3rd year. the lectures for this course are always scheduled at the worst times. Research/informatics: again, a great idea in theory but when put into practice this course has taught me absolutely nothing. we've filled out countless research review articles with little to no instruction on how to really evaluate a paper and no feedback to let us know if we're doing it right or not. I understand this course is still in it's forming stages but the changes from week to week.

The majority of the faculty are very good, and some have been great educators. The facilities are nice and administration seems to have been open to most of the suggestions made by students seeking to improve their educational experience.

The material is challenging, but I work really hard and my hard work pays off.

The more clinical exposure I get in the medical field, the more I have come to realize how well TCOM prepares us for not only the boards but medical practice.

The new member of the OMM faculty, XXXXXXXX, reflects horribly on TCOM as an institution. Her unprofessional, unethical behavior, I'm afraid, will be a true detriment to the institution. The faculty of the OMM department here has established a high quality of excellence, professional and integrity. XXXXXXXX is a terrible tarnish to that reputation.

The OMM department actively tries to make people hate omm. I know numerous third years who have vowed to never practice OMT simply out of spite for the way they've been treated. I used to defend the omm department...now I know what they were talking about.

The omm department does not meet the standards of an omm education. Peripheral courses (ethics, biores, commres, interviewing) take entirely too much time away from board study and basic science study.

## Comments – Academics

The OMM department needs administrative support. TCOM students currently in OMM4 still have not received a course syllabus. Also, we do not receive communications about class activities in a timely manner.

The OMM department needs some serious adjustments! The grading of practicals, while unavoidably subjective, varies entirely too much from grader to grader. The exams are consistently with errors and confusing, despite the fact that the material just isn't. There's no reason why every TCOM student shouldn't make an A in that course so long as they're present and contributing.

The OMM department was the only sub-par area that needs to be re-evaluated, not only by students, but the other faculty members as well. I believe as a third year student, my OMM teachings came from my rotation. The quizzes mainly had nothing to do with the topic we were studying during second year and when we approached our course director she was not receptive to constructive criticism or willing to adapt to certain teaching strategies.

The powerpoint slides need to be updated and not just recycled from year to year

The quality in staff has dramatically decreased since the departure of XXXXXXXX and XXXXXXXX. It feels as if the opinion of TCOM as the central point of UNTHSC is gone and we are fading in the background. Staff and faculty are more concerned about being a top 10 health science center instead of improving the medical school and allowing the rest to follow. I truly worry that TCOM will fall to the wayside once the MD school is up and running.

The quality of my education overall is strong. There are aspects that are stronger than others. On the strong end, I feel like the clinical faculty are very good for the most part. The teaching aspect of the curriculum has become too watered down with unnecessary obligations like Community Resources and Grand Rounds. These should be optional opportunities afforded to upper level classes instead of requirements during the most important learning years of medical school. I believe this has led to a somewhat obscuring of focus during the first two years, which increases stress unduly and detracts from the (ever-increasing) fundamental knowledge that should be acquired.

The quality of teaching is generally acceptable but there are some classes where many people feel like is a waste of time and would rather study on their own. Students see who is teaching that day and if they know the presenter is effective, they are likely to go in class and pay attention.

The quality of the education is great on campus, only problem is that the medical students are often treated like little children, instead of future colloques.

The questions on exams that everyone does poorly on and are written poorly should be thrown out for the following year. It seems like every time we have a post exam review, there are several questions that the professors say - I meant to change that, or the last year class had the same trouble. In the end, the grade doesn't matter - but it is frustrating when we know we understand the concepts, but we are not rewarded our point because it was a bad question.

The school has a lot of potential for improvement but seems to be caught up in red tape in order to do so. Make more of an effort to give students the best possible education they can receive.

## Comments – Academics

The school has consistently ignored students complaints and requests for improvements. There is more busy work (as in time consuming but not relevant) in med school than I ever expected and the school continues to add more, despite desperate pleas from students. The evaluations don't adequately assess courses and professors, but even when students write out evaluations in any of the free type areas the administration continues to ignore us. They have even stopped responding to students appeals in DRT and focus groups. There is no consistency in our education and what resources to use, so every course in 2nd yr is a guessing game for how to study. We need syllabi like all the other med schools! XXXXXXXX is a good example of how to do this. Clinicians also contradict each other, leaving students confused. I could honestly go on and on, but I can only type so much on my iPhone. You should really just listen to students. We've known for awhile that we've been stretched too thin by comm res, clin med, bio res, clinical interviewing (and now SAGE) on top of all of our systems courses. We knew that eventually our board scores would suffer and we tried to get the school to cut back on all the extra courses. You didn't listen. Now we're #2, and 2012 had even more people fail. The school blamed it on students passing down CILs (which happens, but not so people can have the answers, but so they can have NOTES to study from!). TCOM has beat down c/o 2013 more than any other class and they are so demoralized and so burnt out. Maybe when they do even worse on step 1 the school will actually listen and realize they need to cut back all the extra courses and improve the systems courses.

The school is more focused on adding extra things to our curriculum that NONE of the residency programs care about such as Community Resources and Research class, all added to the curriculum without consulting students and because someone got a grant to try these "new" classes.

The way OMM is instructed here is counterproductive to the profession. Its almost insulting to sit through the lectures as the professors completely disregard evidence based medicine. Many students will come to TCOM openminded about OMM but within the first few weeks if not the first semester they will have decided that it is a joke. XXXXXXXX is a huge step in the right direction but one person won't impact the individual student if the rest of the faculty still insist on moving cranial sutures and inviting XXXXXXXX to talk about Dr. Still's walking stick. The Quality of teaching is very hit and miss. some professors have been fantastic others I can't image why are still employed. The best have been XXXXXXXX, XXXXXXXX, and XXXXXXXX. the Worst: XXXXXXXX, XXXXXXXX, XXXXXXXX.

The way the curriculum is set up into systems is great. The additional courses, such as biomedical research, community resources, SAGE, etc., do not seem necessary. I do not feel like I gained anything from the research class. It was just busy work. A lot of what is said in community resources could be summed up in an informational email or online posting. Most of the time the guest speakers for community resources do not just share pertinent information about their program, so we lose interest and it takes up at least twice as much time as it should.

There are faculty still on staff that receive consistently poor reviews still using their flawed presentations and materials, which is wholly unacceptable for an institution desiring to reach top 10 status.

There are several things that can be improved on. We have way too much class time. Lectures need to be on online video. Schedule is too long, students should be pushed harder to cover more material more quickly to allow time for research or preceptorships/elective rotations.

## Comments – Academics

there are a lot of great things about tcom and i am learning great information, especially the clinical aspects of the systems. however some courses and the scheduling makes it very difficult to focus on learning for the sake of actually committing these concepts to memory so that in the future we can be adequately prepared when treating patients. instead most of us are too fucsed on getting every question right so that we can jump so many percentage points up or are having a hard time finding the time to study while having to also keep up with classes that take up time right before a test. it would be better if the course directors looked at the overall schedule before planning something so that they don't over burden us. when that happens, we just try to get by in and doing so we don't give everything our best shot.

There are many aspects of the curriculum that I enjoy and appreciate; however, I feel that we are spread too thin. Individually the additional courses such as clinical medicine, clinical interviewing, ethics, informatics, SAGE etc are valuable; however, layered on top of OMM and our systems courses our time to study is minimal. In addition, many of the course presentations seem unorganized and the communication between the faculty is apparently absent. Often times it seems that we are in lecture for the sake of being in lecture and simple communication between instructors could eliminate overlapping presentations as well as contradictory information that is sometimes given. Due to the volume and intensity of our curriculum, time management is a critical skill. However, it has become increasingly difficult because of continuous last minute schedule changes and additions. I recognize that some changes are unavoidable but better organization to the schedule prior to the start of the semester would be appreciated.

There are some areas that I have really enjoyed while being at TCOM. I love learning and some of the instructors have been extremely helpful with this process. On the other hand, I've also felt that there have been times when the institution has created this feeling of disrespect and I've walked away feeling as if the school was not working with my best interests in mind. We are all students who have devoted our lives to medicine and hard work. At times I feel like this gets abused, and instead of respecting that we are also people with families, we have felt that we are involved in a program that requires us to drop everything else in our life. I think that there is a healthy balance between the two, and I think that if the school strives to find this, it will make students feel happier and want to be more involved.

There have been some inconsistencies with some of the teaching (especially in the OMM department) and overlapping of our curriculum in OMM and clinical medicine. However, I think that our opinions are being heard and that there's some great movement going on to improve these areas. Hopefully there will be more positive attitude about our curriculum as these changes advance.

There have been steps to improve the relevance and quality of teaching with the Faculty Assembly that XXXXXXXX is orchestrating; however, we have only seen this come to fruition in a few courses. I'm sure it will be better in the next year, but it's not quite where it needs to be. There is a complete lack of faculty advising in the first year of medical school. We get some in the beginning of second year. I think it would be good to have a meeting with first years during their first semester to make sure everything is going well and to answer questions. I think all of the advising that we currently have in the medical school needs to be moved up about a semester if not more. Since we are advised so late, we are behind in applying to a variety of things putting TCOM students at a disadvantage. The administrative support varies greatly depending on the course and depending on the department. Some are great, some not so great.

## Comments – Academics

There is a general level on confusion constantly among students about what they should be studying. We are supposed to be studying for our boards, yet for the clinical component of our classes (which is sometimes over 50% of the material) we are all studying from step 2/3 books. This seems very off since our primary focus should be on pathology and drugs. Some of the teachers are very good, but with that being said, some are also very bad. Some of the classes have been clearly organized, while others have been a nightmare of material. I think that if there was more consistency across classes and instructors, it would make the students feel less uneasy, and more able to focus on their studies.

There is a lot of busy-work that has a tendency to bury what is truly important for continuing medical success.

There is a lot of requirements aside from the core courses. There is too much with regards to ethics, bioresearch, statistics, etc. These requirements continue on during our rotations. For instance, when I did my family medicine rotation we were required to attend different activities aside from our clinical responsibilities. Giving students time to study off for the shelf exam would have been more useful than having them go to these activities. Perhaps allowing them to get the 2 days before the shelf off would have helped as some students have to work 12 hour shifts the day before yet still would like the opportunity to study.

There is minimal teaching during clinics at the PCC. Most of our time is spent being a note writer or scribe. There should be more emphasis placed on the assessment and plan. The physicians should make time to go over these aresas since they are considered ACADEMIC faculty.

There is no "faculty advising" for first and second year that I know of. I think it might be helpful to have some kind of student/faculty mentoring program to help students know what to expect and what their goals should be in school. For example, I hear a lot of conflicting reports about how important class rank is for residency; a faculty mentor could better explain these issues.

There is no way to make the schedule of a medical student "easy" but I think that the administrators have done an excellent job at trying to fit everything in. Even though certain classes aren't really well liked by students, I feel like I learn something from them at the end of the day that will help me in my medical career one day down the line. I am very satisfied with the school and not only that, the improvements that you guys implement after getting school feedback. Also, the OMM department gets a little bit better every unit.

There is very limited amount of available mentors. There is also very little residency advising. I would suggest having multiple sessions available with residency counselors. I had attempted to take a MSPE and that wasn't even available! I feel that students who desire to enter competitive, non-primary care specialties, are left at a disadvantage.

There needs to be more integration between the departments. For instance, when we learn something in Musculoskeletal, we should learn how to treat it with OMM at that time. The same goes for Clin Med: if we're learning about GI, we should work on the abdominal exam, etc.

There really is no faculty advisor assigned to students for mentoring. Could be useful. Teaching was great for a couple of years until we lost our best faculty members secondary to under appreciation for what they were doing by higher ups. Being taught by PhDs is no substitute.



## Comments – Academics

These faculty include: XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, a cardio prof and a neuro prof.

There should be a better understanding of hierarchy in the clinical education department. I had a few rotations approved by my assigned contact in the department and proceeded to plan for these rotations, only to have the next level up deny the rotation request, and then be reapproved by the next level up. It seems that all should be familiar with policies and we should not get a different answer from everyone.

This campus is notorious for being a "who to go to" school. There is HORRIBLE communication, as a whole, on the part of ALL administration and their respective subsidiaries. I know this seems like an 'angry blanket statement,' but as it's my 4th year going to this school, that is what i've experience TIME and TIME again, and have heard the same complaint from students/colleagues, and insodoing i've been here longer than many current admins, i think i can say this with fervent confidence.NOONE ever takes ownership for tasks that need to be done, or questions that need to be addressed. It's always, "LET ME SEND YOU TO SOMEONE ELSE...THEY'LL KNOW." and that person NEVER knows and either sends you to someone else until you get right back around to the first person you asked. UNACCEPTABLE. why is it that noone can ever seem to answer questions or FIND a stinkin' answer to problems that students are having unless one of the dang presidents of a class has a butt-buddy meeting with whoever big-whig that will smile and nod and then either never followup on said suggestion/problem, or "hands" it off to (insert administrative person with a title who actually does nothing but push paper around and hold 'meetings' where nothing of substance gets done) someone, at which point there'll never be an informed answer, or else they'll just say "NO" for ease of their time/work. this is a REAL problem that I've never had on any other campuses, and i've been involved with SEVERAL other ones. these people are lazy and noone here does any work. also, what's up with only having female student regents? do you think it's any coincidence that FOUR females in a row have managed to snag XXXXXXXX attention? no, i think not. also, letting XXXXXXXX leave was the most ridiculous move on the part of the school. you should have doubled his pay to make him stay.

This concerns the Clinical Educations portion of my education. The preceptors in hospitals and clinics are great. The administrative faculty/staff at TCOM and the PCC are apathetic to the concerns of students.

This is the only medical school I have attended, so I do not have another perspective. I believe there is good and bad with every school and I feel like I am satified with my education thus far.

This year I worked mainly with the Clinical Education Department and that was incredibly frustrating. They were rarely able to answer my questions and often made me feel as if I was inconveniencing them when I went in for advice or help. If they did try to help it was usually to refer me to someone else to help me solve my problem, rather than trying to help me themselves. In addition, I felt they took a punitive attitude toward students; assuming we were lazy and trying to cut corners by sending out threatening emails regarding deadlines and other matters. I felt very unsupported

Though I have issues with a few professors, and with some of the curriculum, I am very happy to have been chosen to attend medical school here. The majority of professors are great teachers and I have found something enjoyable in every class I have taken while I have been here.

## Comments – Academics

This school shows no respect for its students. No one is accountable for our horrible schedule. Major schedule changes are made last minute, with no regard for students' personal life. There is no summer and no time for research, or advertised opportunities, putting us at a disadvantage for residencies. No one wants to be responsible for sending students away for third year rotations, when we were specifically told when applying that away rotations were voluntary. It seems as if zero foresight is put into expanding class sizes. Also there is no time to study because we have to be present all day for classes like community resources, interviewing, SAGE, and bio research which could be greatly condensed. OMM is very repetitive and inefficient; stretching the class over 2 years is time consuming and becomes very redundant. I think this class would be better taught as a block just like systems. Also the REM quizzes are not reflective of our preparedness for PTR and only bring down our OMM grades. Clin Med should focus on clinical skills, like fundoscopic exams and so on and not interviewing patients, which is all we've done in second year. The biggest problem with this school is the lack of ownership when an unpopular change is made. When students have a problem, like dropping board scores, surprise away rotations, no vacation time, etc. we have no avenue to proclaim our dissatisfaction. We have to go to our student government, who are busy and constantly bombarded by 170 students. And the student government cannot speak directly with anyone who can make a change for our class. The faculty deflects our questions and concerns very well but has never corrected or even addressed a problem directly. The moral of this class is low because of the changes that have been made to our class that don't seem to be necessary since they were changed back for 2014. The attitude of the class is apathetic at best and very angry and dissatisfied as a majority because no one cares to rectify or just be accountable for the way this class has been treated. This school is unprofessional and an embarrassment to its students.

Though I have often felt frustrated with the organization of courses and communication between teaching departments about our medical education, especially in years 1 and 2, I have felt confident in 3rd year rotations and in my preparedness with the material.

Though it is overwhelming sometimes, I feel I am learning what I need for my career.

To be completely honest, it's probably less effective for evals to be filled out before grades can be distributed. Most people will just fill them out quickly in order to see their grade. Maybe consider the requirement that the course eval has to be filled out before final grades can be released onto your transcript. Some of the teachers we have do not have the passion to teach. Please consider giving the faculty more incentive to do a better job. Please have the administrative support more prepared to distribute quizzes. Maybe even consider having number of seats on each row in the MET to make counting quizzes and scantrons easier.

Too many faculty turn over. For example, My cardio instructor Seem like a last minute addition.

UNT HSC offers a good education at a good price.

Up front, it is time consuming for faculty, but it is extremely important for teachers to create their own packet or study material rather than direct students to 100 pages of text/night.

We are already overburdened with medical school, on top of all this, our supportive administartion does very little to help us. Especially with rotations.

## Comments – Academics

We have a good curriculum, we just need some passionate professors. Also, I feel that we need more required rotations like Neuro, and honestly, I feel as though we are left to fend for ourselves 4th year. It would be good if the faculty could foster the relationships with other institutions so that our finding rotations and subsequent residency spots would be easier.

We have had professors who are blatantly wrong on their powerpoint slides. After years of teaching the same lectures, this should have been corrected by this point.

We have many classes that we are required to take that are either a waste of our time or put at inappropriate times. For instance, Community resources should be an online course done during our 4th year so that we will actually remember the resources that we heard about. Biomedical research is a complete waste of our time. I learned nothing during that class and there was a lot of busy work that we had to complete.

We have wonderful professors here at TCOM and I feel like the campus is a good environment for fostering this education. I study at the Library alot and feel that it is very adequate to my needs.

We need more organization and consistency with respect to course materials - for example, a syllabus that contained all the relevant info for a course, including ALL notes, lectures, etc.

WE NEED NUTRITION EDUCATION AND HEALTH POLICY EDUCATION IN OUR MEDICAL SCHOOL!! These have consistently been areas of improvement (and unfortunate cuts) that I've noticed since I've been here and these are MAJOR areas of weakness I've heard of in residents that step into the workforce. AMSA has worked diligently to bring speakers in on Health Policy, but we cannot guarantee that objectives and curriculum are met. Also, the Nutrition Week we had recently is an amazing insight into education we truly want to be included in our curriculum, because food is also medicine and it encompasses our scope of practice as physicians, and especially the holistic approach to our patients. If this isn't taught here, how are we any different from our allopathic counterparts who happened to have also learned Manipulation? It is important that patients learn about this at least on a basic level because what I've noticed since being in medical school is that patients hang on to every word their physician says.

we really need our head faculty for each course to be open to your concerns and ideas. sometimes it feels like they come in with assumptions that we will be unreasonable to difficult and don't give our opinions a fair hearing. some of the departments have really created bad feelings in our class, and unfortunately that has turned people off from learning. both sides need to be professional, however, when we don't feel listened to or feel as if our education and learning are not the top concern of the school's it's had to keep a calm and positive attitude.

When I separate education from administration, I can say that I received a quality education.

When speaking with representatives from other schools, it is clear that our clinical skills far surpass most other students'. However, it also seems like our (or perhaps just my) physiology and pathology foundation is not quite as strong.

While doing rotations with students from other schools, TCOM students including myself did great.

## Comments – Academics

While I did not get all the interviews I hoped for, I did match in the specialty I wanted and in a location I feel I will excel. Additionally, I feel prepared for next year and look forward to the increased responsibility.

When I compare the quality of education that I have received at this school to that of students that I know at other medical schools in Texas, TCOM falls significantly short. The curriculum and the resources are haphazardly put together with a complete lack of organization. I spend more time organizing information for myself than actually studying the material, and that is unacceptable. The students who do well at this school are the ones who are able to get old material (including previous questions) from upperclassmen, and that too is unacceptable. However, I do not think that this is the reason that board scores have gone down, because from what I have heard this sharing of information has been going on for many years. The reason that scores have gone down is because TCOM has lost many of its quality professors and because you continue to add unnecessary curriculum (such as SAGE and community resources). These extra classes should not be interfering with our systems courses. TCOM should look at the curriculum of other schools to get an idea of how to organize things. For example, at UT Southwestern they provide their students with a syllabus at the beginning of each course that is essentially a "study guide" with everything that they are required to learn in an organized outlined format. So rather than having to hunt for answers to objectives or read confusing articles, to only be told something different in class the next day, they have the information provided for them. This way, they have time to read supplementary material to enhance their understanding, but there is no confusion on what their professor wants them to know. I believe that this is one of the reasons that UT Southwestern students perform so well on their board exams. In addition, it is a waste of our time to "require" us to go see CAP any time that we score poorly on an exam. They don't know anything about the material that we are studying, and they tell us the same thing every time. I feel very little support at this school. Other than XXXXXXXX and XXXXXXXX (who are very helpful and supportive of students), it seems like everywhere I turn at this school I am made to feel more and more worthless. We often get treated like children, and made to feel like our concerns are not valid. I have had a very negative experience of medical school so far for a number of reasons. But one of them is the lack of support that I feel at this school.

While my exam grades may not ALWAYS have reflected as much, the information we were presented was always extensive and valid. Any pitfalls in my academic career at TCOM were the result of my own lack of preparedness. Most of the teachers we had were excellent.

With the changing presidential regime there has been a lot of faculty turnover. This makes for uneven teaching by those new faculty who may or may not be aware of what we have already addressed. This creates situations in which their teaching is either repeat of previously visited material (the primary problem) or not sufficient to cover the topics assigned for that day. Faculty teaching staff must be made aware of what we have already been introduced to and at what level that day's lecture needs to meet.

Year 2 stresses the clinical information far too much - the clinical material is not as relevant to step 1, it is step 2 material (many of us use step 2 material to study for the exams). Additionally, the exams that involve clinical material are not fairly tested - this is evidenced by our low average on clinical exams (cardio, GI). OMM is a whole other topic - very very disorganized curriculum, unfair tests, & lack of communication make this a very frustrating class. As DOs, we should want to know as much OMM as we can to separate ourselves from the rest - but instead many of us are jaded and frustrated by the lack of organization in this class.

## Comments – Academics

You flunked exactly 10% of my class in first year. Other schools fail rate is 1-2%. Several more people have been failed in Year 2. OBVIOUSLY, there is a problem

You have to hold the faculty's toes to the fire when it comes to correcting the deficiencies in their instructions. It would help to share you quality assurance plan with the students without identifying particular faculty members.

### TCOM : DO - Clinical Comments

Again, I would like our evaluations to be taken more seriously. I have had an overall WONDERFUL experience for the most part on my clinical sites, but Dallas Methodist was a horrible experience, and I know several students who agree with me. I do know that it is not all the attendings, but a general consensus of the bad ones should be noted and students should NOT be assigned to these preceptors who clearly do not want to be bothered by students.

As a first year, I have yet to complete a preceptorship or a rotation.

Attending physicians who have a passion to teach medicine to their colleagues.

Build better relationships with physicians and hospitals in Fort Worth, rather than having to send students to remote areas.

Cardiology at Plaza is a joke. Almost no real clinical instruction. Wait around average of 6 hrs a day for 2 hours of teaching.

Change any rotation that does not provide at least two weeks with close contact with at least one preceptor to one that does.

Clinical Education needs to allow us to put in as many green sheets as we see necessary as rotations can be hard to come by. We also need the schedule earlier for 4th year as many students from other schools are "beating us to the punch" for scheduling rotations. There also needs to be some way of doing 2 week rotations as audition rotations because for some specialties, you must rotate on location of the residency in order to get an interview there.

Consistency across sites.

Contract with more sites

Do away with any rotation at plaza. It is by far the worst hospital to rotate at

XXXXXXXXX should not be an OMM core site; he doesn't reinforce any techniques we learn 1st and 2nd year.

Eliminate rotations at Plaza.

establish a primary partnership with hospitals

## Comments – Academics

Emergency Medicine was a very difficult rotation to schedule during my 4th year. We are forced to take it during a specific period, yet there aren't enough available spots in the Fort Worth area. I was forced to go to Houston to do a rotation when I wanted to stay in the area. There should be enough spots available between Plaza, JPS, Harris, and Cook's for the students scheduled for ER during a specific period to get a spot.

Everyone has a different opinion and way of doing things. In cardio, it would have been helpful to have just one or two clinicians teach us the whole course. That goes for any of the courses. It's hard to answer a test question when the readings, and all the clinicians are saying different things.

First, I don't believe that anyone should ever be FORCED to move to another city for a year to do rotations. Many of our class are being forced to go elsewhere, when they really don't want to go. This shouldn't happen. It doesn't matter if you have kids, own a home etc, you shouldn't be forced to move 3, 4, 5, 8 hours away to do rotations at a place that you never wanted to go to. If you want to volunteer to go, that's fine. If you are looking for better opportunities great, but you should never be forced. This year all of the remote sites are being filled FIRST. It isn't about not having enough sites locally, it is about filling up all of the remote sites first. If there aren't enough rotation sites, stop expanding class sizes, and don't even get me started on the MD program thing! It is reasonable to me to have rotations in Dallas and Fort Worth, and to allow students to go to remote sites if they want to go. Again, it is an abuse of power to force students against their will to move away to do rotations. Many students came to TCOM because of the proximity to home, and now they are being forced to leave. It would be one thing if there were really no more sites in Fort Worth. If they said "we have 120 sites in the FW/DFW area" and asked 50 people to do remote sites to allow everyone to have a better experience, but instead they said "we have agreed to send 6 to Longview, 6 to Conroe and 12 to Corpus and Baytown" and so you, you and you are going. Not a fair thing to do to students.

For Clinical Med's preceptorship that is required for 1st and 2nd years, the physicians on the list are not as willing to take on students. Also, if PCC physicians could participate, it'd make things a lot easier.

Get a clinical training site agreement with Harris & Harris Southwest - these are both excellent institutions to keep TCOM'ers locally trained

get rid of SAGE and Informatics

GET RID OF SAGE AND INFORMATICS

Get rid of sAGE and let us spend more time with the simulators.

Have not rotated through clinical sites yet.

Have the clin med dept improve by putting rotation forms online instead of paper. also, since we schedule our own rotations, we should be able to schedule core rotations at approved sites at alternate times to free up our schedule. That would improve the availability of clinical sites.

## Comments – Academics

Have yet to start my clinical rotations. The once a month clinical continuity experience (CCE), is OK but not great. However, there seems to be a great difference in each student's experience.

haven't had a chance to go out on rotations yet, but from what I understand there will be quite a few students forced to go somewhere far away for a year. I was never informed of this prior to coming to school here.

I am a 2nd year so most of this does not apply to me. However, seeing the amount of students in our class that will be having to leave the DFW area and go to a remote site for the entirety of their 3rd year is alarming. These remote sites are anywhere from 3 hours to 10 hours away from the DFW area. We are attending school in Fort Worth and the expectation is that we will spend all 4 years here. There should be more efforts to provide more clinical sites in the DFW area, especially now with the enlarging class sizes.

I am a second year student but have been at UNTHSC for 3 years because I included the Medical Sciences program. Therefore, I'm not able to answer these questions.

I am currently a second year, so have not started rotations, but during my school-appointed preceptorships I have been incredibly disappointed. I had a hard time with my first preceptor so asked to be reassigned, but my experience has not changed. The doctors are reluctant to teach, they do very little to interact with their own patients (minimal histories, little to no physical exam), and at my most recent site there are two students assigned to one preceptor, so we both just have to stand in the corner while the doctor talks briefly with the patient and then leaves. We have no opportunity to practice our own interviewing or exam skills, nor can we even witness such from the doctors themselves. My experience has been disappointing to say the least.

I am happy with our clinical faculty and have no suggestions.

I am not on clinical rotations yet, however the PCC does meet my expectations.

I am not satisfied knowing that many 3rd year students are being sent away to remote sites for their education. I can understand if students want to go to these sites on a purely voluntary basis but to force students to go to away rotations is concerning to me. I don't understand why there isn't more of an effort to secure more rotation spots for students in the metroplex. When we are in such close proximity to so many hospitals and clinics, why do we still have to send students away? I haven't heard of students at other medical schools in Texas (especially those that are located in major cities) having to do this, and quite frankly it's embarrassing that our school has to do this. With class size increasing with every year that goes by, I would like to see the school make an effort to expand the number of sites available for TCOM students.

I am rural. My opinions on this are not germane to the regular clinical sites.

I believe that there are not enough sites available in specialty areas like radiology or dermatology. In addition, when I have pursued rotations in those areas the attendings who were available often did not want to teach and/or did not know the type of information that would be appropriate for a medical student to learn during a rotation.

## Comments – Academics

I believe the 4th year rotation schedule should be different. I think geriatrics should be scheduled in 3rd year and let us make our own schedules for 4th year. Make sure that everyone knows they must complete a EM, spec med, PCP rotation by the end of the year. Another option could be to leave the schedule the way it is, but let us choose when we do our fourth year rotations. Let there be a limited number of spots each month for geriatrics and make it a first come first serve basis. I just do not agree with putting mandatory rotation in the fall when most students are still trying to figure out what they want to do for the rest of their lives. Thank you for your consideration.

I believe we need to provide students with a hospital-based OMT rotation, and be encouraged to use OMT in their other rotations.

I can only comment on availability being a 2nd year, and though many of us were worried about our clinical site, most of us were pleased with the outcome, being placed in our 1st or 2nd choice. I would like to see the hospitals that promised more rotating spots and residencies for the MD school still allowing students to rotate through there, even though it seems the MD school does not seem to be gaining any approval (or changing of laws) from the capitol as of yet.

I cant give too much opinion due to limited interaction thus far. I am sure my opinion will change with rotations.

I did my third year clinical rotations at the Conroe satellite site. Looking back, it was a great experience. Working with the family medicine residents was great--they were all wonderful.

I do not know a solution for the lack of sites. However, it was distressing for students to find out that we would be assigned a remote site for our clinical rotations on a random basis.

I don't feel I was adequately warned of the possibility of having to relocate for rotations due to shortage of rotation spots here at Ft. Worth when I was interviewing. Other than that,

I feel like the challenge will be to protect and expand the clinical opportunities without diluting the experiences with larger class sizes.

I feel like the clinical education could do a much better job helping us find elective rotations. All they tell you is to look in the book. Some of those sites haven't been used for years! Also, if you want to do a rotation at Harris, you have to get approval from a doctor at Harris, but they don't even have a list of doctors to contact! Really what do they do besides collect paperwork?

I feel that if the school created rotations with that are more structured at established sites the quality would improve. Every rotation that I did at Plaza was a disappointment. I spent the majority of my time waiting around for the attending to arrive for rounding and when they did there was very little teaching. The residents seemed overwhelmed and didn't know what to do with us so we felt that we were in the way.

I felt that physicians were too busy to teach students at Plaza and JPS and not enough lectures at JPS



## Comments – Academics

I have had problems either getting in contact with my preceptor or with TCOMS lack of providing paperwork so I can attend my preceptorship. The number of clinical sites is also not sufficient in Fort Worth.

I have no experience with clinical sites yet

I have not been to any clinical sites yet.

I haven't experienced the clinical curriculum yet

I haven't started my clinical education/training yet.

I just feel that there should be a better way to assess clinical preceptors, the small survey we take after every rotation is not enough. I have had some of the best teachers in my life and some people who just make you feel like you are a burden. Although the latter were few and far between.

I think XXXXXXXX is very receptive to having a great clin med course and has fantastic help in XXXXXXXX, XXXXXXXX, XXXXXXXX and XXXXXXXX. There are others, but mainly I feel that XXXXXXXX is a great, no-nonsense, efficient and proficient educator. He ensures that we are competent and accurate. That is definitely an improvement compared to how things are rumored to have been in the past. Also, XXXXXXXX with ROME is great, and I appreciate the expansion of that.

I think its fine now, but am not sure that adding more students to any site will be beneficial.

I think more time factored into studying for the shelf exams would have been helpful since some students had a better schedule based on the preceptor they had and others were not able to have time to study due to the long hours. I feel that some sort of study time should be factored to make it fair for all students.

I think much more needs to be done at the remote sites to make sure we acquire the necessary skills. For example I've never learned or been required to dress wounds, learn how to intubate or been required to give shots, do pap smears or do any other procedures that I should know by the end of my third year. I feel very unprepared and untrained in procedures. I think we should be taught basic procedures and tested on them at the end of rotations.

I think we need more "Fort Worth" spots. And when I say Fort Worth, I mean Fort Worth proper. The Dallas kids can go to Plano, Mesquite, etc. Especially with the growing number of enrolled students, there needs to be more spots in our original location of Fort Worth. Also, it seems outrageous that we have to send medical students away because there aren't enough spots in Fort Worth, and then we're thinking of creating an MD option on this campus in Fort Worth. I feel like the locations will either become overly saturated, or we'll have to send an extraordinary amount of students out of Fort Worth.

I would like to stay in Fort Worth for my schooling and I find it disturbing that I might get shipped off to Corpus Christi because there is no room for me here.

I'll let you know after I get there.

## Comments – Academics

I'm a 2nd year, so I don't know yet

I'm in ROME so the only clinical sites I've seen are the rural 17 hour ER observations I've done. One was a waste of time because of the ER Doctor, and the other was an incredibly informative and efficacious use of my time.

Improve places to rotate at such as Parkland and other high volume, high teaching quality programs.

In corpus, become affiliated more with other Hospitals besides the few currently used. Spohn South is a great hospital that could be used effectively.

In my experience, the quality of the teaching at clinical sites has been variable, but overall good. However, the staff who are responsible for administrative duties regarding clinical rotations have been less than stellar. The school needs to work to make the application for rotations/requests electronic so that all of the problems with missing/losing/not-looking-through-the-fax-pile paperwork is alleviated. Another overarching problem (beyond the scope of this survey), is TCOM and other DO students not being on level playing field with MD students in terms of applying for 4th year rotations because we cannot use VSAS. This is absurd and unacceptable, and is something that needs to be addressed sooner rather than later.

Increase number of rotation sites

Increasing the amount of clinical sites I believe would best improve our clinical experience. At times there are multiple students per preceptor and the patient load is not as high as I would like.

Just a first year; I haven't gone to clinical sites yet.

Listening to the second years, I've learned that the limited sites for rotations have caused our class to be scattered about Texas. It's nice to have other opportunities, but hard to make the move with all our belongings, and to my understanding, move again in a year. Shorter rotations that allow students to stay with volunteer hosts (eg residents) and keep their original residence would be easier.

Many of my rotations were off-site, so I cannot fully gauge the quality of most clinical rotation sites.

Many of the preceptors are open to teaching students, but there are some at a few sites that seem to just be working of UNTHSC, and have no intention of actually teaching.

Many of the programs at Plaza are not student friendly. The communication is problematic and the surgery program can be malignant at times.

Many of us are concerned about the possibility of having to go to a remote site. Many of us were unaware that we would be forced to go. Also, how are we supposed to support an MD school in Fort Worth if there is not enough spots for 220 DOs?

Mesquite, Plano, Dallas. These should not count as local rotations.

## Comments – Academics

More clinical faculty should model themselves after XXXXXXXX. He is a great teacher --- a great physician --- and truly cares about his students education both in the classroom and definitely in his clinic.

More doctors willing to do preceptorship with students

More fort worth sites

More sites in Fort Worth! Having to drive around all over the metroplex to reach sites is a waste of precious time in a busy schedule, not to mention gas money that we don't have.

Most schools have an elective course catalog for clinical rotations. They are extensive and offer such a diverse variety of options to their students. I felt our program was really lacking in this regard. I did not really know what options were open to me when trying to choose 4th year electives which would best prepare me for residency. There is only the large folder in the clinical education office with lists of places where people did rotations in the past. The gross majority are far away. I wanted to get a better sense of what my options were in Fort Worth, and I think I speak for a lot of other students when I say this.

My preceptor that I was assigned to for Continuity clinic predominantly sees the poor population, and his patients only come in for prescription refills. This is not the preceptors fault, and he continues to apologize that there are no medical cases for me to see or learn from at his clinic. I have written this on every evaluation, but students, myself included, are still sent to his clinic.

No more Plaza internal medicine or fix the problems with quality. More oversight on faculty that are teaching us. Have better protocol in place for students stuck in a bad rotation or preceptor. Don't allow residents or interns to fill out student evaluations. Have a UNTHSC inservice on how to evaluate students effectively and professionally. Encourage staff to give a halfway evaluation to students and allow them to correct any mistakes/behaviors. Best teaching faculty: XXXXXXXX, JPS, XXXXXXXX, JPS, XXXXXXXX, JPS, XXXXXXXX and XXXXXXXX JPS.

No suggestions and not enough knowledge to give valid input.

not enough spots in ob/gyn. residents are rude and so are supporting staff. each team had different requirements b/f delivery of baby. some teams required delivery of 5 placentas while others required 10. some residents allowed us to deliver placentas while others asked nurses not to page them over the intercom but rather page them on their personal pager, so as to avoid alerting the medical students. some sites taught a lot and others just used us as free help and never once took the time to teach

Open MD school

open more dallas sites

Other schools have elective courses compiled in course catalogs for 4th year electives. I realize that our school has a large paper file of sites where people have previously rotated, but it would be so helpful if TCOM offered a course catalog with elective options, including more variety and specific sites/rotations that we can apply for as "at home" electives, just like other schools offer their students.

## Comments – Academics

Perhaps the education of future doctors should be a priority again, rather than the ability of faculty to pad their CV's with empty grants and publications. Geriatrics was particularly disappointing, it was clearly directed at padding XXXXXXXX CV, rather than the welfare of our aging population. For example, XXXXXXXX in the Geriatrics department does not consider extrapyramidal symptoms as adverse effects of antipsychotics in elderly patients, and said as much in a lecture. I think it is a fraudulent use of grant money (possibly from tax-payer dollars) to say that certain criteria are being met, when they clearly are not. Another example on Geriatrics, JPS site is NOT geriatrics. I did at least 1-2 well child exams per day while studying 'geriatrics' at JPS. I don't think a required pediatrics rotation would have a similar amount of dementia and fall risk assessments.

Please actually address the issues. I know graduates who are now physicians that actually complain of the same exact things I mentioned in #25. Faculty seem to just ignore the same repetitive feedback.

Please get rid of SAGE and Grand Rounds.

Preceptors are frequently unavailable on scheduled days

Preceptorships are a joke. I drive 1hr to Granbury once a month to stand in a corner and listen to my doctor. I have no real hands-on-experience with H&P in a real clinical setting.

Preceptorships are extremely variable. I really wish that we were not assigned to the same preceptor for both semesters, not because I feel the physician I was assigned to work with is incompetent or unskilled, but because everyone works differently and has different practices I would have liked to work with a different physician after the first semester. In addition, some preceptors do not allow student participation, some students must drive much farther to their physician, and some physicians are not as skilled at teaching as others.

Prepare students well for clinical environment

Provide the physicians with a basic rubric on teaching/quizzing students on H&P. I feel like some students get a fantastic opportunity to exercise their skills and their preceptors are very open to teaching and letting them take H&Ps, while some are more of the shadowing type. I've shadowed for many years so I feel like as a second year medical student, I need practice instead of more shadowing.

Really, you're going to force people to move to Conroe or Corpus or Baytown? All because you didn't anticipate if you grow the student population you also need to grow the infrastructure? How is that my fault? Why am I being punished?

Some are very good. Some treat you like a burden. Highly variable in quality.

Some of the physicians at outside sites don't teach.

Sometimes the quality of the rotation is dependent on which sites you are placed and your preceptors.

## Comments – Academics

TCOM needs to meet with these rotation sites and have a discussion about teaching. More than 75% of the time, they don't really acknowledge our presence and create this sense of hierarchy that is totally unnecessary. Nobody can learn anything in that kind of hostile environment. Personally, I don't care what it says on their white coat - whether they're an attending or a resident. They're a teacher to me. So if they won't act like it and walk around like we don't exist as students, I'm not going to learn anything from them - at all.

Teaching staff and clinical sites vary greatly from site to site and from preceptor to preceptor. Unfortunately this is the nature of things and I'm not sure what can be done to improve it. Some clinical preceptors just do a better job than others.

The clinical education department little or nothing to help us secure rotations and electives. As a results students must go out and seek opportunities at other institutions on their own. If and minor deviation from the schedule is needed nothing is to allow students to attain rotations that would be of benefit in their future careers. With the exception of rotations at JPS, the TCOM sites are below expectations in what they can offer in both teaching and an appropriate level of responsibility for students at our level.

The clinics are usually overbooked and teaching medical students are the last priority.

The list are not always up to date and some of the doctors on the list no longer want to have students rotate at their offices

The only thing I would like to see is a minimum a half day off of work. That is how it is in the family medicine clerkship, and it just gives me the opportunity to come to the school and meet with who I need to or take care of any personal appointments. I have neglected to ask off of work for any such event for fear of projecting the appearance that I dont want to be there.

The preceptor I was assigned to for my OMM rotation did not allow students to see or treat patients independently. I feel it is essential for 3rd year osteopathic students to at least diagnose on their own to gain confidence in practicing OMM in the clinical setting. I was disappointed the OMM department would send me all the way to Mesquite to shadow a doctor.

The remote sites, while good, are lacking in basic "medical school training" feel and experience. that's just all there is to it. you can lie to students till you're blue in the face and have students come from those campuses come to promote the sites, but they just aren't what they need to be, and the students there are getting cheated.

There are a few very good preceptors that teach during our rotations. However, there is one that just complains about the school all the time we are at the rotation and it is very demotivating. Others are just too busy to teach. Some always came in late to clinic and set a bad example for the students and patients.

There are some physicians that are more willing to teach than others. I dont see how the school could find them and only pair students with those clinicians, however if there was a way to do that it would definitely help the medical school.

There is a considerable gap between the didactic/ clinical experiences and the material tested on the shelf exams. If this school wants us to take a standardized test, then the attendings and lecturers should present some sort of standardized curriculum.

## Comments – Academics

There is so much discrepancy among preceptors. Mine barely speaks english and i do not learn anything when other students get to take histories and talk to patients.

There seems to be a decline in the list of preceptors. Not sure why this is the case, but it would be nice to have enough preceptors considering our class is one of the biggest TCOM has ever had.

There should be more spots for 3rd year rotations in the Fort Worth area.

They will get better with time.

Very few attendings are interested in teaching. You get what you pay for. Find attendings that make teaching a priority, and I promise you, TCOM will finally be able to put out physicians that can help their patients. We want to learn; the desire is there. What is lacking are EFFECTIVE and DEDICATED instructors across the spectrum, from MS1 to MS4.

We are having a meeting tomorrow where we learn how many of us have to be farmed out far and wide for 3rd year. I thought that once we signed on with JPS and the MD school, we could all just stay around Fort Worth. This needs some attention. No one who doesn't want to leave should have to.

We don't have enough sites for almost a third of our class locally for rotations and its only going to get worse. This is completely unacceptable. If the state is mandating that we increase the class size then they should also mandating rotation sites. Where are all the MD's going to go?!?!?!?!?

We have CCE set up for TCOM. I am set up with JPS. Although I have requested to be reassigned, I have not been reassigned. I learn nothing at my site. I pretty much sit around and watch the doctor do his exams. I have asked him to let me see patients myself but he is not open to that option. We are really upset at the way clinical rotations was handled in second year. We did not know that all remote sites would be filled, regardless of if there were spots available in ftw or not. We were told really late which lead to much unneeded stress. I understand that not everyones preferences are taken into consideration, but I feel not everyone understands that just because we are students, we cannot just pack up our families, our lives, our spouses jobs and move. Please be more supportive. Please dont keep us in the dark. Let us know the situation so that we can better plan. We are willing to work out the situation but it would be an easier transition if we knew that the staff cared about our situation.

We need more clinical sites near school in Fort Worth or it's outlying suburbs.

We need more enthusiastic preceptors and TCOM needs to monitor these teachers better. There are some really bad doctors teaching TCOM students. Some rotations are completely worthless like Plaza.

We need our core professors back. The ones that care and teach well. XXXXXXXX / XXXXXXXX / XXXXXXXX = our core three. XXXXXXXX is an excellent endocrine teacher. We need someone like a XXXXXXXX back. Someone who we felt was our defender and stood by us. He left sadly. But we need someone like him.

## Comments – Academics

We need to work on improving the relationships we have with area hospitals and fostering relationships with them to encourage them to accept our DO students. Most of the hospitals are already taking TCOM students, and I think we have more than demonstrated our clinical proficiency. We have proven time and again that our school is producing quality students that will become quality physicians, and these hospitals should be willing to work with us in creating residency programs regardless of whether or not we have an MD program affiliated with our school.

Weekly structured lectures for every rotation  
ONline access video/audio for those who are not in town  
Limit out of town core rotations, rural program and galveston only

When I listen to a teacher in class such as XXXXXXXX, or XXXXXXXX, or XXXXXXXX who really explains the disease, and get on their pedestal about how not to order expensive exams when they are not needed, and how to think through the clinical findings. I am not an expert, but it is not hard to notice when the Preceptor does not know what to do beyond diarrhea and the common cold. I have seen CT's ordered when the only physical exam that was done was touching the spot that hurt. There were no orthopedic exams, no muscular strength range of motion performed etc. It is not uncommon to hear a patient say "I have a headache" and end up getting a CT. I have shadowed 4 different preceptors, and only one of them does a thorough physical exam and history. Not to mention, the poor history taking skills and poor interviewing skills. I don't know if there is a way to have higher quality preceptors for the amount of students we have, but I do have an idea. Instead of saying we have to do so much hours of preceptorship, I think that it would be valuable for the students to without some sort of time requirement go out and shadow doctors in the intended specialty that they want give time for students to shadow anesthesiologists if they want, or radiologists, or family practice. That will count more for when we want to get out and interview, and we can say that we have exposure and experience in the field of our choice. I know that there was a lot of complaints first year about having to coordinate it ourselves, and it was nice second year to have it coordinated. The quality is sub par, and it drives me further and further away from primary care.

Who is program clinical staff?

Why were no accommodations made for increasing rotations in Ft. Worth when you increased class size? Shipping students out all over Texas is not a solution when this was not disclosed upon admittance to this school.

you forced people to move away from friends and family because you didn't grow the infrastructure to support the growing student body. Is no one capable of planning?

## Comments – Academics

### SHP – MPAS, General Academics

Be clumped with the PT classes last semester, I felt like I was not pushed hard enough and the classes eased up to accomidate everyone. Also would like a spanish class.

As I mention above I think that I could have had better learning education with more practice skills classes.

As I mentioned in the the previous box, I feel that communication is poor and the curriculum lacks cohesiveness and fluidity. This worries me that vital parts of my education are falling through the cracks. I guess only time (and rotations) will tell.

Couldn't see myself anywhere else, great job guys!

Faculty has always seemed overwhelmed. They are kept so busy. I worry about their health and family life because they are always there for us. I get emails from my faculty sometimes at 1am! Please hire more to lessen their load! (I know, it's not as easy as that but they just need a lessened load).

Great program, lots of support from the facility who really want us to do our best.

I am satisfied because I am learning and moving forward in a degree that I am excited about. However, I am very disappointed that there is not more integration in the program between the PAs and the DOs. The DOs must learn to work with other professions.

I am so happy to be studying at the campus where the people are friendly, the faculty tries to teach you very well and how to be very competent, the administration is pushing to improve all programs and campus, and things are clean. Just from the results I've seen from previous year PA students, we are on the right track to getting to the top 10 sooner than later.

I beleive that I am recieving a good education. I don't know that it is stellar, but it is good. I think the disorganization in the program skews my prespective.

I believe I'm getting a quality education, however, in my program I feel some of the classes aren't necessary. I feel like they could condense the classes into one class to take up less time.

I believe that the curriculum needs to be evaluated to make sure that we are receiving the most pertinent information. The "fluff" should be eliminated.

I believe that there needs to be quality integrated into the PA dept. It seems as though the training of new faculty could be carried out more efficiently. It also seems that processes could be more streamlined in the way of communication and carrying out of processes (i.e. do the same thing the same way every time - this is part of the definition of quality).If there are resources available that will "teach" PA instructors how to teach and improved our education, why is it not a requirement for all instructors? This seems to be a problem of some instructors not being educated on how to educate.

I can see that the PA faculty is stretched too thin.....and this is reflected in their ability to communicate and teach us. As we continue to increase the size of the PA class, I hope more faculty will be added to ensure that students aren't lost in the crowd.



## Comments – Academics

I did not feel ready for my clinical rotations but I can't imagine anyone being truly prepared for rotations. It is just the next step in the process of becoming a PA. During my rotations though, I received numerous remarks about how great students from our school are doing, myself included. I feel the education I received was great but with some minor changes (see above) we really could be a top program in the nation. We have the teaching staff and the drive from the students, so what is stopping us?

i dont feel that some professors take any cosideration towards the reviews we give them..becuase nothing changes. we arent (or atleast im not) saying things just in spite...i pay good money i want the info to be presented in a way that makes more sense to me and other students.

I don't feel that the majority of the faculty are quality educators. Most of the material can be learned outside the classroom- coming to class for me does not enhance my learning experience.

I don't know.

I feel I am receiving a good education at a campus where there are caring and helpful staff and faculty. I feel that my education is as well as I would receive at any other PA school in the state, if not better and I am very happy with my choice of school.

I feel it is very challenging and our professors are experts in their field and very qualified to be teaching us.

I feel like I have learned a great deal in the time that I have been here, and it has been extremely challenging curriculum.

I feel like I have learned a lot and the faculty are pretty great (for the most part)

I feel like the course evaluations do not have an impact on the faculty or their way of teaching. I think we should be able to make course evaluations more often, not just at the end of the semester, and have our comments taken into consideration by the faculty.

I feel like there is too few faculty for the amount of students in the PA program. For example, our clinical skills class that we recently had (where we learned blood draws, injections, etc.), there was one faculty member present and one guest lecturer per half of the class (~25 students). It was very hard/nearly impossible for us to get proper, hands-on teaching. I understand that the PA program is looking to hire more faculty, however I do STRONGLY feel that the PA student class size should NOT be increased until the faculty proves they are able to adequately deal with the current class (size). It's hardly fair to the current students, as well as to our future patients, to sacrifice important facets in our education for the school's monetary gain.

I feel that every one of the faculty members are here to help us. They want us to do our best to succeed in this program.

## Comments – Academics

I feel that the faculty takes into consideration what we think needs to be changed and that is very helpful for the following classes. I have seen improvements that have made a good difference. I feel that there is a lot of effort put into helping us pass and not allowing us to fall behind.

I feel that the school should be more involved with the PA studies program

I feel that there is a lot of repetition in the curriculum that is unnecessary. A better system of "checks/balances" would ensure that we aren't using our time to lecture over the same material for the third time. I suggest looking into aspects of adding something like oncology into the PA curriculum in the place of having a lecture of "otitis media" for the third time.

I feel there should be more communication between the professors/classes in our curriculum. I don't know how many times we asked a question about something and the reply was, "we won't cover that in this class but you should learn about it in [insert class name]." but when we get to that class it is again not covered. I don't think the curriculum is very fluid, classes feel as though they are designed in isolation of each other without putting much thought into what we have learned in other classes and trying to build off of that. For example, I think we have probably gotten 3 or 4 lectures over otitis media. Don't get me wrong it is an important subject, however, the lectures did not build on one another. Each time we got the lecture, the professor taught as though this was our first time hearing it. I think this is both an insult to our intelligence and frankly, a waste of time. If I had one request it would be work on communication!! With each other and with the students!

I feel this way because there have been far more positives (excellent instructors, fair testing, faculty/student interaction) than negatives (occasional miscommunication, luke warm lectures). I can communicate with clinical preceptors, relate physical findings to disease process, and feel ready to begin clinical education.

I feel very satisfied with the overall quality of my education because of the quality faculty/staff that are dedicated to the PA program. The PA studies office definitely needs additional support as class size continues to increase or I believe the quality of education will decline.

I know this has been a difficult year for the department. I appreciate the perseverance of some of the faculty who seem to work above and beyond to make sure material is presented clearly and student needs are addressed.

I love my experience here, but I do feel like there are some things that need to be changed in the curriculum. I would like to see a class about alternative medicine added to the curriculum.

I love my program and the teachers are wonderful. With that said, there is always room for improvement so I would hope that they will read this and consider that. I would like to see "action" in response to the course surveys or at least communication by what is being done about the surveys. I have not been able to see any of the changes that were made. During "inclement weather days" communication was non-existent. The PA Studies Program did not send any information about classes and they did not post any lecture material. I would ask that the PA Studies model our "inclement weather days" like the UNTHSC DO Program and the Medical Science Program. The students in these two programs commented very positively about their programs communication efforts. Communication makes a big difference.

## Comments – Academics

it to others until some changes have been made. Finally having a couple of new faculty added to the PA program has helped, but some of the "growing pains" are still very painful.

It is efficient enough for my learning

Its rare to find something that doesn't have its share of problems because nothing is perfect. I think the program has had its share of hiccups but the constant changing, monitoring of our progress and making sure we meet a high quality is definately seen. We have very approachable instructors and I feel things are done in a very fair manner.

Most of the professors are very realistic and do a great job in guiding us in our life as a PA student. It is very nice to feel appreciated and to know that they remember what it is to be a student. I truly value all of their help very much.

New faculty lack basic training on how to release and record grades.

Organization of the PA Studies program. Use of 1 type of grade reporting system (ex. either post our grades via random #'s at the PA studies office or just use the AIS system but pick one and stick with it). There is no consistency.

organized material covering relevant topics, knowledgeable faculty, quality fascilities

PA studies have the best professors. Have open door policy and work hard to help us out. And the supporting staff is very helpful.

Please see the explanation of question 25. I feel that several important components of my education have been sacrificed due to the inadequate student:faculty ratio.

Some in our program have good faculty mentors. Others don't. Evaluation system is helpful, but it is often not activated properly (frequent problems with this) I think the faculty DO use the evaluations to improve things for the next class. PA program has definitely had problems with administrative support this past year--a lot due to staff illnesses/hospitalizations, but we have had some traumatic moments with not much recourse because of lack of availability of directors/coordinators.

Some of our professors make certain classes very difficult to focus in. Either they are not involving the students and they just read from the powerpoints, or they go through the slides so quickly and tell us to look at them and our book later. It almost makes us wonder why even come to class then...on the other hand, some of the professors are absolutely wonderful!

some of our teachers do not take their reviews and attempt to improve their teaching style. we had one that put some negative comments made by the previous year students in their review in a ppt and showed them to us on the first day of class. she basically went thru them and talked about why the critiques were incorrect. i thought that was disrespectful and sort of made light of the students' feedback. also we had a physiology professor that does not speak english well and is impossible to understand. we would really benefit from a different professor that speaks english so that we can understand him. i know the 2nd year students had written about this issue in their reviews, yet we still had him as a prof this year. it's not a productive use of our time or his time for him to spend hours lecturing to us when we don't understand a word he says and just have to read his ppt's to learn the material.

## Comments – Academics

I really enjoy the curriculum and believe that, so far, I'm happy with the quality of education.

I recently went to the TAPA conference and spoke to a few students from each of the other PA programs. After speaking to them I feel more informed, and better educated than the other programs. We have more participation from our students and faculty than from the other schools which enhances our education as PA's.

I think that I will be able to pass my boards, but I feel that this program has caused much unneeded stress and confusion due to poor administration and communication. It seems to me that instead of being proud of being the cheapest program focus should be put on being the most efficient. Lack of communication needs to be addressed.

I think the Masters Project and E.B.M. can be combined into one class. I really like XXXXXXXX class with the Culture and Diversity and teaching us what we can expect or how we think about things. I also appreciate that its an open forum for discussion rather than having to write papers. There is plenty of work to do, but mainly wanting the time to put forth to study and learn pertinent material such as Pharm, or Patho. I also think cramming so much work into Phy Dx was challenge when again LEARNING the material in Pharm and Patho is just as important. Maybe it can be spread out over the semester, rather than getting so much done before spring break.

I truly think the PA program can do away with some of the "fluff" courses like PIMP and diversity, and make our program like the other PA Programs in length. Texas Tech has a three year med school and yet we are asking our PA students to go a Master level education during the same time frame. There are 5 out of the 7 Texas PA schools in the top 20 PA schools in the nation and most, if not all, are shorter in length than ours. They are able to do the required education in less than 34 months and able to be a top 20 PA programs in the nation, which to me means they have a great game plan that we should mimic since we are only 34th in the nation. Rotations is a nightmare as far as logistics go. There needs to be more help as far as admins go if we are to succeed. The class sizes have gotten huge but there has not been an increase in admin numbers since I started three years ago.

I would like to get more specific feedback on written assignments and presentations.

I'm not sure when the course evaluations are available but about three weeks into class, the evaluations were still not open online. Hopefully they can fix that and get them up sooner? Maybe the day class starts?

I'm still adjusting to some new faculty and I don't like Evidence based medicine and master's project being two separate classes when they seem verrrry similar in content.

i'm sure this is a program specific problem, but i feel like i receive little communication from the administration about changes to the schedule to the students. this could be improved greatly.

It has been a mixed bag. Much of the program has been awesome. Some great lectures, good material, and so on. We have also had some sub-par instruction--and a lot of exam questions that were not well correlated with our instruction. It often seems that old exams are often just recycled without their being well-matched to the lectures and objectives we have been given. In some ways I am really proud of our program. In other ways, I would be reluctant to recommend

## Comments – Academics

Some of the classes offered are not really relevant to our profession. The PA school program should invest more in practice skills classes like suturing, IV access, intubation, chest tube, etc...

Some of the faculty are very disorganized and those classes require an amount of time exceeding the credit hour expectation due to the lack of organization.

Still question the increasing number of students but not enough faculty to meet this demand. As instructor/student ratio increases, quality declines. Unfortunately, this seems to be the case that is happening with the university.

supply should equal demand. as more students are enrolled, more faculty should also be hired.

the course instructor surveys for daily evaluations are still not open and it would be really helpful to tell faculty things that are on our minds and could help both students and faculty.

The information is available (teachers/books/internet) and is structured well.

The lack of communication in the PA program continues to be a problem. There is a continuous lack of communication between faculty members, the PA studies office, guest lecturers, and to the students. This is my main complaint and after addressing it on every course evaluation I have seen no improvement in the nearly 2 year period I have been a student.

The main cause of a lot of the problems this year is the lack of communication. There have been schedule changes and students and faculty weren't aware. Some faculty didnt know they were supposed to teach on some days. The unorganization is the only thing that hinders the quality of education.

The PA anatomy class needs to be taught by a few instructors and not a new instructor basically per every topic but the instructor quality was okay not too bad. The physiology instructors for the most part were actually quite good besides Professor XXXXXXXX. Professor XXXXXXXX really does need to be replaced and there should be a very carefull evaluation of his teaching style. Someone should actually come a listen to the way he teaches. There also should be a CIL type review for the endocrine portion as well b/c the professor who teahces the endocrine section is quite hard to follow and has a unique teaching style. XXXXXXXX is almost impossible to understand and there should really be a different professor teaching that portion of pharmacology, he is a wonderfull man but very difficult to understand.

There are many language barriers. Also, I would like to see some of the courses more organized.

There are some classes that I feel do not give us the most relevant information or do not present the information in the best way to facilitate learning.

To further improve student teaching, I believe that all faculty members should be required to allow students to review their exams if requested. i can understand that faculty are hesitant, to avoid criticism etc, but it is essential for us students to understand what/why we get questions wrong and if we get the questions right through logic or just mere guessing.

## Comments – Academics

Unfortunately I cant say I am and often regret choosing this program over others. I was quite dissappointed b/c I was defiantly under a different impression. Mnay changes can be made to improve the overall quality of the program, and the first should defiantly be considering other professors, and a more efficient curriculam.

we need a not applicable option on the course reviews

What I am most surprised about is that the faculty are here to help at every moment. I assumed due to the intensity of the program that it would not be as personal success driven. it was a nice surprise to have a support structure within our faculty.

With guests speakers for specific lectures, it is imperative that course directors be present and ascertain that objectives are met by lectures. Course and instructor evaluations are important and am glad that course directors actually utilize them in improving the course.

### SHP – MPAS, Clinical Comments

Again--a mixed bag for our class. Some sites have not allowed students to more than just shadow/observe. Or else there have been very few patient encounters. Other sites have been excellent learning situations.

Encourage more alumni to become preceptors.

Extreme effort should continue to be made to get more and better clinical sites for all rotations.

Supervised Practice, which is run by XXXXXXXX, is wonderful. He does a great job getting PA students some practice before clinical rotations start.

Many preceptors continue to complain that our program is asking them to take on too many students within any given year. They express that they loose their teaching enthusiasm when this happens. Finding more rotation sites is ESSENTIAL as class size continues to increase.

obtain more clinical sites for PA's

We have not yet started rotations, so I have no opinion yet.

We need more rotation sites

Would not be too hard to conciliate where the student lives with clinical sites....

**Comments – Academics**SHP - DPT

I have not been impressed with the quality of lectures taught by graduate assistants but they have been helpful in the laboratory.

I love our faculty!!!

It is difficult to properly assess the quality of my education because there are changes in the curriculum.

It is a challenging curriculum that although is difficult now, is going to be greatly beneficial in the long term. There are a lot of resources available in the library. The faculty and other programs are also there for support and guidance and want us all to succeed.

I feel that we have are the guinea pigs and there is this program has a long way to go.

because I feel like I am being prepared for the board exam

the faculty is extremely supportive.

Need better CAP services!

Teacher availability and willingness to explain and reexplain things until the concept is understood.

## Comments – Academics

### GSBS - Medical Science

A lot of teachers are difficult to understand.

A lot of times, it is very hard to understand the professors with heavy accents. For the ones that the majority of students have trouble understanding, it would be helpful if supplemental information, like the powerpoints, would include more information. Also, speaking for the medical sciences curriculum only, the clinical research classes seem like they should be electives. I know many people who don't want to go into clinical research and only want to do practice. I'm not sure why everyone has to be forced to take these classes.

Anything related to teaching or advising in the Medical Sciences program is exceedingly poor.

As our program is specifically geared towards preparing students for medical school applications and programs, I believe we need more attention on our progress through the process. An advisory program to help monitor assess strengths and weaknesses would be of great benefit. At the beginning of the physiology course we took a test to see where we were with the material. I think that this would be applicable for EVERY course at the beginning. That way, the faculty and students will know exactly where the academic weaknesses are.

Because I learned a lot, the education was ALL clinically relevant, and I feel ready for med school. Therefore, I strongly agree.

Communication is lacking between admin support, professors and students. There is a breakdown somewhere. Professors are good, but not great. Often hard to understand! More interaction with the class, we were told we would be using iclikers, and we barely do. Researchers may be experts in their fields, but that doesn't mean they know how to teach!

Even though there were some bad professors, some of the faculty was outstanding. This program exposed me to core science classes, gave me insight on the current issues involving healthcare and, introduced me to ethics in medicine and clinical research. I strongly believe that I have become a stronger candidate for medical school and the knowledge I have gained from this program will allow me to be successful in medical school.

Facilities could be total junk, people rude as hell, and any other combination of terrible things could have happened but IF the quality of teaching allowed me to receive an excellent education I would have been satisfied. Most of the material that I learned during this program came directly from a book. I did not trust or understand what language was being spoken in lecture to learn anything from the professors most times. The only exception to this would be the anatomy department. I received an AMAZING education in anatomy thanks to the outstanding anatomy faculty. I would not suggest going to graduate school at UNT HSC to anyone that I know yet. I know there could be a bright future ahead of this school but they need improvement in the teaching faculty. Also the entire Med Sci program is consistently misled or poorly informed on its status with TCOM admissions, which I find to be of very poor ethical decision and a very low level of professionalism.

Don't give me a teacher who barely (and I mean BARELY) speaks English. Group projects are rubbish. I'd rather learn from an actual teacher than from students who know little about what they are talking about.



## Comments – Academics

Curriculum- I did not enjoy the Clinical Research Management class. It was taught by some company, no one liked the "instructor", and expectations of the students (especially on exams) was unfair. I feel that I will never use any of the information that was taught in this class. Quality of Teaching- I don't mean to group all of our professors together and say they were all unsatisfactory. There were more than a few professors we had that did not speak English very well and were difficult to understand. Our physiology professor constantly presented incorrect information and could not accurately answer questions during class. Instead of spending time studying the material, I spent most of my time trying to figure out what to study because I did not know if what she said in lecture was true. On the exams, we were expected to know what was correct, despite her presenting incorrect information. This is the SAME thing that happened in the Clinical Research Management class. When we spoke to the instructor, XXXXXXXX, about the 2nd exam, he could not answer the questions accurately himself. He pointed out the wrong answer, which I told him was my answer, and he quickly changed his mind to the correct answer (which was highlighted on the page). When we told him the other instructor for the course had presented the information incorrectly, which we could prove because all of the lectures are recorded, his answer was that he did not care and would not be changing any grades. I was also disappointed that we did not have more physicians as our professors. Since this program was advertised to prepare us for medical school, I would think we should've been more exposed to physicians and clinical cases. Our professors did not seem to have a thorough knowledge of clinical cases. They knew as much as I could know after looking something up on wikipedia. Faculty Advising- The one person that could always be turned to was XXXXXXXX. He is the only asset to this program and the only person who knows what he is talking about. The other faculty advisors were difficult to talk to and not very encouraging. Administrative Support- These people were very difficult to approach as they were quite abrasive. I understand it's difficult to deal with that many desperate premed students, but I still expect to be treated nicely.

generally students should be able to understand the teacher, what is going on in class, and why it is discussed. frequently this was not the case. i though it was very nice that we had lecture recordings to be able to listen to lectures over and over and make transcriptions, but found it ridiculous that it ever had to come to that. the same inconsistencies from lectures were problems in exams as well.

Good faculty, good resources, helpful administrative staff. Have been worked with on circumstances that affected my academic performance

hiring faculty that can be more easily understood...i found that i had to teach myself the majority of the material because i could not understand a word some of the professors were saying.

I am unhappy with the quality of the professors that teach my courses. I do not dispute or question their knowledge of subject material. However, their ability to convey this information is questionable. Many of my professors do not speak English well. This makes learning the difficult topics that we are studying even more difficult! I am not conveying just my opinion on this matter. Many of my friends share the same sentiments. A lot of us stopped going to class because we simply could NOT understand a professor, and instead relied on textbooks, powerpoints, and google. This is not acceptable. Let me clarify that I am not directing my negative feelings on the entire teaching staff. That would be unreasonable. There are some professors that are exceptional. But, those professors are exceptions. I urge the administration to police the hiring strategies of the professors more seriously. It is affecting the quality of your students' education.

## Comments – Academics

I am not at all satisfied with what transpired in Epidemiology, and Biochemistry. In Biochemistry, I missed the review session for XXXXXXXX test to attend to a familial issue. I went to her office and she went through all the class notes and specifically pointed out what information was pertinent and not pertinent. She even went as far as to write on my notes to what was relevant and not relevant. The test that was given was NOTHING like what she told us to prepare. That test is why my final average in Biochemistry was a 88 and not a 92. If there is a academic honesty policy, then may I strongly suggest that it is applied to both the students AND the instructors. In epidemiology the syllabus clearly stated that each exam would be 3 hours in length. However on the second test we were only given 1.5 hours and being that I have ADHD and even though I am medicated I did extremely poorly. Even though the second test was dropped for most of us I did not do well enough on the final exam to make a grade that I find is satisfactory. The reason is my entire grade depended on 2 exams instead of 3. I feel that students should be given the opportunity to retake Epidemiology due to this negligence. Furthermore, the student handbook clearly states that there will be no cumulative finals, at the conclusion of this program we will have taken 3 classes that have cumulative finals. Being that the student handbook is a legal document and this inconsistency could be looked upon poorly by the board of regents and/or the national accreditation committee I STRONGLY suggest that either the class formats be changed or the student handbook be changed. At this point I want to point out I am neither threatening nor am I trying to use scare tactics. I feel that its important that the GSBS program actually live up to its promises. I do not feel it has helped me get into medical school.

I am not sure if the curriculum was improved from last year or not, so I am not able to speak on that; however this year there was an instructor who taught directly off powerpoint and when it came time to testing, more than one answer would be correct in reference to the book for the class, however the instructor only accepted answers from their powerpoint. This type of teaching, in my opinion, is not acceptable; I know teacher cannot give back a multitude of points for post-exam, but it would be nice if they acknowledged when answers are right instead of giving answers like "no, look at slide # in powerpoint [title]".

I am very glad to have had the opportunity to be in the Med Sci program. Not only did it get me into medical school, but I will be much more confident, prepared, and less stressed when I matriculate. This year has really taught me how to handle a difficult course load and has refined my study skills. I am actually glad I was not accepted to medical school the first time I applied, so that I could participate in this program. However, I am concerned at the large increase in size for next year's class. Not only will program stats (i.e. the number accepted into medical school) most likely decrease but I worry that the quality of education may go down as well.

I am very impressed with the quality of teaching and great reputation of the Med. Sci. program. I also believe it is the major reason I was accepted into medical school. To say that I got into medical school with some help from this program is like a five year old saying, "Daddy helped me track and kill a grizzly bear."

I believe that coming out of the program I will be more prepared than I ever was into pursuing my future goal of becoming a medical doctor.

## Comments – Academics

I believe that many in our program have suffered due to the increased class size and lack of professors who are actually teaching the material and seeing to it that the class understands. After all, no one enrolled into the medical science program solely for a Masters in Medical Science. Our goal is to attain the knowledge to be prepared for the next step, which is surely medical school for most. However, in many of the courses its moreso that we are receiving quick "exposure" before we're on to the next concept.

I believe that the CRM class and Ethics class are nearly identical classes and that should have one or the other but not both. I also wish there was a genetics class incorporated into the Med Sci curriculum. Teaching is hit or miss. Some instructors are excellent (XXXXXXXX, XXXXXXXX / XXXXXXXX / XXXXXXXX / XXXXXXXX) and some are not as good, especially those who are difficult to understand due to an accent or speaking too quietly. CAP tutors have been excellent, I have been very pleased with the tutoring they have provided, especially for anatomy. Administration has been very good keeping us notified and up to date.

I could write a whole essay. It starts with all that I said above about the professors. ONE professor per class! No one is organized here and they don't know what is going on. After snow days we crammed immunology lectures into one day and still had our exams. Did no one put snow days in the plans? It snows every year in texas! And let's talk about how XXXXXXXX comes in to proctor our exams and makes as much noise as possible. One time he answered his cell phone in the classroom during our exam. Another time he wanted the lights turned on in the front of the room and ended up turning all the lights off DURING OUR EXAM! And he would talk to XXXXXXXX like they were outside and breathes so loud like he had run a marathon. And what is the point of scientific communications class? We wouldn't be here if we didn't know that stuff already. No one pays any attention. It's a waste of time. Along with introduction to faculty research. We were supposed to pick our lab rotations BEFORE we started school so why do we need 2 whole semesters for this class? Or even one semester for that matter. And why are there no microbiology specific classes? There is a microbiology/immunology department but no advanced microbiology course. I'm sure there is more. I will definitely not recommend this school for anyone.

I don't know what to suggest to fix the problem of poor teaching but I know that I and most of my peers felt that many of the professors did not listen to the questions we were asking in class and simply nodded and then answered what they wanted to say and not the question. Also, some of the professors do not seem to be as knowledgeable about the subject as I would hope. I would also suggest to the professors to make more coherent notes in the margins/ notes section of their powerpoints, even though I go to class there are some instances when either I can't hear or understand what the professor is saying and it would be nice to have that reference.

I enrolled in the program in order to get accepted into medical school and to improve my knowledge base so I will be successful once attending. Both of these expectations have been met.

I feel as if I am not learning to think on my own just memorize minutia. This program needs to listen to its students. The only person in this program that has helped any of us students has been XXXXXXXX, HE IS AMAZING. Always there to listen and give advice throughout our application process. XXXXXXXX on the other hand never has time for anyone and is rude if her time is needed. To ensure that students get adequate consulting next year you need to increase the number of advisors. Listen to your students alot of work needs to be done.

## Comments – Academics

I feel as though I have been challenged with the curriculum this year. I am happy with my performance overall. I feel as though this year is preparing me considerably for medical school next year and I am extremely grateful for that.

I feel as though with an increasing number of students in each program, there is less individualized attention, especially among students who are struggling. Resources are available, but professors typically are not...or students are not comfortable approaching them due to language barriers.

I feel like I have learned a lot more information in the past 9 months than I have in all 4 years of undergrad.

I feel like I learned things in anatomy. Besides that the year has been a waste of my time. In many classes I could simply not understand what the professor was saying. In others the material was just presented all crammed together with no clear emphasis on anything. I was not learning how anything works, just memorizing stuff until for the next exam.

I feel that I am attending a very supportive school with great faculty

I feel that I am getting prepared for medical school.

I feel that I am getting, for the most part, what was presented to me at the open house that I attended. If I could change anything I would change the fact that several of my courses have focused on research based issues, when I was told that the program would focus on the clinical side of things. Also, I feel that it has not only become my job to learn the material, but in a sense, I also have to battle with the administration. In our program something has always been changing this year, from dates of courses, numbers of questions on exams, and even exam dates. For example, when you have a syllabus that states that there is a given amount of total questions for the course broken down to a total number of questions for each exam you formulate a game plan, knowing which exams you have to do well and others that will not weigh as heavy on your grade. When these factors are changed mid course your plans fall apart. Another point, this course is made to help get us into the medical school of our choice, when grades are extremely close to an A (talking about the 88.5 and above) shouldn't the faculty help us out with this and come up with a good way to bump this to an A? Grades such as this usually have to do with less than one question on one test. For my final point, I realize that the medsci program is not a professional program, and that the school might not benefit from our program as much as the others on campus, but I am still paying for my education. The medsci program has almost turned into the ugly step child on campus. I do not feel that I should have to adjust my schedule or cause changes in my education because TCOM or any other program needs the classroom that we use everyday. My education is just as important as a student in a professional program.

I feel that I have reached this level of satisfaction through self teaching and group education with my peers. I highly recommend that professors be evaluated on their effective teaching methods.

I feel that some of the classes I took here were pointless ones or they were repeats of previous classes offered. The Ethics classes taken are pretty much the same and I feel that the amount of credit given does not reflect the amount of effort put into them by students. The only class that

## Comments – Academics

I feel will benefit me the most in the long run is Anatomy. This course content was very well done and the lab instructors were excellent.

I feel that the institution is more interested in collecting tuition on 160 medical science students, rather than helping students get accepted into medical school. The class is entirely too large, and there is little individual help. I have no connection to any of my professors, and I'm certain none of them would be able to pick me out of a lineup.

I feel that the MedSci program is extremely chaotic and disorganized. I feel the administrators (mostly XXXXXXXX) expects less of us because we are in MedSci and not in medical school. Because of this, I think we should have access to a higher level of education and content than what is given to us.

I feel that the quality of the professors was inconsistent, specifically in their ability to teach effectively. Also, with certain professors it was difficult to understand their english, which was something that was very frustrating to me and discouraged me from attending lectures at times.

I feel that we were mislead before we started this program. The program boasts admission rates to medical school, but they did not mention that they would be increasing the class size by more than 50 people. I went to a large school already and I thought this would be different. I do not feel the program had the capabilities to deal with the increase in class size. It also seems that the graduate school and TCOM have a bad relationship and as a MedSci student, I always felt subpar to the other TCOM applicants. We were never given a straight answer about admissions to the school so a lot of us are still waiting till June to hear back. I was thoroughly disappointed with the faculty. Like I said before, I thought we would have more physicians as professors and be given more clinical cases. It was hard to understand some of our professors and their slides were difficult to understand as well.

i feel the curriculum is great and everything is very relevant and will be very helpful when i am in medical school.

I feel the fall prepared me for the challenges of medical school curriculum however, the spring I found myself preparing for emotional backlash more than focusing on the challenging coursework. See above.

I have a problem with the overlapping of the Ethical Issues in Clinical Research class (taught by XXXXXXXX) and the Introduction to Clinical Research (taught by MedTrials). While I respect the fact that XXXXXXXX is a professor at UNTHSC, I think his class could incorporate the Intro to Clinical Research. MedTrials does not treat the students with the same respect that a member of the faculty at UNTHSC would. There is not a clear rubric for how we are graded on our group presentations. There is very little feedback given. There are unclear messages from XXXXXXXX, specifically. He emails one student one thing and then another student the exact opposite. I would recommend that the school not invite MedTrials to teach another MedSci class and, instead, find a way to incorporate the introduction of clinical research into XXXXXXXX class.

I have learned a lot this year and much of the information I will see again in medical school and some of the information outside of the core was fairly interesting. This extra information, though troublesome to learn, makes me a more well rounded person. I would only suggest that some of the non-core classes be pass/fail and not gpa dependent courses.

## Comments – Academics

I have learned more in this year of school than I probably did in my four years of undergrad. I attribute this to the design of the med sci program and the motivation from faculty and peers.

I learned a great deal in this program that will help me a great in medical school, but, I was underwhelmed by many of the professors and their teaching ability. Many of our professors had a research background and their lessons reflected that. For the medical sciences program I would like to see professors that had a more clinical background. As well, I don't see the need for the health disparities class or the ethics class. Most of us had these types of classes in undergrad, and I feel that these classes with a mandatory attendance requirement were taking up valuable time that could be used for more productive studying. However, I was very impressed by the anatomy department, particularly XXXXXXXX and XXXXXXXX. They were very helpful to students and genuinely wanted to help us learn.

I leave UNTHSC indifferent, there are a lot of positive things I found in this program and also things I did not like.

I suggest helping teachers learn how to teach the students. I understand that many of the teachers are from other countries, but it is hard to take away what they want us know from a lecture if we can't understand them and they don't put words on their slides. Some teachers are amazing yet there are many that do not have the ability to teach.

I think all the faculty members are awesome here. People are just honestly looking for things to complain about like accent, or "reading off the powerpoints". Keep up the good work! This is coming from a student that has only missed 2 classes in this entire program. Once was for an interview the other time because I had food poisoning.

I think course instructors should be screened by faculty (or by students) to ensure that they are understandable in the classroom. We have had many foreign-born instructors that we COULD NOT understand what he/she was saying. We have also had some foreign-born instructors that were easy to understand. Therefore, it is not the fact that the aforementioned instructors are originally foreign but that they do not speak in a manner that is very understandable. This really does make learning the course material more difficult. For that reason, I rated "Quality of Teaching" as "Below Expectations."

I was lead to believe I would be experiencing first year medical school courses. While the course titles are the same the amount and level of material presented to Medical Science students is not at the same level of the first year medical students. Furthermore, I do not understand the need for Clinical Research classes that do not pertain to the majority of the students future as practicing physicians. I wish I had more science courses in the summer that would help display the level of competence for medical school.

I would choose strongly agree if better instructors were hired and exam questions were better.

I would like an intro to pathology course in the spring semester along with an intro to embryology course. I think the program should be more challenging and tougher. It is a great program by far. I highly recommend this program to students who want a great head start to medical school

## Comments – Academics

I was very disappointed by the faculty and lack of advising I have received at UNTHSC. It is absolutely ridiculous to pay tuition and then sit in class and not be able to understand our professors. I have to do double the work by having to re-listen to the lectures just so I can understand some professor. It has to say something when there are numerous students in our class having to translate lectures from the recording and sending it out to our class so we can actually learn the material. Some teachers seem uninterested and not prepared. It seems as though they are more interested in their research than teaching. Professors who are teaching should be understandable and actually seem like they are enjoying their job. Many of the practice questions from XXXXXXXX have numerous wrong answers. How are the practice questions helpful if the answers are wrong? And then she says that some of those questions aren't like our test questions. So why are we doing practice questions to prepare for the test that are not like the test. Our 2nd physiology test this year was written so poorly. XXXXXXXX and XXXXXXXX gave back points on 24% of the test. How are we supposed to take a test when every 4 question is written so poorly. That is unacceptable. Test need to be reviewed by more professors. As for advising, I have been given no support. I asked to meet with XXXXXXXX about going over my MCAT score and possible other options for me. I had to wait 2 weeks for an appointment and then literally met with her for 4 minutes. She told me to call Princeton Review and see what they thought. I understand if she is busy and I have to wait for an appointment but a 4 minute appointment, where she seemed so uninterested. That is also unacceptable. She has told me via an email that she is overwhelmed and feel that she is being pulling in many directions. If that is the case, she needs help doing her job. I have friends younger than me who have applied to school here and who I have told to remove their applications. It has been one disappointment after another. How this program had about a 29% approval rate last year is shocking to me, but NOT surprising. There is a huge lack of communication between XXXXXXXX and other course professors. The anatomy professors seem to be the only department that has it together and is very well prepared. They give fair test, that are well written and effective. They are the only professors who seem to care and give their students support.

If you are trying to prepare us for medical school, then treat it like medical school. Don't allow whiny kids to force you to move tests around because they are too close together. In addition, most medical school do not require mandatory attendance. I would rather you just throw us into the deep end and let us swim on our own. If we choose not to attend class and our grades suffer as a result, then so be it. At least we get a real picture of how it will be.

I'm all for diversity, honestly, but if I cannot understand a professor and they don't give me anything to supplement what they're saying so that I can attempt to "get it," that's not acceptable. And this is a big deal. The evaluations worked one semester and haven't been updated this semester. It may just be me, but I can't log in to give daily feed-back or even see the courses I'm enrolled in.

I'm irritated that I'll have to do all of this again next year (but that's what I signed up for); I also don't like the attitude of our class--I feel like it's more cut-throat than is healthy (but again, that may be in the nature of the class and I'm not sure there's anything the school can do about it). My sole complaint that the administration can do something about is with teachers that I can't understand--put teachers in the classrooms that can be understood.

In an age of almost unlimited information available through resources such as the internet, professors are going to have to change the way they teach in order to keep students in the classroom. Reading off of a powerpoint presentation that is available online is not an adequate

## Comments – Academics

way of presenting the information. In my opinion, the student should be responsible for memorizing the information on his/her own and the professor should apply that knowledge to real world experiences. That is the area in which the professor should be more proficient than the student, not in the ability to read or memorize facts. I did not feel like the education I received in the medsci program came from the professor's knowledge, but rather from my ability to learn material on my own. This is shown from the fact that my highest test grade in one of my classes was the test for which I did not attend a single lecture. Overall I found that my grades did not reflect at all how much I came to class, but only in how much time I put towards learning the material.

In order to effectively improve the Med Sci's chance of acceptance to MD programs, more grade bearing science classes should be offered in the summer. The 5 credit hours is insufficient to immediately help our GPA for entrance into medical school when applying during the summer. The quality of teaching varies widely with the enormous number of professors teaching the various sections in each course. While some professors are wonderful, others fall short. The quality of teaching is easier to critique per professor in the course evaluations.

In the entirety of this program I do feel like there was some strengthening of my knowledge in the field of medicine, however not all the classes I took contributed to this. And I believe some of the instructors hired as a third party were not at all concerned about whether we understood the information, they were there to instruct for 3 hours and went home.

It is completely unacceptable to not understand the professors accent. How are we expected to learn if 75% of the faculty are unable to articulate in a manner we can understand! I'm aware that it's not their fault and that classes are offered to them, but frankly, it's not working. Also, I am not impressed with the scheduling of our classes. The Fall semester is compacted with classes and the Spring semester has many gaps. The Anatomy class in the Spring semester has only 2 exams and the breaks between the lectures are ridiculous. Also, the fact we are taking two clinical research classes. While I agree Clinical research are important factors for physicians, it's unnecessary to force 2 classes that are so similar for medical sciences. Another thing is the evening classes. I am a mother and it is extremely difficult to get evening child care. If these classes are continued, I suggest offering some sort of child care for the students. Also, I do not appreciate having to take an online exam on a Sunday evening with such restricted hours. As I said, I'm a mother, and having to take an exam during the weekend is extremely difficult.

It seems this program is very much based on trying to memorize as much as possible. Some classes do stick to the broader picture and main points, but others focus on small details. I understand it is trying to simulate medical school, but two weeks after the test most of the material cannot be recalled.

It would be better if teachers could keep emails more private. Instead of sending out questions with the original students email and their info, they could just copy and paste the question in and then email it out to the core.

Many of our professors are impossible to understand, that is the majority opinion of the entire class. A few that we have had that are understandable aren't very good at teaching. We have had several that have been amazing and very refreshing, but those professors are the ones that actively teach at TCOM as well.



## Comments – Academics

Make speaking understandable english a requirement to teach. Actually have professors teach within their given specialty. Make lectures have a logical ordered flow both in schedule and in powerpoint presentations (dont teach GI and Respiratory together...). STICK TO REFERENCING ONE BOOK, there was no way of referencing material used in lectures to a book to study further because we didnt know what book it was or didnt have it. Teaching at this institution falls well below an acceptable standard. The worst professor I had in undergrad was better than or equal to >50% of the professors I had here.

Make sure there is no language barrier when an important course, such as Physiology, is being taught.

Many of the classes that were taught by professors who stated that they had very little notice that they were actually teaching the classes. In Microbiology, the teacher had no clinical background but yet was trying to teach us clinical relevance. There needs to be faculty who have been in the field and understand clinical applications of the material. Also, some faculty believe that their test questions are fair even when over half the class misses them. To be honest, if most of the class misses a question, then it was most likely not emphasized as much as the teacher thought or horribly worded to where no one understands what the question is asking. Students shouldn't be punished for poor wording or when the instructor thinks they did a good job explaining something. The anatomy class for the Spring semester is also horribly done. Why is there such a large separation between the two tests taken during the semester? It would be better to finish the course early on in the semester rather than take one test, wait for a month, and then take the second test. The additional histology exam was definitely not welcomed either but was not as bad as expected. The Fall and Spring semester should be equal in the way they are designed. The testing schedule could be done better. I realize that there is a sort of block schedule for the classes we take but when two tests in separate courses that are worth 50% of the each entire course are within a day of each other, it's setting students up for failure. This situation could have been avoided by scheduling the classes better. Having classes that are early in the morning and then having more in the evening is not conducive. Instead of having classes at 8am every day, why not have them later so that there's only an hour in between the afternoon classes? Attendance might be better if the classes were later in the morning

Many, many of my instructors are very difficult to understand. When I can understand them, I find them to be excellent instructors. However, I waste many hours re-listening to lectures so I can figure out what ideas my teachers were trying to convey. I understand in today's global multinational world that I will encounter this from time to time; however, I believe this should be the exception, not the rule. This is not the case at UNTHSC and has been a large reason for my deciding to attend medical school elsewhere.

Maybe hire some ACTUAL professors...ONE for each class. It's really stupid to me that there are up to 8 "professors" teaching such short classes. Each "professor" tested and graded differently so there was no way to get used to their style. And why not do full semester classes? This half semester thing is ridiculous, stressful and unnecessary.

More effort should be in place to obtaining professors who are both competent in the subject matter and are capable of communicating that knowledge EFFECTIVELY to students. It seems a majority of faculty are missing at least one of the above components.

## Comments – Academics

Most of the medical science course content was great, with the exception of Clinical Research, what a joke...Eliminate this courseNow, regarding some of the professors, teaching is extremely hampered when the instructor does not speak English sufficiently, for example XXXXXXXX. We transcribe his lectures and for a 2 hour lecture he speaks about 4 to 5 pages of content, now XXXXXXXX will speak 10-12 pages of content..How can learning be equal??

Not completely related to the graduate school itself. This comment is more specifically for the Med Sci program. But at times it feels like the TCOM admission and the Med Sci administration is beating around the bush about the admission status.

Of my four "B's" in the fall semester. Three were within 2 to 3 percentage points fromeing "A's", however if you look at my transcript it would appear I had made a 79.999%. Other institutions have a different grading system that I feel should be utilized. In testing situations and some members of the staff treat the entire group like we are criminals. I find that no matter what field you are in, customer service is key to group morale. There is a great deal of resentment within the GSBS group whether they are being honest or not on their surveys. Often times XXXXXXXX is so rude and many of the students in the program don't feel like we can ask her any questions/for help. I understand she is very busy but I don't see the need for the rude remarks to our class.

Please have teachers we can understand. To have ethics and clinical research in the same semester is ridiculous. We cover the same topics many times and classes are a glorified study hour. Spring semester should have more science based classes. Clinical research could be done over a weekend seminar not over an entire semester.

Please monitor and check the practices of XXXXXXXX, her direction and implementation of authority in the MedSci program has been detrimental to the trust and learning environment of the program. While the fall was very effective, challenging, and organized, this spring semester has been a change for the worse. It's become clear her authority is unchecked and her rulings seem unquestionable yet, moreover, her direction over the program seems emotionally driven and subjective to a fault. Coursework should not be challenging because the instructor/core director seems jaded and determined to inject chaos into the classroom's setting, exam schedule, and/or ways to earn points. I've lost trust in the direction of the MedSci program due to deceitful implementation of exam rules, proctoring, and lack of communication. It seems her actions speak for the program, and her message is unquestioned authority, shrowded secrecy, and emotional decision-making. It reflects poorly on the school as a whole and deters many of us students from wanting to enter TCOM or speak highly about our experience in the MedSci program.

Poor Professors and many courses "cut short" the information we need to know for medical school

Several of my professors this year have been VERY difficult/almost impossible to understand. Our class has to take time to type of transcriptions of what the professors say and pass them around so that we can know what is said in lectures.HOWEVER, the anatomy course was well taught, organized, and one of best courses I have ever taken.

## Comments – Academics

Several professors did not speak clear, easily understandable English. I used more brain power trying to understand them slowly word for word than I did understanding the concepts they were teaching. Other professors read words of the slides and did not give new information. I felt that going to class did not give me any added benefit to learning and I often felt I was teaching myself by reading the book and notes from other sources. I will note that professors from Anatomy department were excellent and aided in my learning experience.

Some of the courses are not relevant to this program such as clinical research class, and epidemiology. I feel that these courses would not benefit students as much as if we have had some other science-related courses. The clinical research class is organized in a way that makes it hard to learn the materials. We have groups of student teaching the materials, and the instructor did not do a good job of making sure everything on the test are well covered in class. I think the instructor should teach the course instead of having students teaching will improve learning. There are some instructors that are impolite and disrespect to students. XXXXXXXX and anatomy department has done an amazing job of teaching students in the fall semester. However, the way anatomy II course organized in the spring semester did not meet my expectation. I don't like the fact that the class has 2 major exams and cram so much material into only 2 exams. The experience would have been better if they had spread out the material and make it 3 exams class, this would enhance students to learn better.

SOME of the faculty that teach Med Sci are the worst teachers I have ever had in my life. I don't know how you interview but what were you thinking and how do you expect us to learn? Not only that, but the exams are ridiculously unfair because the question writing is so bad. There will be more than one answer or no answers that fit the question. I feel like this is the problem with almost every class in Med Sci, poor exam questions. The biggest examples of this were Epidemiology and Clinical Research. They are making the classes not unnecessarily difficult, but just unfair altogether. Overall the choice of curriculum is extremely relevant and good though.

Some of the teachers are very great, but their accents make them very hard to understand. Possibly looking into some sort of transcription service.

Thanks to XXXXXXXX and XXXXXXXX hard work of selecting the courses along with choosing the right instructors to teach the various subjects. I truly admire XXXXXXXX open-door policy. I respect XXXXXXXX tremendously, and I feel like he is a truly, genuine person. Also, I have much respect for XXXXXXXX along with all the professors who have taught the courses. I feel like you can see the passion in their faces when teaching the subject material. Kudos to XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, XXXXXXXX, etc.

The beginning of the summer semester was a tiny bit disorganized. A lot of things were rescheduled, the papers for the health insurance and preceptorship were not updated to current addresses. The spring semester came out really smooth despite the crazy weather.

The proctors in the classrooms during exams were disruptive. I prefer to sit in the rear of the room and the proctors would often walk behind me brushing against my chair. I would suggest that if there is not room to move around a student without touching the student or his workspace, please find a different route to navigate the room.

The education I have received thus far at UNTHSC has been good. And I am satisfied with it.

## Comments – Academics

The clinical research course need better lecture slides. I feel like sometimes the material that is tested was not covered enough in class or emphasized during lecture. We are all under significant time pressure. Just give us the notes with the information that we need to know. I really wish the teaching was more direct instead of being tested on the fine details of the class. Trust us, the students will put in the effort. I sometimes feel like the amount of effort I put into the class is a waste because we are tested on material or details that are just minor points. I have no problems with the other courses in the Med Sci program.

The curriculum is wonderful as an introduction to the first year of medical school, however, the teaching is more often than not, horrendous. Many of the professors are disinterested in teaching, and convey this sentiment through their lectures. Even as a bilingual student, I find that many of the other instructors are difficult to understand, and no provisions are made to meet the student half-way (hand outs, sufficiently edited notes, etc.) There is absolutely no faculty advising. If a student has a question, it is his or her responsibility to seek out the solution by e-mailing at least 4 different people. There was no clear advising assessing personal goals of the students and helping craft their educational experience (via extracurricular activities, or involvement on campus) to further develop them as a potential medical school candidate. The course evaluations were not an adequate measure of quality, and as we do not repeat professors, I am not sure whether or not they are used by the faculty at all. I would argue that there is little to no administrative support. I would consider certain laconic emails to be harassing in nature. The registrar was particularly curt and discourteous while I was attempting to send my transcript from my undergraduate institution.

The goal for students attending this institution is to acquire a quality education. However, it is extremely difficult to achieve this goal when the faculty cannot adequately communicate when teaching. Although I think it's a good idea to expose students to professors of varying backgrounds, ethnicity, and area of expertise, it is also imperative that those professors be able to communicate their ideas clearly and effectively. When professors cannot be understood, it becomes very difficult to learn from them and acquire a quality education from them and this institution.

The lack good teaching was a real downfall. There were only a few professors in the program that I really feel did a good job at teaching. The faculty knew their material, but I think teaching it was another thing. Maybe training teachers to be more interactive and work on how they teach material. The advising was not very helpful. The advice they give is more general than it is applying to "you" as an individual. However, XXXXXXXX does a good job at advising students and understanding that everyone has different needs. Also, if you guys raise the class enrollment (and I heard this is probably going to happen) it will only make it worse. There are too many student and too little people that can help all of us at an individual level.

The majority of my professors have been very good, however I have had a few that have provided lectures that were hard to follow. Many students sat through these classes with ear plugs in so they could study during lectures, as they were required to attend class in the event we had a pop quiz or attendance would be taken. While it was frustrating it did provide the students with an opportunity to have to teach themselves out of a textbook and the internet rather than through lectures and power-points.

## Comments – Academics

The majority of our professors were hard to understand. The fact that most of their presentations were only pictures and no words did not help the matter. As well, our fall semester was very crammed, while our spring semester is very spread out. The courses need to be better balanced between the two semesters. Perhaps moving micro or molecular to the spring semester would alleviate the problem.

The Medical Sciences program does not live up to the strongly biased hype presented during orientation. This program is not known to medical schools. The administrators make guarantees about TCOM that TCOM is unaware of or does not support. More time is spent trying to translate into English what the professors are saying rather than focusing on the material presented. XXXXXXXX is disorganized and unable to handle the burdens of teaching in this program and TCOM in addition to her administrative responsibilities. She makes appointments, then skips them. When teaching, she cannot explain basic, fundamental concepts, answer student questions appropriately, or write a test. For example, one of our Physiology tests was 55 questions in length and 24% (13 total) of the questions were flawed and thrown out or had more than one answer choice. Is it unreasonable to expect a graduate-level exam to be written fairly? Granted, XXXXXXXX did not write the whole exam but this has happened on multiple occasions. After my experience in this program, I cannot recommend the Medical Sciences program to any other student.

The MS in Medical Science program can be more organized. I understand that the staff is overwhelmed with the additional 60 students that were added to our class this year in comparison to last year's class. With that said, I STRONGLY advise if GSBS increases their class size again, more administrative staff need to be hired to keep up with the number of students. It is not fair to stress out current administration, which leads to more stress for the students. Also, I understand the weather caused schedule changes this year, but I really don't like the fact our schedule gets changed for other reasons. In med school, schedules do not get changed no matter what unless there is an emergency. It makes it difficult for students to plan their time with a sporadic schedule.

The teaching quality at this institution is far below any I have received before. Questions we students have are never addressed, they are dismissed even during a post exam review. A lot needs to be done if the school hopes to maintain their reputation, since I know many of our class are extremely unhappy with this year. None of our concerns are being heard and people are worried about not getting into TCOM if they complain. Some of our instructors are completely inaudible and nothing has been done to address that.

There are too many students in the program, we do not feel trusted or respected. It feels like we have to fight to change simple things that would help us out such as exam scheduling.

Things should be more organized, I felt like the calendar was always changing and it conflicted with my personal schedule a lot. Also, some professors read straight off the power point instead of explain the topic at hand. I think it would be more beneficial for the students if the professors were able to talk openly about topics and explain each topic thoroughly instead of read off the slides.

This program has been a challenge. I have learned and developed over the course of the Med Sci program.

## Comments – Academics

This program was intended to help me improve my grades/GPA to get into medical school. However, the courses were rushed as well as the exam schedule so instead of helping improve our grades, it hindered us greatly. It appears that there was no planning and no clear thought process when determining the exam schedules. Back to back exams are impossible to study for and do well on. This may be the case when we get to medical school, but since it was clearly stated that this is not meant to be a first-year med school experience, I do not understand the point of this.

We had a lot of professors with different accents and sometimes it was extremely difficult to understand the professor. This had a negative impact on my learning. As a class we had to transcribe one of our professors because it was so difficult to understand him. Furthermore, it felt like we were required to memorize a lot of material in a short period of time and not necessarily learn and/or understand the material. This wasn't true for all the classes but for majority of them.

We have absolutely no support from the administration here. We were lead to believe that the administrators cared about our success at this institution and they have not shown that by example at all. Also, only a handful of teachers spoke understandably and even though we brought this to the attention of the administration they simply said "deal with it". In all of my 4 years at Texas A&M never did I feel so helpless in my own education as I do here at UNTHSC.

We were told this year was about getting a better background in the sciences and instead we have had to memorize everything and spit out facts. Sciences should be about order and logic and cause and effect not regurgitation.

When I arrive at UNTHSC, the atmosphere was energetic and upbeat. I felt as though the faculty were enthusiastic in sharing their knowledge. The coursework was challenging. The support staff were available and genuinely helpful. I have nothing negative to say about the time I have spent at UNTHSC.

## Comments – Academics

### GSBS - MS

1)The curriculum in for instance, physiology and cell biology was adequate yet it was not applied toward the exams in a meaningful manner. 2)Quality of Teaching: the quality is poor. In many courses we were unable to understand the teachers and not only that, we were unable to hear them because they spoke too softly or too fast. Also, during our student presentations we were graded on things that even the teachers don't pay attention to. Maybe they should be graded by the students as to these requirements as well so that they get an understanding of what we cannot understand from their presentations. I for one would like to grade them on a rubric like they graded our presentations.3) Advising: On several occasions I asked for help figuring out a question regarding applying to medical schools and was told that the advisor would get back to me (XXXXXXX) and I have never heard from her since then. I have also noticed XXXXXXXX playing favoritism toward some students in the Medical Sciences course and would like this to be stopped because it discourages other students in the program. I would like to be shown the same attention/advising as those students have received. On the other hand, XXXXXXXX was very helpful and encouraging in his advising. He was always asking how applications were going and gave advice on what to do if you did not get into medical school this round. He was very open and concerned about the students' careers. 4) I feel that some of the faculty tend to ignore comments. Hearing from previous students in the medical sciences programs they had the same suggestions or frustrations as we have and yet, they have not been addressed currently. 5) I enjoyed the anatomy assistants in their ability to assist students in lab and outside of lab. They were very consistent with the professors information and what they taught.\*\* I also feel that the reviews were not very helpful at all. When students raise relevant concerns and corrections, teachers get offended and shut down. I realize this is both a stressful situation on the student to prove that there is reason for contesting a question and also for the instructor to defend their answer, but when they are wrong according to their lectures, it should be addressed in a most adequate and non-defensive manner. Also, since we are not allowed to see which question we missed, it does not help us to go to these reviews because how are to we remember each question we may have answered incorrectly?\*

1. While I am all for pluralism, diversity, and multiculturalism, please provide us with instructors who are comprehensible. Even if a certain professor is the foremost expert in his field, 'knowing the information' and being able to convey that information to someone else are different strengths. It does us all a true disservice to have lecturers who have to be transcribed by individuals on their own time. 2. Eliminate the courses that XXXXXXXX teaches. This instructor sleeps during presentations or READS THE NEWSPAPER, while banning laptops for the students of the class. It's insulting to the speakers he invites as well as to the class. Ethics in research and clinical practice is an interesting and important topic that XXXXXXXX has botched. 3. Do less of the peer-to-peer teaching. ON PAPER it seems like a good idea, but it feels like the teaching staff wanted to do less work, and this is what they came up with and then added a bunch of improvement-assessment/ quality-enhancement / six-sigma business-speak as a smokescreen. 4. I have real problems with someone from the clinical research/pharmaceutical industry teaching a class about clinical research. The majority of students in our graduate class are on track to becoming physicians, and it is important to remain wary of the influences of industry. Many of my classmates have articulated that they sense the inherent conflict with someone from outside the university teaching our Clinical Research Methods class, even though an incident has yet to arise.

A lot of emphasis on research for students in Medical Sciences

## Comments – Academics

Advising in Med Sci is very dependent on who you talk to. XXXXXXXX is a great advisor and he truly cares about the students. I cannot say the same for XXXXXXXX. She is an intelligent professor but the depth of care that she provides the Med Sci is not as transparent as XXXXXXXX.

Do not like being partially in each core (multiple choice and essay). Don't like program changing drastically after I already signed on - some changes are good, others not in my opinion ( do enjoy lab instruction early on / trade off is the awkward core situation)Dissatisfied with cap and tutoring - wasn't able to have tutoring when I most needed it - was told there were no available tutors. School shouldn't emphasize that benefit if it cannot always follow through.

Epidemiology, Intro into clinical research, Issues in Clinical Research, and Health Disparities were not only terribly disappointing but also seemed irrelevant to the medical sciences program. The course material, quality of teaching, and format of these courses were all significantly sub-par in comparison to the core science curriculum. These should be offered to future students as workshops- not entire semester courses. XXXXXXXX courses have very little value other than filling time, insulting respectable speakers, and providing us with busy work. Not even XXXXXXXX can stay awake in these classes.

I am actually very upset with the degree that we are cared for in the MS program. It seems that XXXXXXXX at times does not seem to have our best interests in mind or to be a true advocate for the student body. It is also very unsettling when she is unable to explain information from the field of her 'specialty'. Furthermore, she has great trouble answering questions from the students or even explaining the answers to her own questions. Because it is publicly accessible data, it is my opinion that she makes more money than she has proven to be worth. I believe that a suitable replacement could be found whose sole role is to be an advocate for and voice the concerns of the student body in a way other than student organizations. Bluntly, I would like to see an individual hired to run the MS program and allow her the time to focus on her teaching so that the students will have that ability to truly benefit from this opportunistic program.

I am in between strongly agree and agree. I believe that it would have been a much more successful program if there was more consistency between professors and curriculum. For the most part, the benefits (medical school material, learning to time manage and take exams, a master's degree) of this program far outweigh the disadvantages (taking classes only for the grade and not for the material, health problems) but it is very dependent on who teaches the course. If we had more professors with quality teaching skills, I believe that the program would improve exponentially. The material itself is not all that difficult, but it is the way it is presented that might cause the issue. Also, there needs to be more continuity. There are some professors that have contradicting information on the same powerpoint. There also needs to be more scanning/checking with exams. As a med sci, I have taken several exams with typos, errors, choices that are labeled wrong, etc. As a graduate program, I find that this needs to be addressed and taken care of.

I AM NOT GETTING ENOUGH FOR THE PRICE I AM PAYING..... IN AN INTERNATIONAL POINT OF VIEW ITS A BIG RIPP OFF FOR US...

I feel as though I am repeating my Junior and Senior level of undergrad but at a smaller institution. There are a few professors who challenge us to think for ourselves (XXXXXXX, XXXXXXXX, and XXXXXXXX) but otherwise we sit and are read powerpoints which we regurgitate for exams.



## Comments – Academics

I feel at this point I have learned material as well as important lessons on studying, and life, however feel that there are points along the way (timing of classes, gaps between material and tests, communication with professors, and attendance requirements) that sometimes hinder the overall quality of education.

I feel like my degree plan doesn't justify 7 semesters of classes. For example, I started classes in Summer 2009 and will graduate in Summer 2011. I feel like the classes could be arranged or consolidated such that I could have begun in Fall 2009 and graduate in Spring 2011.

I feel that I am learning what I need to know in the field of clinical research management. I am quite concerned, though, about whether or not I will be hireable after I finish. (I have noticed that UNTHSC has not hired anyone with a CRM degree as a clinical research coordinator. The school requires all of its clinical research coordinators to have nursing degrees. This concerns me greatly.) I would suggest that the CRM curriculum be tweaked so that at least one of the management/ethics classes is taken in the fall semester.

I feel that I am receiving a quality education at the UNTHSC. Most of the topics seem relevant and up to date.

I feel that I am well prepared for medical school. I've learn so much important information in this program.

I feel the quality of education I received at this institution was excellent because I myself put in the work to carefully read the book, do my work, and study hard. The content was rigorous and I learned a lot. However, I feel like the quality of my education could have been a lot better if the quality of teaching was improved. Then students would not have to teach themselves everything.

I have learned a lot.

I really like our faculty.

I'm not sure that I am adequately prepared for a future career.

In a graduate school it is somewhat ridiculous to have instructors that are hard to understand, even if they are very well versed in subjects. When comprehension of material is obstructed by a language barrier by it is not conducive to the overall purpose of learning, resulting in drops in attendance as well as overall comprehension and integration of the subject.

In retrospect, I feel prepared for the content and material that I will face next year in medical school. However, I feel like this is because I invested my own time despite the quality of teaching.

Med Sci: Don't feel like CRM and Medical Ethics are both needed. There is too much overlap and excessive presentations by students... I feel the teachers should do more teaching in both classes.

More hands-on laboratory exposure would have been helpful. A different approach to teaching the statistical aspect is needed to improve understanding and retention.

## Comments – Academics

Organization is lacking in this program. I think the program would benefit greatly by moving immuno/micro to the spring semester and either ethics or clinical research to the fall; this would allow more time to actually teach the immuno/micro course in longer duration. Having professors on the same wave length as students, in regards to future and common goals of getting into medical school would benefit the program.

Overall the teaching did reach my expectations however there were a couple of teachers in my program that I wasn't able to understand their english. This caused my class to transcribed the whole lecture so that we could sufficiently study for the test.

Overall, the sciences curriculum made up for the many short-comings in Epidemiology, Intro into clinical research, Issues in Clinical Research, and Health Disparities. This program was successful in helping me achieve my goals.

Quality of Teaching: Of course this does not apply to every teacher I have had in this Medical Science program, but the overall majority of our teachers are not good presenters or teachers. Half the teachers presented for hours with their backs to 150 students and never make eye contact, facial expressions, or even checked for comprehension with their audience. I had trouble understanding the actually English words of several of our teachers that presented for weeks. For these teachers, I spent more time actually re-listening to the lectures and deciphering what they were saying then learning the material. For the teachers we could not understand or teachers who mumbled and spoke to softly, they actually hindered our learning and did not help our learning. These issues were identified last year, yet some of the same teachers continue to teach again. Quality of Faculty Advising: There is no concrete faculty advising for Medical Science Students. Our class only acknowledges one teacher who gives advice about future medical school and each students personal situation. More advisors are needed for 150 students. Course and Instructor Evaluations: This measure of course and instructor performance is useless. Because students must turn in their student ID number, the results of this measure are greatly overestimated. The administration needs to realize that even though they claim that the evaluation is anonymous, the students do not believe this to be true. Until the evaluations are anonymous, the evaluations will continue to give false information. Course and Instructor Evaluations-used effectively to improve the Curriculum: Again, it does not matter if the evaluations are used effectively or not because the evaluations are greatly overestimated performances (because the evaluations are not anonymous). Once the evaluations are truly anonymous, then the real issued that need to be addressed can be improved upon. Administrative Support: With the large increase in students enrolled this year, there are more administrative supporters needed. More administrative support is needed and should also be directed toward TCOM who works in the same building as UNTHSC GSBS. The students feel TCOM looks down upon the Medical Science Students, which could be changed with more administrative support for the rigidity and excellence of Medical Science Program. It appears that the GSBS administration also looks down up the Medical Science program due to their lack of support.

Sometimes I feel as though I don't know where to find information about when the semester starts, ends, holidays, etc. For example, I do not know when the end of this semester is. It seems like it is up in the air and there is no exact date.

Take XXXXXXXX out of the classroom and keep her in research and maybe organizing.

## Comments – Academics

The curriculum is the EXACT same as undergrad. The books are the same, the teaching style is the same, the exams are basically the same as well. We complete instructor evaluations and yet their powerpoints are the same every year as well as their teaching style (reading powerpoints) and not challenging us to think. If we dislike the CORE then rather than sending administration in to sit in on our classes to modify the current setup we decide to scratch it all and start over completely new. If you don't correctly identify the problem I doubt that starting over from scratch will fix anything.

The majority of the teachers we have encountered thus far in the Medical Science Program have been completely incompetent. This is not their first year teaching, and I know this is not a new problem for this program which is what causes most of my frustration and disappointment. That being said we do have one or two professors that actually understand the material they are presenting, and care about teaching their students. Over the last ten months, I have realized that students that attend class everyday are actually at a disadvantage than those students that choose to stay home and self study. We have teachers that do not understand the English language and cannot therefore convey to us the material we need to master. Other professors even admit that they cannot understand their co-worker's speech. This is unnecessary and lazy. There are plenty of teachers qualified to teach in English at this institution. XXXXXXXX spoke about the low satisfaction ratings on last year's evaluation and it is disappointing that this problem still exists. Another concern of mine is the lack of seriousness and professionalism of the entire program. I am not exaggerating when I say that almost every exam we have taken has been rescored because of an incorrect question administered to our class during testing. It is frustrating to devote an entire year to studying and learning and then find out that teachers have not invested time into creating the test. At first I thought this was just a mistake or accident, but in time I have come to realize that UNT-HSC teaches just do not care about quality or accuracy. Again, this is not the first time these exams have been given. There should be no need to remove irreverent questions on each teach in each individual subject. My suggestion for fixing these problems would be for the administration to take seriously the teaching concerns/satisfaction ratings and actually improve the quality of teachers.

The Med Sci program is extremely unorganized. It is beyond me how one can expect that one person is to organize and be the head for 3 different programs. Faculty-student communication is poor, with poor feedback. This program, as I understand it is to help us prepare for medical school as well as increase our chances of acceptance into medical school - of all of my professors, I believe only a select few truly understand that and wish to work with this program to work towards common goals. There is also a huge gap in communication between students and faculty - having faculty that do not speak proper English not only makes learning from them difficult, but also makes exams more difficult to understand and comprehend. I have not been able to understand half of my professors - which makes learning difficult, especially if power-point presentations include limited explanation.

Though I know all of our teaching faculty means well, cares and works very hard to teach us, the fact still remains that it was very difficult to understand some of them. This, of course, detracted from their ability to effectively teach us.

## Comments – Academics

Too many instructors are extremely difficult to understand. The faculty evaluations are too limited in questions. There is no way to give additional feedback. At least one instructor I have had, I don't want to name him, was close to impossible to understand. It was a big problem. (XXXXXXXX just teaches a one-hour class, but he is possibly the best instructor I have had at the school.)

try to introduce new proffessors....especially for CRM course, the curre nt teaching faculty is a biog loss for students and TRY NOT TO MERGE THE CRM STUDENTS WITH MEDICAL STUDENTS AND THE COURSE CURRICULUM IS NO WHERE HELPFULL IN REAL TIME ENVIRONMENT....IS THERE ANY USE OF PHYSIOLOGY AND OTHER CRAP IN THE FUTURE... AND ALSO REDUCE THE COURSE LOAD....AND TRAIN THE INSTUCTORS BEFORE LETTING THEM TEACH THE STUDENTS.....I CAN DO A BETTER JOB THAN THEM.....AND ALSO TRY TO INTRODUCE MORE PRACTICAL KNOWLEDGE THAN JUST READING PILES OF BOOKS...THE WHOLE crm SYSTEM NEEDS TO BE CHANGED.....

Ultimately, the GSBS masters in biomedical science fulfilled its objective of getting me into medical school. That being said, classes need to be significantly improved in order to be of true benefit to us in the future.

While I may dislike the 'politics' surrounding this program, it has provided me with an education that I will greatly benefit from in the future.

Would prefer to submit evaluations when semester is finished - challenging to do so for classes that end part way through - feel rushed.

## Comments – Academics

### GSBS - PhD

Advising should be more helpful in solving the problem. It should help students get a clear picture of their present standing in the department and help decide about their future in a better way.

Although, the initial years were tough, later it becomes smoother and satisfies me of what I am doing.

As far as this section goes, I can only speak for my department.

For a graduate student, the lab work is a big part of the quality of education and as of now, thanks to the funding situation, there aren't many labs that the students can choose from, especially in their field of interest.

Funding in my lab is low and lab equipment is old and sometimes unreliable. Maybe it's just me but I feel better funding = better education.

HR is too complicated. It seems like students are always forced to run from one office to the other because administration does not communicate with each other.

I am fine with the education I am getting in my lecture based classes, however I feel that as a first year student, I do not feel I am getting the best laboratory based education. It is increasingly difficult to find a lab in the department I wish to enter.

I am being taught many things I already know from undergrad by professors who do not teach well in a disjointed manner, then examined on the more trivial aspects of the class rather than the big picture application of the ideas presented in class. Undergraduate school or High School all over again. Many professors don't even know what was taught before them in the class, hence we either have several lectures covering the same topic or completely pass over an important idea and never cover it, leaving us with significant holes in our education.

I am happy with the advanced courses and with the education i get in my lab and in the seminars and journal clubs. Core classes are too stressful. At least i did not learn much. All i did was cramming up and regurgitating the lectures which did not serve its purpose to me.

I am satisfied with almost everything here. We all agree that one needs to work hard in graduate school and we do come prepared for it. However, sometimes we are expected to overwork which only ends up tiring us leading to decreased productivity. We are also expected to be great at pretty much everything we do which is almost impossible as humans and are constantly compared with others. This attitude decreases our enthusiasm and inhibits our productivity.

I can only speak for myself. I talk to a lot of Medical Science students, and they sound dissatisfied with the teaching in the core class. I was a Medical Science student myself (in the 2008-2009 school year) that switched into a PhD program, and we were the class that took core with the other graduate students. Looking and hearing about what teacher is teaching a particular topic, I feel we had better teaching compare to the other Medical Science class after me because we had teachers that specialize in the area they taught.

## Comments – Academics

I am incredibly dissatisfied by the apathy of the staff towards teaching. It is clear to me that several people do not like their job and would rather be somewhere else. Exams are pure regurgitation and do not test your actual comprehension of the ideas presented. Classes such as Scientific Communications and Introduction to faculty research are a complete waste of time. Students do not even try to pay attention in these classes because they know it is not worth it. Many teachers do not speak English well enough to even be understood and it is difficult to comprehend how they even got the teaching position in the first place. Slide shows are posted late, exam scores are added up incorrectly 25% of the time, professors are unwilling to add points to exam questions which are poorly graded, the list goes on and on. If I were not so happy in my lab, I would transfer to another school in a heart beat. I do not like recommending this institution to people, however because of my position I must. Faculty advising is dismal, I am afraid to address the advisor assigned to me as I feel she does not care about me or my academic path. Also, I have no idea what classes I am supposed to be taking as there are about 5 different lists of required classes throughout the UNTHSC website for the same PhD fields.

I feel this way because there are some classes where I wished that the professor could spend more time on the basic concepts on a topic as these are a foundation of advanced concepts that otherwise would be covered in journal club/conference meeting!! The professor can be more interactive to his/her students, provide more visual aids, or just make the lectures more interesting!!

I feel we deserve better mentoring. We deserve better speakers and seminars more relevant to the studies being carried out in our departments. A better knowledge of jobs through job fairs to tell about opportunities in not just eye research and pharmacology but other fields like Immunology, Cancer, Biochemistry etc.

I have been pleased with my advanced courses. I think classes like grant writing, and core could use some more structure.

I somewhat agree. I feel that the educational system could definitely be improved. It feels that sometimes courses would be of better value if less material was covered or more time was given to subjects. With the pace at which we are given, it is difficult to actually learn the material, rather than memorize for the exam. In fact, I have been told by multiple faculty to not try for understanding, but try to achieve a place of memorization in order for application to the exam. For me, this is not the reason I decided to continue my education. Maybe I am too much of an idealist, but I thought that I would actually be able to learn the material and be able to apply it to my research field, which seems not to be the case.

I think the syllabus is good but from the exam point of view, some faculties ask for too much. I feel in the core we need to have a basic understanding of the courses rather than in detail understanding. Creates a lot of problem and stress for those who does not have background in certain subjects and still have to answer highly conceptual questions in the exam... I think, the exams should be prepared to test the basic understanding of the subject by all of the students rather than testing deep and high understanding of the subject by a very few!

I wish there was more money

## Comments – Academics

I would like to see the professors held more accountable for their teaching - for example, have the Dean sit in on one lecture (for each professor) unannounced and then meet with the students after that class to discuss the teaching environment. I don't feel like there is enough accountability for the teaching. For advising: I would say more a lack of advising. When a student does something "wrong" in my department, it seems that it is never the advisor's fault...instead the fault lies with the student. The advisor passes the buck constantly instead of taking the blame for not giving either the correct information or information period to the student.

Improve class availability and scheduling. 90% of all course work should be completed in the first 2yrs & be spread out so far. Classes so also be given only during the beginning of the week, so that atleast 3 full days are devoted to lab.

In undergrad you're told that you will have to apply the material for the exams. That is an absolute lie. In my first semester the CORE only wanted you to regurgitate what was on powerpoint slides every other week for 7 weeks. But ironically, Immunology, which has higher exam averages is a full semester class taught three days a week. AND it has a regular tutoring schedule that meets twice a week. Why was none of this support offered for a more difficult course? The assistance offered is a teacher who doesn't speak my language and CAP, which doesn't tutor. All they did was asked "how do you FEEL about the class and the next test?" It's like the teachers in the fall semester don't even care to teach. Some of the teachers don't even look at you during the lecture because they're glued to the screen. Isn't this why students take Scientific Communications - so we can learn how to present information in public?? Lastly, I would like to leave you with a small anecdote. Studying for the first exam made Biochem seem like the class was going to be okay. The material wasn't hard at all; it covered the properties of water, different types of bonds, helices, and etc. BUT (oh yeah there's a BUT) when we get the exam back the average is in the 70s. Why is a test on H<sub>2</sub>O graded so hard? It's not quantum physics; it's "give me the difference between alpha helices and beta sheets."

Lack of mentorship

Learnt the new way to think. And still learning.

Leave the teachers in the lab if they don't want or know how to teach the material. I know all the teachers only care about getting grants, tenure, and keeping their current job, but they shouldn't let it be so obvious when they're in front of a class.

Many professors give good lectures and many professor no.

More classes available to specific degrees, i.e. biochemistry does not have advanced courses in the subject. Better faculty advising, maybe there should be workshops for faculty and advisors on how to interact with students and be student oriented, and how to be a successful mentor to grad students. Evaluation seem to be a waste of time...I don't feel they have improved anything.

My education is determined by my work in the laboratory. However, when administrative issues and other requirements become more of a hassle than they need to be, this strongly distracts students from their main focus of learning.

My major professor makes sure I have all resources I need.

## Comments – Academics

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Some instructors just read off their slides, and do not get into the explanation of what they are actually teaching. The core curriculum has no biophysics as part of it any more which is bad, especially for students who are doing PhD. The students who are enrolled in the CRM program get a raw deal since the teachers aren't as good for some courses as the instructors for the traditional masters and phd program.

Some of my classes that I have taken are well taught while others others are not (ie:physiology for GSBS PhD program). Some professors in the physiology course expect students to already come in with knowledge regarding physiology/anatomy. However, since it was not a prerequisite for the program, I did not come in with the knowledge. It would really have helped if some professors actually spent time on the basic concepts and appropriate anatomy where needed for me to appreciate this class more! Like one of the ratings in this question mentioned.....it is the quality of professors teaching that makes a difference on how well the student can perform in the class/beyond the classroom and not about quantity of the material presented to the student!!

Some of the specialty labs needs some courses pertaining to their lab work like Physical chemistry, Instrumental analytical courses (Mass spec).

Some professors are not at all audible or have very very thick accents and cannot understand anything. There is a lack of discussion on class and unavailability of time from professors to discuss.

Some teachers are very good, others just read the slides and never interact with the classroom. Need more interaction to keep things interesting.

The core curriculum is modified too often, but lot of important stuff like biophysics has been taken out of the syllabus. The instructors for the CRM students are not great!

The CORE program was definitely an eye opening experience into the graduate field of study. Professors have ranged from those who take an active role and interest in student's education, to those who read word-for-word off of powerpoint presentations. If this could be regulated in some way, it would be greatly appreciated. Also, it is telling when a class's average is below that of a 70%. I feel with a majority of students failing an exam, students should be allowed to have extra help in ensuring full understanding and application of these materials. The evaluations given for the courses can leave something to be desired at times. I do understand that it is difficult to implement all of the suggestions given, but I would like an acknowledgement and an accountability to professors, ensuring that suggestions will be read and taken seriously. As a student, I feel that our opinions carry the heaviest weight at a university.

The curriculum should be same however, testing should motivate students to learn rather than stress students out and make them study to get good grades. In my opinion, the coursework (core classes) should be to brush-up the undergrad knowledge and testing should to apply that to research as well as understanding complex and interdisciplinary system of biology.

The Institute provides adequate number of facilities and the campus is very friendly to the students.



## Comments – Academics

The more I see how this university works, the more disenfranchised I feel.

There is far too much taught in core and the system of grading is bad. Anybody above a particular score should be given a particular grade. For example: anybody above 80% should be given B, above 90 A and so on. Grading based on standard deviation doesn't acknowledge people's hardwork and creates lot of stress and unnecessary pressure- from a 4.0 student.

There is more emphasis in to finishing up work load other than understanding and discussion. Professors seem more focused on doing research than teaching and you can tell from how they rush through material and give no time for discussion in class or out of class. Most of the material is not well explained or the teachers do not have a full grasp on that topic. I am not satisfied with how exam are set in comparison to how the teaching is done.

This is my first year, I feel as though my education regarding biomedical sciences has grown tremendously since i've come to the program. At this point in time I am satisfied.

We need more teachers in the Anatomy lab. The teachers are being too stretched out, and there is not enough help in the lab with the amount of students enrolled in this school. With the constant increase of TCOM and Medical Science students, it will get worst. Also, I like going through the core curriculum because the information is very interesting and informative. However, it is hard, as an Anatomy PhD student, to put my concentration a research project when I have to go through two years of core (basic science and anatomy) when the rest of my peers go through one year of core. Anatomy PhD students have to take anatomy with TCOM students. Since most of the professors teach TCOM and GSBS students, it may help if Anatomy PhD students take the basic science core with the TCOM students as well (still keeping the essay test format). Anatomy PhD students can take two core classes in one year instead of in two years. There is other things I can say. My name is XXXXXXXX, and you can contact me at XXXXXXXX.

Whatever I need I have access here. A decent gym, a really nice library, cooperative faculty.

Why are there no microbiologists here; especially when the program is Microbiology and Immunology. Why is there no actual molecular genetics course in the molecular biology program? A techniques course does nothing for people who wish to learn about the mechanisms.

## Comments – Academics

### SPH - MPH

A lot of the Environmental and Occupational electives are only offered during the Fall Semester making it very difficult to work a full time schedule around. This forces many O&E concentration students to take electives outside of their concentration even though they want to take electives within it.

As a dual degree student, we should all be placed with the same Mentor. There are not many of us and it can be a difficult process to learn for 1 single student. I find that I am going to my other students for guidance in course selection and program completion and not talking with my mentor because they do not know the answer, give incorrect information, and are not available in all aspects of my program to meet both separate institution requirements.

As a student in the MPH-SABS department I am very frustrated with this program. Honestly, there is not a wide range of classes which is very unfortunate. I felt like I had more opportunities to explore a variety of classes in my undergraduate career. In some ways I feel like I am not learning as much as I thought and I also feel stuck.

Availiability of courses is HORRIBLE for working public health professionals. When asked about this program by other working professionals, I tell them that this school is not for people who work. Classes need to be offered in the evening.

Avialibity of classes could be more for various semesters for better flexibility. Comprehensive exam could be offered every semester.

Better Guidance for dual degree students in practice experience

biweekly or monthly course evaluation.

Class availability can be a significant issue especially with core classes. They have often conflicted with required or elective classes in my department. This has made it difficult to take all the required and core classes necessary for graduation. Also, scheduling of departmental core and elective courses all on one day has also made it difficult to take the necessary classes. Some courses need to be spread out due to the difficulty of the subjects.

Classes vary wildly in difficulty based on who is teaching it. I feel that there are a lot of administrators but none are particularly interested in monitoring or standardizing the curriculum. The fact that many required classes are only available once a year should be made very clear to students.

Comprehensive exam need to be more easy cos student get burn out studying so we need to have a curriculum were to study and the classes to focus on.

CPH exam should NOT be used as the comp exam.

Environmental Health seems to be lacking in classes that provide hands on field work. I would also like to see more classes oriented towards a more professional post Academia setting.

Finding out which books are required for what class in a huge hassle and teachers need to be more clear about that.

## Comments – Academics

Have not taken the comprehensive exam as of yet. Program Interventions and Evaluations in my opinion was not at all well organized, and the objectives for the course have not been met, nor is it clear what the actual objectives were. Classroom activities and discussions in NO WAY reflect the assigned readings.

I am a dual degree student and NO one understands my course plan . I have had a very difficult time navigating through the system as there is very little communication or direction regarding my degree requirements. It has been a very frustrating and fragmented experience.

I believe there are some really great teachers but I think there are some teachers who do not really engage students and their are not real links between the class and field.

I dislike the current instructor performance evaluation form. The structure of the evaluation questions are too rigid and sometimes are not pertinent to the course. Overall, the evaluation forms do not allow a thorough assessment of the instructor.

I feel as though many of the professors are not interested in teaching, but forced to teach to collect funding or as part of their employment package. Too many of my professors are not equipped to teach effectively and therefore the students suffer. I get the feeling that some of my professors dread teach and it reflects in their teaching style.

I feel like there is only one professor truly dedicated to teaching a pushing students to a higher level of learning. While he is not the most popular I think he is the most realistic. But hard teachers do not get rewarded. I feel this school just goes off of evaluations but the type of student admitted into SPH I think are overall lazy.

I felt the course evaluations were better when online. I feel that going back to a pencil and paper evaluation was a step backwards. I'm sure that is gives a higher response rate but there are so many questions many students just go through and mark the same bubble in each column. I'm not sure how to make it work, but I definitely prefer online.

I had some really awful teachers and a couple of good ones. Faculty may be expert in discipline but know little about teaching methods--lots of slides and talking, some straight out of the textbook, and too little interaction or application for graduate study. I really liked my major professor--he was helpful, pleasant and responsive. Other members of my committee were the opposite--no response and then at the end insisted on a total redo of my project. One person never responded to a single email I sent.

I have been incredibly disappointed in the quality of course content and instruction at this institution. I am in my second semester at the HSC, taking 4 classes a semester, and can only account 3 of the 8 taken as well taught and educational. Many courses are merely the professor reading off of a slide and consist of mundane assignments. The majority of my classes have tested on material not mentioned or covered in the class, book, or syllabus, unclear expectations and communication between the class and the instructor, and unavailability of the instructor outside of class. I have been incredibly disappointed in the guidance provided by professors. I recently met with a professor to discuss a grade given on a group project, and instead of constructive criticism, my professor told us our idea "was dumb" and laughed at us. I don't care what our fault was in the assignment, that response is never acceptable, especially in

## Comments – Academics

a graduate program. My academic advisor is also rarely available and when they are, are less than helpful in working through my curriculum plan, finding a practice experience, or providing guidance in my studies. I do not feel supported, encouraged, or constructively criticized by the majority of instructors and staff at this institution.

I have had little guidance from my assigned faculty advisor. Everytime I ask him questions about my program and potential future plans, he has not given much input. Perhaps I just need to switch advisors. As for the quality of teaching, I have had some professors who have gone far and beyond my expectations--simply excellent. I have also had some who are not very clear in their teaching or how they examine.

I have had poor experience with mentorship in the SPH. ENCouragement of student interaction would be helpful for thier advisors.

I think the improvements could be made on explanations of content in the syllabus during the first week of classes. This was done, but not until the second or third week in some instances. If possible, it would be good if grades for assignments and exams could be return in a shorter timeframe in order for the student to assess his/her progress in a class. There should also be more evening classes available or an online class options when evening classes are not available. This would really help for students who have full time careers in addition to going to school. Even with the flexibility of work schedules, it can be difficult scheduling classes in they are only offered during the mornings or midday.

I think there needs to be a better availability of classes, specifically elective courses. Also, I think that there should be more than one class time for all classes.

I wish there were more evening classes.

I would enjoy more seminar style classes.

I would like to see more classes in the EOHS program centered around sampling and field work. Classes more directed at career preparation.

I would like to see the input of students reflected in the curriculum and course material.

If classes are held in SPH from 11:30- 2:10, it would be convenient to have food available till 2:30.. Stairway cafe and MET cafe both close at 2.

Incorporate more of Higher order thinking(HOT)

It seems to me the lazy students or students who do not want to be challenged, complain and then get the class dumbed down. Whoever is above the professors and caters to these whiney students ends up punishing the students who want to be challenged and molded into better professionals.

It would be helpful to have professors that are really interested in teaching. My only experience with really good faculty was really about one full time and two part-time.

It would be nice if we had a little more flexibility with choosing course times. For example, having a morning and evening option for each course would be nice.

## Comments – Academics

It's very difficult for part time students to get all of the required courses in when some are only offered during certain semesters or during the day and not during evening hours. The course evaluations are definitely not adequate for measuring the performance of an instructor.

Maybe it's just a problem in my concentration, but there are not many options for electives. If you don't want to offer an elective more than once every other year, don't print it in the course guides. And as someone who didn't start in the fall, making classes fit to graduate on time while maintaining full time status is really difficult.

more community based work in sabs than in class work

More current data as some info is redundant for working class who have already been exposed to these areas.

More hands on experience.

MORE ONLINE COURSES-ESPECIALLY INTRO COURSES. MORE EVENING COURSES-  
MORE SATELLITE CAMPUSES FOR COMMUTERS FROM NORTH DALLAS,  
PLANO/FRISCO AREA IF POSSIBLE

Most professors are poor at applying their knowledge to real life situations. It should be strongly urged or required to take Epidemiology 5300 before Biostatistics 5300. None of my classes yet have encouraged nor improved my critical thinking.

My Environmental Health advisor doesn't have any answers to my questions. Gave me wrong info about CPH exam. Didn't actually advise me of anything. Told me to pick some classes and fill out my own form. Most of the classes I picked were to TBD and I will have to fill this info out every semester, which I think may be wrong - don't know. Very, very nice person, just shouldn't be advising. I will try and seek help elsewhere.

My original advisor quit and I had to change advisors mid-program which was annoying since they had very differing opinions about the feasibility of completing a thesis in two years. I had to change my curriculum plan drastically as a result. If I hadn't planned well and started in the fall, I probably wouldn't have been able to complete the program in two years because of poor availability of classes. For example, I thought I would be able to take SABS in the summer as well as two electives but this was not possible since my EPI elective overlapped with the SABS course in both summer I and II. I had to get special permission to take SABS concurrently with my practicum in the spring because of the school's failure to offer SABS at a time that did not overlap with other required courses in the summer.

One suggestion will be to offer more classes in summer so that students can pick from a wider variety of courses.

Parts of the course evaluation are a bit ambiguous (areas related to personal values). Create very detailed questions to evaluate instructor performance on teaching style, methods, and delivery of concepts. Offer more classes that would be more convenient for students that work full time. Offer classes at different time periods throughout a semester and possibly offer more classes after 5 pm. Provide more clarity into what and when core courses and electives are being offered can improve the scheduling process.

## Comments – Academics

Please add more night classes. I work full time and take my classes at night, but every semester there are less night classes available. If more night classes are not offered I do not know if I will be able to graduate and have already thought about transferring to a school who is more understanding of working students.

Please hire professors who have experiences teaching. Some professors are knowledgeable or experienced enough to teach the classes. (e.g. XXXXXXXX, XXXXXXXX, XXXXXXXX)

Probably the biggest waste of time/money that I've ever been apart of (I have three degrees thus far) is HMAP 5300 (Intro Health Management and Policy). The teaching is poor and often schizophrenic in that course. Someone from the SPH needs to sit in a few classes to understand what I mean (I have an A thus far, so it's not an issue of grading).

Professors lean too much on the use of text books. This has made the classes highly repetitive. In lecture, professors generally just regurgitate the text book material and then require students to do the same through tests and papers. Also with the use of text books, course content barely skims the surface of real-world problem solving. Incorporating seminal and current articles that exemplify the use of public health methods and theories or how logistical, ethical, or other problems have been solved, as required reading would be a marked improvement.

Provide more class availability. I am finishing my first semester in the SPH, I wanted to take several classes this summer but none of the classes I need are available. If more classes were available I would be able to graduated in Spring 2012 instead of Fall 2012.

Provide more times or overall availability for classes

Publicize the instructors rating so students can look them up prior to registering for one of their classes. Recruit better professors that can teach.

Quality of teaching needs to be improved , many tutor just read whats on ppt , without much explanation and the quizzes are totally different than what is taught in class

Some classes are not available every semester, may be because this is a small school. Courses like Biostat for Public Health 2 should be offered every semester not just spring.

Some course are offered in particular semester. to take that course you have to wait for 1 year, even though that class is pre-requisite for other class. So that means you have to waste your money by taking elective course for 2 semester.

Some electives for the departments are not evenly distributed over the fall and spring semester making it hard to take the electives I want

Some of the classes are not available during the day time for students like me who cannot make it in the night. If those classes could be alternated once in a while, it would be good.

Some students plan ahead of time (when the Curriculum Plan is made) what classes they want to take. The problem is that when the actual semester comes, certain classes are not offered. Many students can't graduate because of how unorganized the class matrix is, where many classes are TBD-To Be Declared.

## Comments – Academics

Stop babying us! We are adult graduate students; let us be responsible for our learning. Required attendance is only helpful for undergrad freshmen.

The black board system is excellent, with notes given before the lecture classes, conserving our time. Still, Can make efforts to record the lecture and make available at the blackboard.

The class electives are unfortunately given, it seems, all in one semester instead of spread out conveniently throughout the semester.

The classes are redundant. The most common assignment is reading a peer-reviewed paper and summarizing it. I've mastered that. Let's move on.

The course availability and content is good, however there needs to be an improvement on the teaching strategies of certain professors. I am happy that XXXXXXXX is considering improving the course by separating program evaluation and program intervention in the SABS department. Those are two important topics that should not be condensed into a single class. From what I hear of the comprehensive exam, there should be perhaps a study guide or at least an example of the format of the questions. Also it places a large amount of stress on a student to have to answer less than 100 questions and not have an oral defense (should a student not meet passing requirements).

The course contents are comprehensive. However, there may be need to make necessary equipments available for practical oriented courses.

The courses I learnt are very practical and the professors are always willing to help

The curriculum for the SPH core courses (Program Planning by XXXXXXXX and XXXXXXXX did not seem well-designed and I did not learn very much.) don't seem to be well-established. The professors seem to be trying to figure out what to teach (Assessment, Program Planning, and Interventions). Perhaps learn from other institutions and use what's proven effective.

The faculty are easily accessible, most have open door policy and there are lots of resources available for self learning as well.

The head of the department or dean need to observe the professors better (preferably during a real class), because several of the professors in the SPH do not meet my expectations for a graduate program. My classmates and I often find ourselves teaching ourselves because the professors have such a difficult time communicating or using good teaching methods.

The major areas of biostatistics are covered. I would like more exposure to different computer statistical programs (R, Strata, SQL, etc...). I see these on resumes and think even more workshops would make me happy with that much exposure.

The professors and staff have been very nice and supporting. However, I am disappointed with the quality of teaching in certain classes, where I walk out of the class thinking I learned nothing today. Especially in graduate school just being a nice professor doesn't cut it, as a student I expect more, I do not want to be let out of the class early every time. I don't like walking out of my Community Assessment classroom for example; feeling frustrated and like it was a complete waste of time.

## Comments – Academics

The professors, staff at the school of public health. They're very personable, nice to talk to, they always seem very helpful. As a DO/MPH student, I feel my schedule is always all over the place and I sometimes miss deadlines, but these staff always helps me by doing it for me, or sending me reminders. They're great, love the SPH program here.

The program is not well known and it offers a pretty easy way out of a thesis which is a nearly universal requirement at other institutions.

The quality of teaching is listed as meets expectations, but this is more of an average. Some of the instructors are stellar, while others are abysmal. Some people may be amazing intellectuals in their field, but that does not mean that they are cut out to pass on their knowledge. In one specific class i am currently taking, I am learning everything from the textbooks, and absolutely nothing from the professor.

The quality of teaching needs to improve, only about half of the professors I would say are above satisfactory. The SPH needs to sit in some of the classes to see what is going on.

The school does not pay a lot of attention to other schools like the School of Public health. I feel like it is a medical school

The Sequence of courses do not fall in place for new students entering MPH-Epid in summer or spring. I suggest the pre-requisites should be flexible, or those courses that are prerequisites for other courses should be offered more frequently. Eg: EPID-5310

The teachers are very knowledgeable and want the students to learn as much as possible and critically think about the questions at hand.

The teaching pattern under bio statistics by XXXXXXXX is good, but confusing when referred to textbooks. But the exam pattern is very confusing rather than difficult, as nobody would give indirect data from any research which a data analyst would need to correctly interpret and then analyze it, and that is what happens in his recent exams under BIOS-1. Which confuses the basic concepts which he had taught, but just serves a point of the exam becoming harder than other subjects, and not interesting.

the topic of elective special topic course should be displayed in the course schedule in advance.

There could be more cohesiveness across the departments. For example, the biostats 1 teacher taught one thing, while the biostats 2 teacher taught it completely different and even wasn't sure what she was talking about half the time. At UNT-Denton, the economics classes are all taught the same way, so it is easy to understand as you get more advanced.

THERE SHOULD BE MORE OPPORTUNITIES FOR GRADUATE STUDENTS TO WORK ON FACULTY PROJECTS- HAS NEVER BEEN PRESENTED BY ANY TEACHER.

This is because the quality i'm getting now is better than what i got during my undergraduate in my home country



## Comments – Academics

This is not being prejudice. There are a few of our professors who are hard to undetstand. They are knowledgeable about he course, but have communication barrier; and may response defensively when they know students find them hard to understand.

This is only my second semester. I have only completed 2 classes. So far, the program is batting at .500.

Very much satisfied with my education in the SPH.

We know the availability of professors (who are only human) determines the availability of classes. However, we are given the idea that sequence of classes is flexible since they are readily available (or even vice versa). This is not the case. If we do not enroll in a certain class in a certain semester, we may not graduate in time. That makes no sense to us students...

We should never be satisfied with what we have done. This is is the first step for our success.

What i have learned i am satisfied with it

Within a department, the teachers should standardize the way information is conveyed to students. I had an amazing teacher for an intro class, thankfully, because the next class I took, the teacher taught completely different. Methods were different, concepts were hard to recognize, she was confused half the time, she was hard to understand... at least some sort of uniformity would at least make up for the language barrier and I could go home and teach it to myself.

SPH-MPH: *Please provide recommendations for any additional improvements related to Academics in the School of Public Health.*

A 3-year program is offered to students who work full-time, yet a lot of study sessions and classes are not offered after work hours. It would be nice to be able to work a full day and go to class afterward.

A student should be able to choose any elective they want, without needed an approval from the advisor.

Allow for more independent research topics in class for personal projects and class assignments. It feels like some classes practically tell you what topic to research instead of applying what we should be learning.

Another suggestion is regarding EPID-5300. There is no fixed instructor for this course and the syllabus covered by each of them is very different from their colleagues. Hence students knowledge from the same course in same university is very different when we are going to an advanced course like EPID -5310.

AS ABOVE- MAKE ATTENDANCE EASIER FOR COMMUTERS AND WORKING PROFESSIONALS TO DIVERSIFY THE STUDENT BODY BRING DIFFERNT POINTS OF VIEWS TO CLASS DISCUSSIONS.PRESENT MORE REAL WORLD KNOWLEDGE IN CLASSESES AS WELL.

## Comments – Academics

Can introduce classes on Budgeting, pharmacology basics, health system management in developing countries,

classes should be offered more often...there should be more choices. Professors that have proven to be nice for the class should be allowed to teach the course and professors who are not should be evaluated.

Courses should be available in all the semesters.

Environmental Health 5300 by XXXXXXXX. Unfair tests. (He told us the format of the test would be a certain way but it was completely different from what he had told us.) (I'm not complaining because I did poorly. I got an A.) Somebody needs to talk to him about it.

For the most part the teaching and structure of courses are OK (with the exception of HMAP 5300 being fairly bad).

Give more of a real-world experience in some classes.

I do feel like students should be reassured that the proper actions are being taken to fix the problems and issues they express in regards to a course or professor. I would like to see professors evaluated at least once or twice in a semester to assure that key concepts are being taught. Core classes are being delivered and concepts are never taught or are grazed over, resulting in no academic gains for an entire semester. Students are discouraged for an entire semester and then matriculate into the next semester possibly with the same professor and the same issues. We are not being challenged in certain core classes nor are we being taught core concepts that we feel will contribute to our professional success.

I have a problem with the fact that SAS is offered in Fall and survey and data analysis are offered the following fall. As soon as you're done with SAS you don't practice it anymore because you don't need it in another course until the following year and by then you have forgotten everything. So my suggestion will be to offer survey and data analysis in spring instead of Fall so that students have fresh memories about SAS.

I think as a graduate school we should move away from lectures and move towards seminars for more thought provoking environments.

I think writing a paper for every course can be just a hoop to jump. For some courses this was a good learning experience but for others it was meaningless and the feedback was quite limited.

I understand it's hard to know if professors are going to teach again or not, but it's hard to plan around some electives when they continue to be TBA on the course matrix.

I will suggest I believe 30% for mid term 20% attendance, 30% final and 20 % quiz. Also Health Economics 50% for final, 30% midterm and 20% quiz Jesus Christ we need to do something about it.

I wish HMAP 5300 was taught by only professor instead of splitting the semester into two mini courses.

## Comments – Academics

Increase practice based application to the curriculum for courses

Increasing the use and teaching of technology within the classroom would be helpful. Often students use different technologies in the workplace and even a brief introduction to this in the classroom would reduce the learning curve as they transition into the real world.

It seems disorganized. They lose forms a lot. And deadlines are not conveyed. Also the thesis manual is out of date, they should take it off. CAP does not go by the manual they use.

It will be great to have more online classes.

It would be nice to feel as though the instructor evaluations are listened to instead of just completing them like they are mandatory

Make admission into MPH more rigorous. Stop letting just everyone and anyone in.

Make more connections with other public and private sectors so that the students have more chances to network and collaborate. Other schools of public health have this established and this helps students get jobs upon graduation.

Maybe students can be selected at random to evaluate professors during the semester?

More interesting class selection would be nice.

more online courses are needed

More oversight of the curriculum is needed. Do not leave it up to public health professionals who are not teachers to decide what is important to teach and how to do it.

More precise information and instructions from professors on what is expected in each class

More professors and a broad range of classes that entail a hands on experience.

More veterinary-public health related options for electives

Most of my classes have been a huge waste of time. There isn't enough material to fill a whole semester. Consolidate classes. Offer more interesting electives. MORE ONLINE LEARNING. Driving to class and listening to a professor read Power Point slides is antiquated. Put the material online and let us learn it like professionals; this will be the best preparation for our future careers.

Need more hands on type of study, more of site visits and real life experiences.

Post classes for the following semesters earlier. It is hard to decide what to take in the summer when you don't know what and if classes you need will be provided in the fall.

Professor and course are well i think.

Such professors as stated above will be better off working on research, than lecturing.

## Comments – Academics

The higher order thinking initiative, while an admirable attempt to engage the students in taking part in their own learning, has encouraged course changes that are very unfortunate. We are graduate students, and while we should read the assigned chapters, having the students write chapter summaries and chapter presentations, is a thinly veiled attempt by the professor to weasel out of actually having to teach us anything himself. We are not in middle school, and should not be doing such remedial busy work. Although I do have to say that if the assigned chapters were not read then the students would not actually learn anything of import, as the same professor takes 2 hours of the class to ramble on about nothing, and waste our time. I believe that closer evaluations by the department heads should be done of all instructors and their curriculum.

The professors at the SPH school are wonderful. Top notch, very good.

The professors in the SPH are excellent but there aren't enough of them it seems like.

The school is doing a good job so no such recommendations for now.

theoretical math courses should be offered for Biostats department

There should be more online courses to make it easier for those that work full time.

There was very little difference in Interventions and Program Planning. In respect to those two classes: Guest lectures get old, and power point slides can be effective, even for HOT learning.

This HOT initiative has drastically taken away from the academic content taught in class. While I understand its intention is to increase our skills of critical thinking and course application, many of my classes are now so focused on blogs, reflection journals, chapter summaries, and "activities" in class, I don't even know what material it is I am learning. Most classes are based on conjecture among student discussions and presentations, with little to no foundation set by the instructor. I am very disappointed in the academics and feel like I will be graduating with a degree that does not accurately reflect my knowledge.

Very disappointed with some of the faculty members and therefore, course content. Example, XXXXXXXX. Develop online course options.

SPH-MPH: Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health.

Also we have a great professors but Syllabus for Economics and Epidemiology is tough. We need to look into that so that we can be champion around the globe.

At the beginning of the program there seems to be a solid foundation but during the middle of the required course sequence I do not feel that some of the information that we need to be successful as public health professionals is being delivered.

Help students find sites better and don't make the process of registering for it so difficult on-line.

## Comments – Academics

For those students who are not local and travel for class, or those who are dual degree students, there are no resources for them to participate with other members in the same position. When I enrolled in the program, I was told there would be online courses - that has not been available, even for core courses. It was misleading and allowed me to commit to a program I might not otherwise have because I made a decision based on that information. Therefore, I have become involved in a program that is not meeting my needs. However, because I started, I will finish.

I feel that overall, students may get more from the MPH program if they had some exposure to field or healthcare field early on. This may be through work or through volunteering at community organizations. Maybe create a "mini" culminating experience during the first year. This could be a 4 to 6 week rotation where the student is able to at least observe and pick up on some of the terminology used in the field.

I felt there were sections I was very unprepared for on the CPH exam, such as ANOVA in biostats and the many chemicals and their reactions in environmental.

I have not yet done my practice experience, so I cannot comment on this.

I love where I am doing my practice experience but it ended up not being geared towards my concentration.

I strongly suggest sample questions for the comprehensive exam. Although a review packet may not be necessary, sample questions could help students review/study more efficiently.

I will be completing my practice experience this summer, but will mention that the Office of Practice Experience has been remarkably unhelpful. When questions are asked about the experience, responses are either not given, or the response is given that we have not paid attention to the website, and to "look it up again." While the website is helpful, it does not answer all questions. I should not feel hesitant to seek help from this Office, is that not what they are there for? Also, deadlines are mentioned just a few days in advance and then we are held responsible for late submissions. That office seems to be highly unorganized and the students hold the blame for that. The Demystifying the Practice Experience meetings are not helpful, as the leaders just read off what is already posted on the website, and they make belittling remarks at questions asked. I am not at all impressed with this resource.

Informing incoming students about the culminating experience before they start classes.

Less red tape and paper work!!

Many practicum sites clearly states that they are open to only permanent residents and US citizens. Since practicum is compulsory before graduation, the school should make it a point of duty to automatically provide placement for the international students, cos many of them find it difficult getting placement.

more support, guidance and advisement for dual degree students. The requirements are quite confusing

XXXXXXXX and XXXXXXXX do a wonderful job helping students find internships and resolving issues.

## Comments – Academics

Overall, backwards in teaching styles - no real life discussions - very little exposure to individuals in the field and very little group work or exposure to research or writing

Please use the CPH as part of the comprehensive exam, instead of a stand alone measure of our education. It only measures the intro courses and does not reflect the more indepth understanding of our chosen concentration.

Quite area forth floor library never feel like quite area. Only quite zone feel like quite zone. Some people (mostly i will old student as compare to new one) make lots of noise. I will say please do something about it.

Raise the bar on expectation and actually teach us skills. Not just make us show to class and not learn anything.

Seminars > Lectures

Stay adamant on the deadlines! It is a great way to filter the "lazy" students, or those that expect things to get handed to them on a silver platter. Many (responsible) students have completed the Experience seamlessly with the same deadlines and expectations. It is not impossible.

XXXXXXXXX is super helpful and great to work with :D

The CPH exam is a poor measure of what should be learned in this master's program. It is only a cursory review of basic epidemiology and biostatistics which could be learned simply by reading the review book.

The information available to guide the MPH student in their practical experience is very disconnected. I feel that more orientation time needs to be used to overview the steps necessary to find and schedule an available internship.

The school is doing a good job so no such recommendations for now.

The School of Public Health class schedule has a conflict with any events happening on campus during lunch time (12-1 pm). It would be perfect, if somehow school of Public also doesn't have class during that time, like all other schools on campus. That would increase participation of school public health students in campus wide activities and give access to the main stream.

Though our practicum experience, permits us to have our experience, in other countries, The management can give incentives for the students concentrating on the developing countries. Also can conduct summer camps in the developing countries, for the students to know the real world outside US.

## Comments – Academics

### SPH - MHA

for students with 5 courses a semester and having all the midterm and final exams on the same week is very tedious and does not give enough time to prepare for the exams.

I am extremely dissatisfied with the professors' ability to teach and inspire me. I feel as if I have not learned anything and I am not challenged in this program. It's new, but that is no excuse for the lacking quality. I don't feel as if we are accumulating skills and tools in our kit that will help us as we become managers in the workforce.

I feel that I have not learned anything new coming from a business background. I believe that I covered the material more in-depth in my undergraduate years. Also, more class time availability for students. If you can't take one class one semester, then you have to wait a full year to take it again.

I feel, overall, that I am receiving a great education that will prepare me to be a great health executive. My classes, along with the required internship, will make me a top candidate for job selections.

MHA curriculum was very similar to MPH; it should be more MBA oriented instead of public health

MHA program length should be reduced, some classes completely overlap with material.

Most of my classes are very interactive, but those who are not can be really boring. I feel I learn better when I am able to discuss the topics with others and do "real-life" activities.

Need more business-oriented courses in the MHA curriculum.

Professors does not deliver materials in conducive manner to learning. Questions remain on the professionalism on some professors. The specifics are separately communicated outside of this survey.

School should provide a better conducive environment. Professor should be proactive and provide education or knowledge of finer points where students tend to make mistakes not just take class.

Teachers need to improve how to deliver materials, especially students are more distracted with internet access: emails, facebook, twitter, ect.

the course is too long. Availability of some courses is limited to some semesters. Must increase the availability of some courses in summer

## Comments – Academics

The MHA courses need to be more organized. The program is new and some of the professors are teaching the material for the first time. I do not feel that the courses are meeting their objectives or that I am learning how to apply the information to the industry. The program needs more field work and more practical, real-life examples. Case studies help, yes. So would field work, which forces us to learn the systems being utilized in our industry, work with a team on a real-life problem. The capstone does a good job, but after talking to students at other MHA programs, we are seriously lacking in both quality of teaching, practical application, and coursework.

SPH - MHA : *Please provide recommendations for any additional improvements related to Academics in the School of Public Health.*

I love the quality of teachers.

I understand that there is a heavy emphasis on research in the institution, however at some point there has to be some focus on the quality of instruction provided by professors. I have completed or currently taking 12 courses with 10 professors. I have only enjoyed one out of those 10 professors and felt that I learned from the professor and not by teaching myself. I realize graduate level work should be guided. I feel that the courses are very thrown together, not organized, and not accomplishing what the title of the course encompasses. The quality of teaching is far below my expectations. There have been many times in the past 2 semesters here when I wanted to drop the program completely and transfer to a different institution entirely.

need to bring more real life samples or real world problem into teaching to entice student's interest and attention. Professor please communicate more clearly of what you ask for in an answer. If ask for a definition, please indicate if it needs elaboration.

Provider business focused professors to teach vital courses related to administration. There is too much focus on public health under the health administration degree. This puts students at a disadvantage when facing other MHA/MBA programs for future job opportunities. A true understanding of business needs to be taught to students and make that information applicable.

Specific professors need to be reevaluated to determine if they are suitable for the position.

SPH - MHA : *Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health.*

It seems the professors in SPH are better in research than teaching, with ONE exception that I experienced. Can the printer for student, in the copy room of 7th floor of SPH office, has an ID reader? How long does it take to have it up and running?



## Comments – Academics

### SPH - PhD/DrPH

Core courses should be offered each semester or during the summer; better communication with CAP and with correlating tutors; more real world analysis and studies incorporated in the curriculum

Absence of thoughts on shortcomings give clear level of satisfaction

All of my teachers have been amazing and always helpful.

Course availability is poor and needs to be addressed. Online courses and other distance learning options should be available at a school this size. There is an inadequate variety of courses when compared to other schools of public health which is disappointing.

Due to the fact of the faculty and administration giving the "run around" in meeting with students, protocol, and the gossip amongst faculty themselves. Classes tend to be regurgitation of reading, and too large. When you ask for advice, it is not given.

Good, quality instructors. Without that, there is no UNT HSC.

Has been a value added experience

I agree to the extent that my employment with a major health care system has benefited by education and vice versa. We are not one of the largest Schools of public health in the country, so some of the resources and opportunities for students and student assistance is lacking.

I am accountable for my own education. I seek opportunities outside from the school that will improve my research skills and build my resume. If I did not do this I do not think that I would be prepared or a worthy candidate for any of the jobs I would want to get with my degree.

I am challenged in my coursework.

I am not comfortable with the level of feedback and student involvement particular with what is a novel program. Doctoral programs should be tailored to the individual needs of each student but the DrPH program has denied us the opportunity to identify our unique interests and work on building a strong resume. Too much emphasis is placed on current career interests when several students actually came into the program hoping to make a change in direction with their careers. Faculty mentors for DrPH students should be a consideration for the next cohort of students. Opportunities for research/practice publication should also be looked into. A doctoral program should provide some level of expertise which I believe is lacking with this program.

I am satisfied, but I feel my education is enhanced through my work and I may not be as successful if I was not working and going to school at the same time.

I do not feel that the SPH is focused on pushing themselves to be in the top rankings of SPHs. Aside a few faculty, many do not even attempt to change their curriculum to relate to up to date events, typos in notes are continuously present because faculty neglect or do not bother to edit their notes; there is just a lack of effort really from faculty overall. Changing your exams is not enough.

## Comments – Academics

I don't feel that I have all the tools to tackle the professional world.

I don't think the DrPH comp exam is academically rigorous- I think people have much room to wing it. The DrPH committee should have been more thoughtful in designing a better comp eval of our competencies. Some 1 credit hour courses (like grand rounds seminar and the DrPH second semester professional development seminar) require more work than other 3 credit hour courses (some of it appears like busy work)- that's not fair and it leaves the students in a bind regarding doing more work than they signed up for... Other three credit hour courses where we signed up to learn something substantial don't end up delivering on the quality or the rigor of the content. Course evaluations need to have an ongoing component so that students have an anonymous outlet to provide feedback that will affect their experience in the class and not just merely help the future students. Finally, we need to get in touch with the 21 century and start offering online courses for the public health programs- not all classes need the in-class teaching format.

I feel I do more than most students in my situation. I often find myself embattled with staying or leaving. I love the institution, but I am not sure that all that students need is available.

I feel that there is a limited class offering, and it appears to be a lock-step sequence. Professors are hard to meet with, and are more focused on research.

I had higher expectations coming in which were not met.

I have the chance to work closely with my department's faculty and with my advisor on many projects which provide me with real life exposure to some of the areas of interest.

I learn quite a bit at a self paced speed. Professors are always willing to help and talk with students if we ask (speaking for myself). I have had nothing but positive experiences.

I understand it is difficult for some of the smaller classes to be offered more than once a year, but the larger classes such as the core classes should be offered more than once each academic year.

I work full time and go to school full time and our classes are seperated throughout the week in the middle of the day. It would be helpful to either have the classes all one one day or have them all later in the day. Leaving work twice a week at 10 am to drive in for 11:30 classes is straining my position at work.

More classes offered in the summer

More mentorship and funding for Doctoral Students is NEEDED.

Most classes do not fit well with students who work full-time. More night classes or required courses offered on the same day would help.

No options for change, if you get out of sequence, you're out of luck until next year. would be great if some core courses were offered more than just 1 time a year.

Offer a wider variety of courses suitable for a doctoral program.

## Comments – Academics

I'm in the new DrPH program and I am frankly disappointed with the quality of planning and structure that has gone into the program. The generalist nature of the program notwithstanding I think the one size fits all approach is detrimental especially for a doctoral program. Our individual interests are not identified, we are not connected to faculty mentors to help develop practice and publishing experience. The program was designed to teach real world skills but has remained stuck in a classroom mindset. The idea of doing ICE narratives in place of a comp exam makes life difficult because the program was simply not structured in that direction from the beginning. Besides, basing the DrPH evaluation on students' experiences from previous academic programs and careers does not provide a level playing field and really fails to identify exactly what value the program has added to the student. I suggest that in the future DrPH students be required to actually write a dissertation in addition to the residency experience and the comp exam or its equivalent should require students to demonstrate the requisite skills instead of just documenting it.

It is difficult to truly answer these items the way they are arranged or presented. For some of them, any answers may not be adequate or informative. For example, saying that the course content meets or exceeds expectation says very little of anything really. What course content? Are we talking about individual courses or the collective of courses offered by the School of Public Health? Is the period of reference this year, last year or the past 5 years? If truly the intention is use some useful feedback, then this is probably not the right format or forum for this and similar questions. Perhaps, this type of questions is best incorporated into individual course-level evaluations, in a form that elicits more usable information than can be achieved as presently designed. Nevertheless, what I consider to be the most valuable responses are the following: (1) some courses and aspects of the curriculum meet and surpass expectations, if judged solely by what obtains in comparable institutions or settings. In certain areas or aspects, there is much room for improvement. The same can be said about the course evaluation systems and availability of classes. (2) the expectations for comprehensive examinations are not only for there to be some definitive standards for the contents and conduct, but also to put in place enduring mechanisms for preparing students to take the examinations, and for evaluating and assessing their performance in a way that is consistent and fair. Standards are important, but consistency and uniformity of contents and conduct, whether over time or across the studentry, are paramount. These qualities are the stuff that builds reputation for school and institution.

I've taken advantage of the faculty resources

less stressful examination conditions...timed examinations with a professor standing in the room is difficult...we are in graduate school...there must be different ways of finding out if someone knows the class materials. Other options pay a proctor (grad students to monitor examinations)

Overall I feel the education and practice experience have better prepared me for PH practice and research

Poll students prior to developing course schedules to see which classes they would like to see offered.

See above- there are lots of areas that I feel need to be further developed, particularly in the courses offered and the ambivalence of the faculty particularly in SABS and HMAP.

## Comments – Academics

Little guidance is provided and standards are not enforced. There is no official student manual for DrPH or "PHD" students. Students are not held to the same standards and there is no clear guidance provided on alternating classes. For example there are non Epi- MPH majors who are exempt from the Epi requirement, while there are Epi- MPH majors currently enrolled. This suggest that there is a failure in communication for expectations. It is apparent that faculty is creating rules as we progress through the program. However the program is not well planned out. The residency and comprehensive examination procedures has not been communicated well to students and as students progress to this step it is unclear what the expectations are. Everything is communicated in draft form 2 years into the program. Students need a manual describing the program and processes in place to progress through program. There needs to be a clear method for stating grievances and students should be made aware of not only how to express grievances but what is being done to address. Students should not be chastised for expressing grievances. Students representatives for curriculum committees should be selected by students not faculty. More checks and balances are needed to monitor faculty agendas driving curriculum decisions. The morale of students and student involvement is low because faculty and administration keeps students at a distance. Few encourage student participation in research or provide mechanisms for enagaging students in community public health work.

Please see above comments. I expected more and feel lied to. I do not feel that I have a voice or any method of expressing concerns. I do not feel the program is well thought out nor do I feel that expectations are clear. Students in the program are not held to similar standards. Also I have gained very few additional skills from being here. Many of my classmates have ulterior motives for being in the program and say that they are only here for professional advancement and getting letters and the fact that curriculum is a joke and has little requirements. The overall morale is apathetic at best and little effort is put in on the part of students to enrich education and do anything outside the classroom. There is not clear mission, vision, values for the program; thus, most things appear thrown together. Faculty are micromanaged and so they are not at liberty to teach courses in the methods in which they see fit. There is obvious favoritism that goes on among students and faculty. Administration says one thing but does another and it often feels like the best interest of the student is not always considered. People operate on individual agendas and it is apparent that even within the school there is a "good old boys club" and faculty and staff who are not part of the club are publicly degraded.

Something needs to be done to address the issues about the lack of acaedmic integrity from groups of student from India. During exams, they mumble to each other in their native language and the professors can not hear or are simply ignoring them. They also copy each other's work. For example 1 student will write the SAS code and give it to their fellow indian friends and everyone turns in the same assignment. Or, one person will do the assignment and the rest of them will copy it and turn it in. Several professors have seen this happen, because they see the same exact mistakes being made by several students, but as far as I know nothing has been done to stop this problem. This issue needs to be addressed. Many of the other students are have been noticing what this group of students are doing, but nobody wants to be the "bell-whistler" and turn anyone in.

Specific comments on 'course' or 'instructor' are trackable if you have a sharp mind, especially in smaller classes.

Teaching quality should be improved by hiring quality and experienced professors.

## Comments – Academics

The comprehensive exam give to MPH students is well organized. The qualifying exam administered to doctoral students needs MAJOR changes. There are currently no written or standard protocols for administering or grading the exam and this has cause problems for many students. Also, content presented in one course should not conflict with information provided in other course. If multiple methods exist for analysis/research, the major mehtods should be presented and all professors should teach these methods not just their preferred method.

The courses offered are high-quality, but the courses offered are limited in scope. More courses should be offered that are consistent with contemporary advancements in public health. A survey of courses offered at highly-quality schools of public health such as UNC-Chapel Hill, Michigan, Harvard, etc. could generate ideas for which courses to create. If the goal is to be a top 10 health science center, then why not utilize information from top 10 institutions?

The professors are great however I dont like that the curriculum plan keeps changing . Also, I dont like how the PhD program is not organized. Also, I want more oppurtunities to get experience in my profession

There are no preparatory classes for the comprehensive and qualifying exams. Very limited information is provided regarding the exam preparation.

There is always room for improvement. However, in some areas there is much satisfaction with the quality of education; in fact, I'm more than grateful for the opportunity and the privilege to be part of comity of students and alumni that calim this school as alma mater. If there are areas that did not meet or have not quite met expectations, such areas pale in comparison to the largess that's part of my educational experience here, so far.

There was no connection between the course work, except for 1 "new" class that attempted to connect the dots. Students were able to build upon the material week after week, made it easier to understand and this is what happens in real life. Also at times, tension from and inbetween faculty did not make the class room an comfortable place to ask questions.

Use of the CPH as a comprehensive examination substitute would be a mistake, as would using different professors from different departments to form a grading committee for PhD qualifying exams.

SPH - PhD/DrPH: *Please provide recommendations for any additional improvements related to Academics in the School of Public Health.*

I have been very surprised and frustrated with the lack of availability and ability to meet with administration with questions, specifically on advice for programs and career choices. Then, it seems they give "face" to you. It is very frustrating. Additionally, I feel CAP is not helpful in offering services to the SPH like they do with the medical school.

I think students find it difficult to find topics that are interesting. Maybe an introduction of more guest instructors each semester that bring a new look at topics in public health.

## Comments – Academics

1)Course "Organizational Management" could have been improved a lot. Felt damn boring. However, the course content was superb. But the enthusiasm and practical application was lacking. Could have improved with introduction and involvement of guest speakers who practically do health care organizational management. 2)Racist comments from a few students in Advanced Health Policy Course are unwelcoming. As the instructor said, students should have been 'creative' instead of 'reactive'.3)More weightage for final course grade should be made from final exam or final paper. Because it is usually the final exam or final paper that really reflects your ability to completely integrate and apply what you have learnt in the whole course rather than midterms.4)Very important - At the doctoral level, awards, recognition or scholarship should have been given to those who have published high impact articles or articles in high impact journals. Emphasis should not be GPA at doctoral level. I felt weird when the 'Dean Scholarship' selection committee was selecting recipients of scholarship based on GPA and neglecting research. 'Outstanding student' award should be given to those based on high impact publications (one such index being the number of times the articles were cited, excluding self citations).

I think that all biostatistics majors need to take the mixed-modeling/longitudinal analysis course. Also, I think that survey methodology should be a required course. In addition, teaching an MPH course about grant writing and IRB policies for doing research would be important. I am noticing that many of the students that are graduating with MPH's from our school do not know how to actually do research and it is kind of embarrassing for our school. The only students that know how to do research are the few that have the opportunity to do research with the professors at school (this is limited because of funding), and students that seek outside employment who actually get to participate in doing survey research or chart reviews or case-control studies etc. I do not recommend using the CPH exam as a "1st year" test. I think that XXXXXXXX courses could be made more challenging. I think that XXXXXXXX needs some guidance on improving his teaching methods, because I can not think of any students that enjoy his classes. I think that the health management and healthy policy mandatory course needs to be reorganized and restructured, because nobody felt prepared for the CHP exam regarding this material after taking this course.

Re-evaluate some of the core courses, the HR class, while interesting, I do not believe needs to be a separate class, could add material to other course, or make it a summer 5 week class.

Some of the classes offered are not in sequence. Also, some of the classes are offered only once a year. This is very inconvenient for the students in terms of completion of a degree.

There are indeed commendable efforts to enhance the quality, content and composition of the curriculum of the School of Public Health. For example, some of the classes have been overhauled or streamlined in substantially meaningful ways, particularly within the past two years. There's been a noticeable attempt to clarify and distinguish most of the 500 from the 600 level classes. Thanks to these efforts, there's been some lessening in the lingering doubts that had always persisted regarding whether doctoral level students were being shortchanged, by taking master-level classes disguised as doctoral level material, or whether master-level students were unfairly burdened with doctoral level classes; although the latter was less likely, given the content and quality of some classes. I'm sure that not a few students would welcome more effort in this direction; since for some, a clearer picture of what to expect within each class level is very necessary for sustaining interest, removing boredom and achieving performance goals.

## Comments – Academics

In addition the DrPH degree is suppose to be a practice based degree. Only two courses provided real world examples. It is unclear what the residency is or envisioned to be. There are no clear guidelines for selecting residency sites. In fact some students are allowed to use current professional positions, which fails to build additional skills. Often language is used to misrepresent DrPH and PHD curriculum requirements. More guidance is needed. Faculty needs to use grading rubrics and hold students to same standards. For example several courses had participation grades. Students who were consistently late, absent or not engaged in class should not be getting "A". Students literally watched sports during class and faculty did nothing. Other faculty could not even clearly articulate assignments or expectations for those assignments. Although students are supposedly held accountable for competencies required courses fail to address competencies. The curriculum also only teaches to one aspect of public health practice. Mainly hospital administration and federal positions. It completely ignores nonprofit management and community based organizations. Students need to be provided opportunity to select an area of interest and really gain tangible skills in that area. Students are also not provided opportunity to produce anybody of work that demonstrates portfolio. Although some graduate assistant positions are available. They are only one year appointment. The selection process seems to be biased and not based on qualifications or interest. Again placement seems to promote administrative agenda and not based on what you have done, but who administration feels needs additional experience. Also faculty rates federal and hospital work above community and nonprofit work and discount students who choose that as a professional pathway.

More diverse faculty, perhaps using adjunct faculty to diversify perspectives. More course offerings. Course content in most classes needs to be improved to come inline with current, applications-based learning.

Please let everyone know what a great job they do everyday. My sons are both in junior college and the difference between my experience and theres is night and day. I loive my school and the people who work there. Thank you

*SPH - PhD/DrPH: Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health.*

better placement service

DrPH residencies are left hanging- many of the DrPH students don't know what they are doing- many of us were under the impression that there will be a process for seeking residency positions and that the school will play an integral part in that.

DrPH students need a handbook and clear guidelines for qualifying residencies. Students need to be provided guidance from day 1. Students should be asked to demonstrate skills learned during the DrPH program that follow DrPH competencies. How do you validate the value of a DrPH if students are demonstrating competencies from programs and activities outside the scope of curriculum, UNTHSC activities, research. IF your professional position has taught you everything you need to know then what is the point of the degree besides just getting letter. For students who lack professional experience, there are few programs and activities on campus that allow students to gain additional skills. Students are not required to produce anything during residency besides describing what they did and samples of work done for organization.

## Comments – Academics

It is nothing beyond the scope of a job and does not really build professional skills. The competency exam (ICE portfolio) needs to be better developed and have more input from a diverse range of faculty. The residency needs to be better developed and be developed as more than just a job.

I have a hard time finding classes sometimes to fit my needs. It may come easier later as I move into my 6000 level classes. Don't mean to sound harsh!

Information does not get to all students in a timely manner. The student representatives attend meeting to provide the student view/ and or concerns to administration. But several times the students never hear back from them, or in some cases only some students hear back and are kept informed. at the beginning of our time at school, the student rep asked for time at beginning or end of class to update us, but that no longer happens.

Just presentation of more opportunities. Opportunities that allow students to experience Public Health outside of the proverbial box.

This will take a while. Perhaps, another time will do.



## Comments – Student Services and Programs

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

### Student Affairs

Again, in testing situations we are treated very harshly. I understand cheating is a serious issue and maintaining accreditation is vital, but we are all adults. Being treated harshly is very demeaning.

All students should be more involved with health promotion, and this should be brought into our classes as well.

XXXXXXXXX needs to be commended as the most professional and well-prepared employee of UNTHSC. Period. Retain and compensate her appropriately because she is wonderful. (and no I do not have any personal affiliation! Haha)

XXXXXXXXX in the testing services is awesome. She has her act together, communicates well and knows her stuff. I have not interacted with much of the services at TCOM except financial aid.

XXXXXXXXX awesome!

Are these areas that I should have encountered? If so, that might be something that needs improvement.

Become more of a presence for students doing rotations away from Fort Worth.

Better administrative staff who actually care and want to help the students. Instead of those who are "too busy" to help us take care of rotations.

BIG AREA OF IMPROVEMENT....CAP!!! I feel like sometimes they are rude. I came into the school in a new program and I felt like they were not giving me any helpful tips. The scope of their knowledge is limited and it at times they treated me like I didn't matter in this school. For me and my fellow students it took them a long time to get tutors to us and then they told us that it was a privilege but they always sent me emails but could provide no real solution to my problems except medications which is not a viable or real solution for me.

Biggest problem = XXXXXXXXX. She is unhelpful and in no way deserves to be the rate limiting step in setting up and approving rotations. Over the years I have repeatedly asked for help from XXXXXXXXX and repeatedly been disappointed. She is the kind of person who sends emails at the very last minute that require urgent action but cannot be fulfilled because they come so late. Then when you try to contact her she is gone for a conference. She decided to enforce set core rotations during fourth year despite interfering with rotations that could decide final residency placement. She obviously does not put the needs of the students first which should be her first priority.

## Comments – Student Services and Programs

CAP - I feel like they are too stingy with their tutors. I've been close to failing a couple of classes, and the one time I've asked for a tutor, they couldn't set one up for me for two weeks, and it landed on the day before the exam. Also, the few times I've been in to speak about my close to failing grades, I felt disappointment when I left because they weren't telling me anything new, different, or helpful. I think they need to recruit their student tutors to put together a list of reasons why students do poorly on exams. But the LGTs provided by the students are awesome. Thanks for that.

CAP and student development do nothing for first and second year TCOM students.

CAP appointed tutors were terrible. Don't hire sleep deprived and depressed medical students to try and teach something they took months to years ago.

CAP does not seem to be that helpful. A friend of mine who is an 80 average student went to CAP for advice on improving his scores. Once CAP found out that he was not actually failing anything they told him that there wasn't much they could suggest other than "study harder and get more right answers on the exams." This seems like a woefully inadequate response.

CAP for the school of public health seems non-existent and it's pretty unfortunate. I see CAP being used for several of the schools, yet public health seems to be on the bottom of the list.

CAP has not helped me, or my friends, much at all. The one time I went, they said "ya, we think it was a fluke. We can't really help you. Just study harder and you'll do fine." Luckily I did, but another friend was given a tutor but not further assistance on how to take tests better or improve.

CAP hasn't replied to my e-mail regarding getting help with time management (although I only e-mailed once and haven't reminded them.)

CAP I have found to be not at all helpful. Beyond telling me that a certain test grade was poor, which was something that I was obviously not satisfied with either, I got no benefit in meeting with a counselor. It was a waste of my study time.

CAP is useful, but it is very difficult to get a tutor.

CAP is useless to me. I feel that it needs to be completely revamped. Not only is it rare to actually get help I need but they send out mass emails for large group tutoring for classes I took over a year ago! Very irritating.

CAP meetings could be a bit more productive.

CAP needs advisors who know what students are going through (i.e. DO)

CAP never replied to my e-mail regarding getting help. (Although I only e-mailed once.) Please reply e-mails.

CAP people are great! XXXXXXXX is awesome! All the student development people are so friendly and helpful!

## Comments – Student Services and Programs

CAP service has not been particularly helpful. I tried to make study skill appts but never got called back. Cannot get timely tutoring because of lack of availability. Catalog existence is almost unaware of.

CAP services do not seem to have a standard in the way they are held. I have only ever attended LGTs, and every time the leader just reads through the power points already presented in class and does not adequately answer questions of clarification.

CAP tends to put Med Students above SPH and not helpful. They tend to be arrogant and when even professors ask for them to help students, they give the run around.

CAP will not allow you to get a tutor until you fail an exam, which I think is counterproductive to helping students. I love how accessible Student Development is. Testing and Evaluation Services needs to relax.

CAP's focus is on remedial work (ie, helping failing students pass), rather than on helping B students get As. Both goals can and should be accomplished.

Career services can develop a central web page where student jobs can be posted. Providing more students jobs would be a good thing to improve career development.

Career Services does not seem to offer effective career planning services or assistance in locating possible job opportunities.

Career services initiate a job posting website for students.

career services isn't something that students should have to seek out. the school BENEFITS from the students looking good. so WHY don't THEY come to our classes, instead of senseless community resources that 95% of the class WILL NOT ever use because most people don't do their residencies here. i also don't even know where the UNTHSC catalog is located. fail.

Career services needs a central internet location/login where employers can list job openings for graduating students.

Career services needs to be better adept at advising students who want to go into areas other than primary care. Having them e-mail a physician mentor is not sufficient.

Career Services offers little to no counseling for first years searching for summer options and programs.

Cater to the needs of all students- full time as well as part time. Use various channels to communicate info to students and get them involved.

cheaper student insurance option

Classes that have proven to be difficult in the past should have tutors readily available BEFORE classes begin. Additionally, many of the regulations in place on organizations hinder more than they help. Services should be especially geared towards minority students that may find difficulty in transitioning to the university or may have problems identifying resources within and outside the university.

## Comments – Student Services and Programs

Course catalog is too difficult to use. Course selection should be simplified to one code for a course (not 2 or sometimes 3 codes for the same class?!) Student Affairs seems completely removed from GSBS opinions, but confuses us with TCOM positions on issues (i.e. recycling program, etc.)

Discussed catalog in previous questions (mainly regarding course options for 4th year electives)

Don't ask me to come in to CAP when I get a poor test grade. It only makes me feel like more of a failure and I know I did poorly, often having a very valid reason (brother going to war, strep, flu...). If I need help I will get it myself, as should all responsible graduate students.

don't charge students fees for services (like the FAC) unless they want to use them.

Due to the small class sizes CAP services are often not available to SPH students. For example intermediate epi would basically need the entire class to sign up for tutoring to get CAP services, yet students in class have repeatedly said they would like additional course resources. SPH students do not use career services and many of the career services are more geared towards DO students and other health professionals. However, resume services are great! SPH is slow to get registration up however they have done better for summer 2011.

Earlier career counseling.

Evaluation Services needs to be more streamlined. An option to directly comment about a certain professor would be nice. Please get rid of SAGE and Grand Rounds.

Every course lists that there is help available (tutoring) for every subject but when contacted CAP says they only provide support for core subject.... why write if support not provided?????

Fix discrepancies between curriculum plans and course matrix regarding required courses. Fix discrepancies between course descriptions and MyHSC regarding prerequisites.

Get advisors that understand med school curriculum and difficulties

get rid of SAGE and Informatics

Grading can be very grey at times. This must be made more transparent and fair.

Have people re-focus on the fact that they are part of education of students, rather than just collecting a paycheck.

Haven't really had much interaction with the above listed institutions, but I don't see clinical education on the list. I feel as if they don't do a great job communicating with students.

Having been referred to CAP a few times, I never really got much out of my meetings after the first time. They continue to present the same information and do not really target what I need help with. I was never offered tutoring, even though I've seen some of my fellow classmates with tutors.

Help students to succeed through CAP vs. trying to weed them out.

## Comments – Student Services and Programs

I am an officer for an organization and I feel that it is absolutely ridiculous that we have to send emails to the student development office to be approved so they can send out mass emails to the class. I find this extremely inefficient and completely useless. I understand that there are a lot of mass emails sent to the entire class and quite a few only pertain to small subset or are inappropriate, but as an officer trying to coordinate volunteer activities and advertise meetings, it is difficult to balance everything and even when emails are sent to the student development to send out to the class, they do not get sent out in a timely manner. I don't understand why student development feels the need to act as a middleman in a system that really doesn't need one.

I am not sure of the health promotion programs/services available.

I am not sure what XXXXXXXX office falls under so I marked student development and student affairs.

I described my concern about the UNTHSC catalog in my previous answer. I requested a catalog of local 4th year electives.

I did not like that I had to meet with CAP advisors after not doing well on one test. I am an adult and know that I did not do well. My time would have been better spent studying rather than having to take the time to hear what I already knew.

I don't know what half of these departments are. Oh but I know what CAP is... those are the people that get paid money to ask "How do you feel about the next test?" LOL :-)

I don't see much of the activities going on from Career Services. I have not seen many people going for industry positions. One reason might be we don't have enough industry connections. Is there possibility of calling industry people on campus for interviewing prospective candidates from graduating students.

I don't see why the Student Development office has so much control over organizations. It is one thing to have guidelines and rules, but officers of clubs and organizations are fed up and annoyed at how this process is affecting our ability to work efficiently. Besides, The office staff always seems to be not doing any work when I walk in. They are always eating or gossiping or having a grand ole time. CAP emails for students who fail or who did bad on an exam are a joke. These people don't know what it is like to be a med student, so they have no idea how to help us. It is insulting when they insinuate that I don't know how to study or that there is something wrong with me. Most of us ignore their emails anyways. People who have had a meeting with CAP following a bad exam grade are significantly dissatisfied with the meeting.

I don't think the school of public health is a top priority for many at this institution. These departments are not visible enough. The CAP doesn't have money to pay for tutors. I had a teacher who said they couldn't afford a TA for one of the hardest classes in the MPH program.

I feel like the Career Services wait too long to be involved with the students. We meet for residency advising during the spring of 3rd year. By that point for the most part you need to have decided on what residency you plan on attending. I feel that if we were advised earlier the process would go much smoother.

## Comments – Student Services and Programs

I feel like there should be more than one person that grades the scantrons. Whenever the lady, I believe her name is XXXXXXXX is out of the office for the day there is no way for us to know our grades. So just incase XXXXXXXX is not able to make it work for the day due to any kind of circumstance, she should have helpers that can do the grading in her absence.

I feel that everytime I went into CAP I got the same advice and it was simply a matter of, "how do you study?" and "this is what you should do." same info everytime. Also they would say lets see how this test goes or lets meet in a week or two BUT this is horrible for MedSci because we move so fast that by the time we meet or wait another test we are done with the class or more tests have passed. They need to keep this in mind.

I feel that student affairs does a lot to really get a student to where he or she wants/needs to be.

I got a CAP tutor once and it took so long to simply get a tutor that by the time we could meet it was a day before the exam. This was not helpful in terms of learning and grasping concepts.

I had a hard time finding the personal counselors when I was considering talking to someone about some personal issues that were going on, so I think that navigation and searching for such people should be made easier.

I have consulted CAP on a couple of occasions, both times I found myself disappointed. Their advice was too generic and did not help me. Additionally, they went out of their way to tell me my current study method was inefficient and would not be beneficial. My 3.9 GPA shows otherwise.

I have never heard of the majority of this list.

I have not been impressed with the CAP department. I have had the same situation arise with my testing difficulties and I do not feel that it is necessary to have to explain my situation everytime I am asked to see the CAP department. I have received more help and guidance by seeing the instructors directly with the classes/subjects that I have struggled with versus speaking with someone who wants to be empathetic.

I have not had any contact with the International Student Services.

I have seen CAP a few times for "academic help." It was a huge waste of time. The study tips they give are pointless, and they think everyone who comes in for help, just needs help in time management or study skills. If they did their job better or changed their tactics and actually listened to what students need, there may not be such a high failure rate, especially for high risk classes like Cell Science, Renal 2, and Cardio 2.

I may have seen the UNTHSC Catalog once the entire time I've been here. Career Services is awesome. However, promotion needs to be more visual. Maybe more emails as well, and getting the student governments more involved in promotion.

I need more notice on books required for classes and whether we actually need them or not because it's expensive. Would suggest having tutors available to students through CAP if that's a promised service because I was told I could not have access when I most needed it.

I noticed manuals students are referred to on the Office of Academics and Affairs are not updated. Take them off.

## Comments – Student Services and Programs

I suggest the school tries to help students, especially the international students that do not have the options of working outside the campus, to secure campus jobs

I think CAP is useless. I feel like they are there just to console students without actually doing anything to help them improve there performance in the classroom. They should find tutors and set struggling students up with those tutors or pair struggling students with the students performing well in that particular class or have counseling with the professor of that class as well to figure out why exactly that student is struggling.

I think CAP is very important for all programs at TCOM/UNTHSC but if we could have decreased the lecture time in orientation about all the things they do and what type of learner we are that would have been awesome. CAP will reach out and get in touch with you if you really need it. in fact they email you even before you get your grades for the test which causes undo anxiety about whether you failed the test of just got below a 75.

I think that the FAC has done a great job encouraging students/staff involved.

I truly appreciate CAP, as I feel they are truly involved with the campus and want students to succeed.

I went to a CAP large-group study session last semester, but the tutor had clearly never met with the instructor regarding the exam. Since it was a midterm review session, it would have been helpful if the tutor had some idea what the instructor would like the studying to focus on.

If possible, I would like the courses offered for the upcoming semester be posted sooner.

if testing and evaluation services includes the XXXXXXXX who grades the tests. the school needs to have another person who is qualified to do that. there has been many times that she would be gone for multiple days and wouldnt be able to find out our score. anytime she is sick or out of town we wont get our grades

If you have a dent in the driver's side front door of your car, do you replace the entire body of the vehicle? NO! Then please explain to me why a student who does poorly in ONE class must repeat the entire year? If you are trying to cheat the students out of their money, then please let us know up front. If you truly want to produce a good physician, help him find his weaknesses and strengthen them.

I'm not sure if CAP can really help me if I failed a test. They mean well, but there is not much they can do than tell you to try harder.

I'm not sure what CAP does not but as a first and second year the services were lacking. XXXXXXXX is an excellent resource in Careers in Medicine. XXXXXXXX is awesome in testing services. Fast, reliable, helpful.

Improve availability of tutors. the office staff seem VERY unwilling to provide them. testing services is very good at getting grades done in a fast manner.

Improve career services available to students and offer them earlier in their medical career

In class examinations needs to be less stressful.

## Comments – Student Services and Programs

Individuals giving out the test should PLEASE not do the following: 1. Talk during the test 2. Scream the time: This not only breaks our concentration but we are graduate students we are aware of the time.

It is hard to make an appointment for the health clinic. If I wanted to see a doctor at the health clinic I would have to make an appointment 4 weeks in advance.

It is sometimes difficult to coordinate events with the Office of Student Development.

XXXXXXXXX is awesome and needs a pay raise.

XXXXXXXXX is helpful, but you should allow students to have a tutor no questions asked....

More health promotion should be offered

More use of the test dummy for running codes during first and second year.

Most of the Testing faculty is willing to help students and are willing to answer to students' questions. Some, however, seem to be put out that they have to run exams and quizzes and deal with students at all. If they don't like passing out quizzes and scantrons then maybe they should transferred to another department?

My HSC website is difficult to navigate. That needs a complete overhaul.

need a bigger and better FAC.

need better student clinic

Need bigger Gym

Never seen UNTHSC newspaper were are their? This need to be place at every entrance door for example, library

Offer multiple variations of exams, even if it is just mixing up the questions and having an TEST A and TEST B to help stop cheating. This was something that was done in grade school, it seems like a simple way to more accurately assess students. MAKE AN ELECTRONIC CALENDAR FOR STUDENTS (like gmail calendar or something to make it more readily accessible)

one of the major problems a lot of my classmates and i are having is getting the right career advice. we get various and general pieces of information and advice, but we aren't aware of any resources that we can use to help better tailor our time to fit that of our future choices in residencies. we know that we still have a lot of time before making that decision, however, it would help if we had some resources to help narrow down our options or that told us what we needed to do with our time first year in order to best prepare ourselves for those residencies that we are thinking about going into.

only make necessary changes



## Comments – Student Services and Programs

Orgsync is a horrible tool. It is very user unfriendly and a lot of our emails from them go to spam. Students should have autonomy when trying to contact their members. I feel like student life is turning clubs into something much more than what they supposed to be. We made clubs for us not for this school! Stop asking us to go to so many meetings!

paperwork orgainzation....this has improved over the last four years, I think. Getting there

Perhaps someone else should know how to do grades, so when Amy is gone we can still get our grades pretty quickly.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Read answer 26. For the testing and evaluation services!!! VERY IMPORTANT AND NEEDS TO BE ADDRESSED!

registrar should be more informed with different services and more proactive in finding/researching infromation and following through with concerns/situations.

Seems to be a disconnect with SPH and CAP, better communication. Health Promotion, I am not quite sure what it is that they do, but given the title I feel that SPH students should be more involved in that arena.

Several of my friends could not take the shelf exam as expected, because their tests were not ordered. How can something that major be missed?!?!

Small group tutorials for anyone who wants to attend. 1 2nd year per 10-15 1st years who meet weekly or every other week. There needs to be a way that TCOM admissions can get transcripts from other schools at UNTHSC.

Sometimes I think that the grades take too long to post. I also think that Student Life needs to have a workshop at the beginning of the school year to show organizations how to plan events on campus. We had a hard time with an event that we just had due to not knowing all that was required of us from the Student Life Office.

Sometimes we get too many emails, but at the same time, we get emails with a lot of text. Overall, I think they're beneficial, but at times it's too much. I would be nice to condense emails better and maybe combine them.

Standardization of testing environments would minimize the impact of alleged cheating among students. Assigned seats and tests printed on the front sides of paper only would help to minimize the allegations of cheating. It has been a very big headache for my class this year.

Student Development has created a lot more rules that are very hard to organize and keep up with. It's been difficult with room scheduling and meeting announcements this year.

Student Development is getting pretty big for it's britches. They are pretty heavy handed with the students and the student organizations. They get demanding and throw tantrums when they don't feel they've been properly handled. They seem to be creating job security by putting their hands in everything that the student clubs do, thus ensuring that their jobs will always be necessary.

## Comments – Student Services and Programs

Student health needs to be its own entity, and it needs to continue to be free except for the payments already allotted through our student fees.

Students' health should be promoted on campus, especially with vaccinations and recommendations for flu vaccine prior to the start of the season. In addition, there seems to be more stream-lining of patient (student) information in Health ClinicCAP is a good resource for students, I hope they continue to get the resources necessary to succeed

Testing and eval services: XXXXXXXX needs to smile. Test scores would probably increase if we didn't have to listen to her yell at us before every test.CAP: The staff is ill prepared to tutor/help professional students when the staff have less education and little to no experience in there jobs. Why would there advice be worth listening to?

Testing and Evaluation Services are ridiculous for graduate students. It looks bad on the school that they do not trust their students the least bit. Something must be done to change these neurotic testing procedures that create a stressful environment filled with distrust.

Testing needs to catch up to this century, computer based testing.

Testing services has a lot of difficulty passing out quizzes and scantrons for some reason. The number of seats in a row is constant week after week, so perhaps they could count the average number of seats per row and have the printer appropriately collate the quizzes so that they are easier to pass out.

Testing services need to move towards computer based exams rather than tradition paper/pencil exams to prepare students more for most board exams.

The CAP program my be helpful for some students, however, I personally found my meetings with CAP staff to be more of waste of time than anything else. No class tutoring is given, it's more of a "pep talk" on studying, which I feel like I understand considering that I've made it into a graduate school program. I don't think that CAP meetings should be required for failing or close-to-failing test grades, merely just an option for those that desire their assistance.  
Student Affairs

The CAP services exceed anything I have experienced from other institutions and is an extremely valuable asset. The services they provide demonstrate that this institution really does care about the success of its students and is willing to foster and encourage it.

The CAP tutors are great; we just need more of them.

The career services need to be advertised more to first and second years.

The catalog is slightly tricky to get to on the internet.

The exams for our courses are terrible. This is a real weakness at TCOM.

The most annoying thing was "required" meetings with little notice. I was working full-time and had a family and lived an hour away. If it is required for the student, it should be in the schedule for the semester in which it occurs so one could plan accordingly.

## Comments – Student Services and Programs

The registrars have been very polite, and I have had all of my paperwork delivered in a timely manner. CAP seems rather useless, as their recommendations for grade improvement range from "do what you already know how to do" to "something so obvious it seems odd to mention it to an adult student"

The Registrar's office did not seem very helpful in trying to solve some issues. It seemed like she didn't want to waste her time trying to help the student. Student Development didn't really help me or my organization, but it seemed like we had to jump through hoops to try to access some facilities.

The support systems were great. I found the systems that were proactive in notifying and reminding us were the most effective. Several email reminders were usually helpful for me to remind me of upcoming deadlines. Thanks.

The websites are confusing to navigate and I can never seem to find a consistent lay out from page to page.

the whole idea of controlling our schedule 3rd year makes absolutely no sense. no other school does this. Do you not realize that this is harming us more than helping?

there are few departments i have never heard of.

There is a lack of tutors for upper level SPH classes like epidemiology.

there needs to be a standardized way of distributing PA grades - this takes way too long and is not streamlined.

there r very less on campus job options for international students....

There should be the clear view of what should be done in the future for the new commers. The CAP does a good job, because the only wealth that grows with sharing is KNOWLEDGE. They follow it. The other departments have to be known to the student and the ways to approach them should be known. There should be regular updates of Websites. The address given on the webpage, should match the present address of the staff for students to avoid confusion.

This year I was informed that one of my grades was wrong on my transcript. I was told about it after it was too late, and all my programs saw it already. This is unacceptable at a professional institution that one day hopes to be in the top 10. You need to implement a system to re-check the grades and get this done before it hurts another student's chances.

To the testing people- PLEASE stop standing over me and staring at me during the entire test!!! I specifically wear my glasses to tests so that when I take them off, I can not see anything. That way, if I need to stretch, they could not accuse me of cheating. I should be worrying more about my test than the proctors staring me down.

We are not promoting health on our campus with all the access to soda chips and candy. Also, any smoking on campus should be prohibited including over by the PCC. People can go sit in their car and smoke if they need it that bad. Its annoying to walk through smoke on my way to workout.

We need a better gymnasium/fitness center.

## Comments – Student Services and Programs

We should be tested like we would test at boards, on computers rather than with paper and pencil, so that we can practice as much as possible.

What Catalog? The one online that takes 5 different links to find and isn't updated . . . not even yearly?

Why is there only \$250 going towards a scholarship for the school with the most participation of this survey. Seems we are getting short changed.

work on communication during application process, this was an area of major concern with me.

### Financial Aid

A few more scholarships available for those who are not minorities.

Add more scholarships, or at least awareness of off-campus scholarships.

After meeting with the Financial Aid office I felt more worried and concerned about how to finance my education.

always surprised by how well this office is managed.

Can introduce many scholarships for SPH students, to encourage the enthusiastic students with incentives.

Changing disbursement rates was a cruel joke. The way it was announced was even more insulting.

Could we have a few scholarships for part-time students?

Dean scholarship was not supposed to be repeated ... but was repeated to same student????NO TRANSPARENCY in such transactions?////?

Ease of application for scholarships. Why do we need a letter for the general application?

Financial aid is a sore point. Very limited opportunities and little available information. The financial aid office should have seminars to educate students on opportunities available within the school as well as outside.

Financial aid was very fast, however, they didn't offer much information. They told me to prove I wasn't claiming unemployment, but didn't tell me how to do that - other than telling me to go to my local TWC office, which was incorrect and they should know this. They really could have saved me days and days of time and trouble by telling me to send a letter to the TWC open records requesting that information. Also, they had trouble returning my calls, but I expected as much after dealing with financial aid in my undergraduate.

Generate more funding.

## Comments – Student Services and Programs

get rid of SAGE and Informatics

Good job

Halfway through the program I had to find two jobs because it turned out I would not receive an appropriate amount of financial aid to cover my living expenses. I felt extremely frustrated that there was not more that could be done as far as having assistance in alternate loans or ways I could have my education funded without requiring me to work 40 hours per week.

Have information more readily accessible on the web-site.

I am not really sure how many scholarships are available. I wish I knew more about those and that there were more available

I am not so sure about the availability of scholarships. I do not know much about its availability. Make it more apparent will be helpful.

I am still a little bitter towards the person who told me out of state tuition was only possible if I had lived here for so many years, or if I married a Texas resident. I later find out that isn't true, but it is too late for me to apply for residency and in-state tuition. Not fair. If your best interest is in it for us, I think we should be informed of where we can get that kind of accurate information.

I don't know, but I wish there were more scholarship opportunities for middle class heterosexual Caucasian males.

I feel like as a white male I have fewer scholarship opportunities than women or minorities.

I have limited interaction with this department as I am on an HPSP scholarship but when I did have a problem once, the person in charge of my program had it fixed very quickly and the cost was then covered by the Air Force. They take of the military students very effectively

I only rate this low cause our class isn't able to get many, however I know that we do not get many.

I personally did not have any problems with my financial aid this year, but I do know of other students that waited more than two weeks to get their student loans in, and they were relying on those to make their rent payments, ect. We also had a problem with the student loan department telling us that our loans would be in about two months later than expected, which I understand sometimes cannot be avoided, but it would have been helpful to learn this info long before we were informed.

I rarely saw scholarship applications available for us to apply to.

I think the school needs a physical therapy scholarship. At times, I think that TCOM get more recognition than other schools.

I think the tuition fees should be waived off... A big burden on the students...

I was discouraged from even making an effort to get financial aid (I have circumstances which are quite different from other students). I tried to ask about the process, but do not feel I got a helpful response.

## Comments – Student Services and Programs

I wish there were more scholarships available to SPH students. Most of the scholarships available are for TCOM students.

I wish there were more scholarships to apply for.

I would like to have more emails about loan repayments and how I can manage loans. It would be beneficial to have the financial aid department to hold a seminar providing information and tips about managing debt and loans.

I would like to see more information about SPH scholarship and fellowship opportunities.

I would really like it if there were more scholarships available, or at least informing the student body about the availability of them

If I come to ask questions I do not want to speak to someone via the person at the front desk. You can make time for students. We are the whole reason you are there.

If only the stipend for the graduate students in increased a little more

I'm appreciative of the opportunity to apply for various scholarships.

Increase the amount of scholarships.

Increase the number of scholarships.

irrespective of nationality, scholarships shall be available based on the performance and quality of research.

It has already been explained to us that there are not enough alumni kickbacks for this to work.

It seems like because we are a new program that we have been left behind in the scholarship department.

It seems to me that there are very few scholarships for 1st yr medical students.

It would always be nice to see more scholarship opportunities.

It would be great to have more scholarships for school of public health students.

It would be nice to have more scholarships especially for international students who do not have access to federal money.

It's very inconvenient that the school is closed for a week right when loans go out at christmas.

I've had negative experiences with the financial aid personnel who I didn't feel were very helpful. Students should be informed with a generic email in my opinion if they don't receive a scholarship they applied to or the winners should be announced in an email to all the applicants. I've often waited for months to hear the outcome on scholarships I spent a lot of time completing and never heard anything about. So I never know if my application has been received or viewed. It would give students closure to at least know the judging has happened

## Comments – Student Services and Programs

and they haven't been selected as recipients. There needs to be more transparency in the scholarship judging process. TCOM also needs to be more aggressive in procuring scholarship funding from alumni since there are very few scholarships available.

I've really had a hard time with my financial aid since I became a dual degree student. Other dual degree students have done the same. The Fellowship programs for med students need to educate us about how our financial aid will change before we decide to enter. The financial aid department has been helpful but the rule that you have to be charged a full semester of med school tuition if you take any med school credit during a semester has burned me a couple times and I wish I had known this beforehand. I had to pay a whole extra semester of med school tuition because of the CAMSTRR program and doing a fellowship.

Less turn over

Make more scholarships available to the DPT program.

Make sure of information prior to awarding aid, rather than later on removing awards.

Maybe increase awareness of Availability of Scholarships, because I didn't hear much about them.

Maybe there is just not much information circulated about available scholarships, but I was under the impression that there really weren't many to be had.

More availability of Financial Aid Officers

More funds for scholarships are always nice.

More quality (more than \$200 etc) scholarships would be nice

More scholarship offers should be provided for the international students

More scholarships and grants

More scholarships and grants please - I was surprised that the university didn't offer me any grants at all.

More scholarships for international students

More scholarships for international students.

More scholarships for international students.

More scholarships opportunity

More scholarships should be available.

More scholarships should be made available to international students, considering that their tuition is 150% higher than what residents pay. This will encourage more international students to apply to the school

## Comments – Student Services and Programs

More scholarships should be offered to DPT students.

More scholarships should be provided. Also the Financial Aid staff needs to be more prompt and helpful to the student.

Need more for Master students as well as PhD students who may not get paid because of the lab funding situation which is going from bad to worse. Scholarships to pay for lab expenses exclusively or for stipend requirements would be a good idea.

Need more than one scholarship for students that are not in a research based program.

needs more scholarships options and for the DPT program.

NO scholarships for Med Sci- needs to be changed

None of my friend niether me get scholarship since past 2 year. and i never herd if somebody gets it. so i think there is no scholarship available.

Not a lot of scholarship opportunities for one year programs like Med Sci.

Not many scholarships for part time students.

Not speaking for myself, but as a roommate of a DO, I wish there would be more opportunities for scholarships for those students.

nothing; they do a very good job at sending out information and notifications and are always available for help.

Our program is new so in time this problem may resolve itself as we grow. I didnt look to apply but fellow students said we were limited due to certain requirements that were geared more toward other programs.

perhaps a more aggressive way of letting students know that they have scholarships available.

Please get rid of SAGE and Grand Rounds.

Please introduce more scholarships for the TCOM students!

Please keep up the allocating of loans before the first of the month when possible (over Christmas break). This helped out tremendously. Thank you!

Please make scholarships available to white students. I am poor too, you know.

Provide more scholarships or at least a list of places to look for more scholarships that are not provided through the school since there are not that many to qualify for.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

Rock solid department, great staff, accurate information every time



## Comments – Student Services and Programs

Same set of students are availing all possible opportunities for jobs, scholarships. They should be spread uniformly among all students. Consequently most students gets some financial assistance and not some students getting assistance for 2-3 yrs.

Scholarships are not well advertised, I would like to see more routes of presenting scholarship opportunities utilized.

Scholarships..... u kidding me?

School is not even ready to give out scholarship which has already been declared last year. I am referring to SANA scholarship. This is because some issue with tax. So, School should sort such issues first before promising any student for scholarship. I am pointing out this issue as I have faith in school's dialogues that survey will be confidential. I hope cancellation of scholarship matter will be investigated.

Seems like all scholarships are for OMM and Rural and Family Medicine interested students. Also they mostly require medical school leadership experience. Some students have already shown that they have leadership skills in undergraduate school and have chosen to focus on academics, and they should not be punished for doing so.

Should increase the scholarships for the international students

Should waive the tuition fees for graduate student

Sometimes it takes the FinAid department forever to respond to an e-mail, or there is no response at all, so I often find myself stopping by instead.

student discount like in-state fee must be provided for international students

Take into consideration that there are students who are young and going to school full-time so do not have money saved up or have high paying jobs to cover tuition and living.

the financial aid to international students should be easily available

The scholarships website is still a little confusing. It would be nice if the site was more streamlined, allowing us to see updated to-do's, etc.

There are no scholarships at all for international MS Students This should be highly addressed.

THERE ARE NO SCHOLARSHIPS FOR ANYONE EXCEPT FOR POOR PEOPLE AROUND HERE?!?!?!? WHERE ARE THE SCHOLARSHIPS FOR FREAKING MERIT? can noone improve on where they came from? or are we going to give handouts to every person who "had it rough" when they were little.

There are no scholarships for my program. This is very dissappointing. I also found it appauling that we were made to give over 350 dollars for people who need "financial assistance" when I am paying for school with loan money. Why do I not have access to this money that was taken from me?

There are no scholarships for the spring intake students.. Some should be also given to them..

## Comments – Student Services and Programs

There are very few scholarships available for GSBS students.

There can always be more scholarships, and it would be nice if there were and there was more money for them. Perhaps, some could be focused on PT students as well.

There has to be a way to offer more financial aid for students who can barely afford school to begin with. I'm not sure how to go about this but it would be nice for future students.

There is a lack of scholarships available to traditional Ph.D. students in comparison to other schools

there is a toooon of scholarships for DOs, but relatively few for PAs...work to make some new 1s and maybe students will have incentive to come here.

There is little money available to non first year students in SPH. It is an unspoken rule that SPH scholarship money goes to first year incoming students.

There is not enough information provided on scholarships/loans. Period.

There needs to be more scholarships and grants available through the school.

There needs to be more scholarships for students.

There really arent that many scholarships available for PAs. Its not the office of financial aid's fault im just stating the deficiency.

There seems to be a greater focus on scholarships for medical students than public heath or other graduate students.

There should be more opportunities for students to apply for financial help (grants/scholarships). As a non traditional student, attending school fulltime made it very difficult to provide for my family as well as maintain a competitive GPA.

There should be more scholarships available for international students

they are doing great.

They are doing great. I always know who to contact and always get a prompt response.

They do a GREAT job and have always answered any questions that I have.

They should offer some kind of scholarships for international students.

They tell us when we need to fill out our FASFA but they don't tell us when it is due!

They try with the scholarships, but it just seems that there would be more available for students financially.

They were all so helpful, knowledgeable, and kind.

## Comments – Student Services and Programs

This 1 year medical sciences program is too expensive. I spent more money for this program than I did on 4 years of undergrad education. This is due to the lack of scholarship opportunities.

This has improved in the last year but I must say it wouldn't take much to improve from dismal.

This is an area where TCOM excels. They make loans very accessible and staff are highly knowledgeable.

too limited for students

Trying to get money for unforeseen medical expenses was too much of a hoop to go through. They wanted me to show them proof I had paid for procedures in order to get reimbursed, when I am asking them for more money b/c I don't have the money to cover the cost. Therefore, I sold some valuable personal possessions in order to pay for these medical expenses, when I would have much preferred to take out an additional \$1,000 tops!

Unprofessional, unprepared to work with unique circumstances (transitioning financial aid between two different schools) for many aspects of their job, untimely in many cases, and lack of accountability because it is basically run by a man and his wife...conflict of interests.

We have scholarships? Who knew? I tried to apply for one once, but my email was never returned when I asked for an application.

we need more scholarships

We need more scholarships.

What scholarships?? We were not offered any scholarships the first year. Unacceptable

What scholarships???? From what I have heard, we do not have scholarships. This should be told to students before choosing to come to the school.

When I asked for a print out of the loans I've accepted up to date, FA was not able to provide this.

Why are the majority of scholarships available only to full-time students? Part-time students probably need the scholarships more; they are part-time because they have to work!

Why is every scholarship for the GSA dependent on me being an officer in the GSA and having lengthy volunteer hours? There isn't a single person who can work hard at their PhD dissertation and maintain high volunteer hours. Really though the fact that I have to be an officer in an organization on campus to qualify for the scholarships is awful.

Wish there were more scholarship opportunities available

Wish we had more scholarships

With all the studying we have to do it is difficult to find time to worry about/look for financial aide.

## Comments – Student Services and Programs

### Other Institutional Services and Offices

ADVERTISE. ESPECIALLY IN SURROUNDING COUNTIES THAT HAVE NO IDEA UNTHSC/TCOM EXISTS!!!!

Alumni need to be more involved with the students and provide them with scholarships and networking opportunities. I think students should be matched with a faculty or alumni mentor when they enter TCOM that they can go to with comments or for advice and for professional guidance.

As a graduate of the biomedical sciences program, I should not be getting solicitation calls for money when I'm in medical school. I think it's odd that they don't track where their graduates are.

better communication during snow days, and not waiting until the last minute to cancel school.

built a strong alumni base.don't left international student out.for most of them its the first interaction.maintaining nad strengthing it can yield good results which will help in future.

Daily News is ok. The messages from the President are usually infrequent and always to assuage budget fears. It would be nice to have monthly (professional) newsletters spotlighting specific students' research, something great the school is doing, a faculty profile, etc. The Daily News is sometimes overwhelming and repetitive, so it'd be nice to pick someone out from the crowd. Could possibly be partly student-run?

Emphasize the unique osteopathic medicine, not bury it.

From what I gather, It seems the marketing department is difficult to deal with when it comes to wanting to put together a class t-shirt. I do hear though the designer folks are nice and easy going.

get rid of SAGE and Informatics

GSBS has called me numerous times for donations despite my multiple requests to document that I am still a student at UNTHSC and am penniless.

I am an Environmental and Occupational Public Health student and most of the events that bring in alumni are either not in our concentration or are doing nothing pertaining to our concentration. I do, however, understand it is a smaller department making it harder to recruit alumni.

I and all of my classmates I've spoken with could do without the daily news emails and updates on building HVAC repairs.

I have not had much experience with most of these offices.

I only know about UNTHSC because I'm from the area. When I tell people where I'm going to school, they generally have no idea that we even exist.

## Comments – Student Services and Programs

I think that the Magazine could do a better job of featuring student community service organizations and what they are doing in the community. Also events that are not just sponsored by the Student Government Association.

I think the marketing department needs to put out more ads regarding TCOM (print/web/facebook/google/tv). I've met so many locals who didn't even know Fort Worth had a medical school. I also went on interviews where directors/chairs didn't know anything about TCOM.

I was so mad my birthday was on March 21 two days ago other people name was their and my name was not included on the birthday list. I received emails from my previous school wishing me well on my birthday March 21 but UNTHSC did not. Their need to improve a lot in terms of news and communication. Because a messenger with out a rite message is a mess

I would like UNTHSC merchandise to be more available.

I would never give money as an alumni as a result of how poorly the administration treats it's future graduates. To have someone call me and ask for money is retarded.

I'm can't believe that UNT took away the medical symbol. I'm not sure if it was the main Denton campus or UNTHSC's idea but it makes me feel like the campus thinks we aren't worthy of the medical symbol. Since we are healthcare professionals, is our profession not good enough for the medical symbol? Not to mention, our school is the ONLY school in Texas without it. I have been working toward this career my entire life and having that was important to me. It was important to my classmates as well. Maybe I wouldn't be so furious if they had asked US what WE wanted instead of just taking it away. We deserve it!

is there ANY way we can choose whether to be on the daily news mail list or not? I realize it carries some important information, but it is really annoying to get an email every single day, and I would be lying if I said I read it more than once a month.

Marketing is improving, but still need to work to connect community with UNTHSC. Too many people in Fort Worth don't even know we exist.

MARKETING MUST IMPROVE... outreach and open houses have been wonderful; however, online resources should be more easily accessible to prospective students.

Marketing was horrible about getting fleeces made. It was so much stuff that had to be done and there was so much stuff that I had to do. It was a horrible experience and I dont want to ever have to make shirts/fleeces again, if I have to go through the same people.

Maybe audit the student accounts every semester, and if the school makes a mistake, help the student solve it

More alumni golf tournaments!

Not familiar with some of the above

only than school e-mail system, never hear about UNTHSC in news/TV etc.. or the research than comes from the school other than the DO program. there are other people at the school.

## Comments – Student Services and Programs

Please get rid of SAGE and Grand Rounds.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.

SO many people do not know about the school. The marketing department should do a better job of getting the school's name out, more sponsorship, or community involvement.

Staffs are always willing to help

Stop pretending that the alumni situation is avoidable if they get on board with the MD option.

Stop sending so many emails about every little broken elevator or air conditioning. It affects 1% of the students and faculty, so do not fill everyone else's inbox.

Student financials office and registrar are really good about responding to concerns. YOu can almost always expect to hear back the same day even if it is only to state we are getting additional information. The offices down stairs are run very efficiently and are very student friendly.

Student organizations should be able to send out emails about volunteer events to the class.

The Daily News updates in the email are annoying. If it was a weekly update, I would probably be more interested in reading it.

The Emails have been a great way of keeping us in the loop.

the only problem i have with marketing and communications is that they don't do as good of a job getting our name out there are some of the other health centers do. speaking on experience being a tcom student, there are stories that are in the news about southwestern that tell how their students are doing the same things we are, and yet our school is not mentioned. the most recent case i can think of is that southwestern students were praised recently in the dallas morning news for seeing elderly patients. however, it wasn't even the entire class, and it was just a couple of visits that they made to a local nursing home. our sage program is more nationally acclaimed and more intensive, yet there was no mention of the fact that the medical school an hour down the road is also doing a similar project in addressing our increasing geriatric patient population. i don't even hear about our other departments in the news as i hear about other schools and their research ongoing. it would be better for the school and the students if we did a better job marketing and representing unthsc in the media.

the secretary in HR is rude.

There needs to be a better way to get t-shirts approved. Or at least a list of rules on using the tcom logo.

There needs to be more marketing around fort worth about TCOM. I see more UNT Denton marketing than I do the UNTHSC. Also the UNT Health Science Center sign on the abandoned hospital next to JPS really needs to come down. That looks bad not only for our academic institution but also our business side as well.

## Comments – Student Services and Programs

There should be a way to opt out of the "daily news".

These Departments should start responding to student's emails. The on campus jobs, should be known to students. there should be the publicity of the Eagle network and the availability of jobs.

We need a book store!

Well informed however I receive a lot of emails from the university. Maybe limit UNTHSC news to weekly emails instead of daily.

With the recent ice closings, there was a specific incidence where the school waited until 6:30am to close the school. As many of the students commute from over an hour away, I think most decisions to close the school due to weather should be done by 12-2am.

### Founders' Activity Center

24 hours of operation would be most helpful and of course some expansion because during peak hours it is very crowded. The new classes are awesome!!!

A bigger facility would be great. Having more equipment (cardio machines, weight machines, free weights, physioballs and Bosu balls) would encourage more people to use the facility. The weight machines are old, hard to adjust and many of them are rusty. The upgrade of the women's locker room is greatly appreciated!

A new gym should be in the schools plans. The basketball court's roof is low causing the ball to hit the roof many times. A more updated facility will result in more students staying on campus to work out than go to off campus locations which is good for the school.

Actually this area does well for what the limited space it has.

add a Sauna please

Aside from building a nice new gym (which would be great) I guess there is not a whole lot that can be done. The weight room became crowded very easily in times of heavy use. Other than that it would be nice to have access to things such as a full size basketball court or swimming pool but, as I stated before, this would probably require brand new facilities.

Available activities in the FAC have improved in the past 6 months. If more equipment and room were available I believe more students (including those who don't work out regularly now and those who pay for gym membership) would use the FAC. If more effort was put to improve the FAC not only would you encourage good health, but also promote student camaraderie outside the classroom setting. Sometimes it can be hard to hang out or get to know our classmates, especially as incoming students, but having an area to play sports and interact helps to ease that for most of us.

Better basketball facility.

Build a brand new activity center/gym.

## Comments – Student Services and Programs

Build a new activity center as already planned, but do it quick.

Build that schnazzy new gym :-)

Cleaner facilities, new equipment, BETTER air conditioning would be a major plus. I was going to use this as a primary place to workout, but I did not find it adequate and just pay for membership at another local gym. If the facility was better I would work out there though.

Could use a little more room in the gym but I know that it is in the future plans.

Extremely happy with the recent updates! My only concern is the new headphone plug-ins in the cardio room. On the exercise machines other than the treadmills, there is a painfully loud humming noise that makes it hard to hear the actual t.v. programming.

FAC has decreased in size within the last year due to accommodations made for other needs. It is too crowded in there now to workout on a regular basis. I have switched to using a gym instead. It would be nice if the university provided an allowance for students to utilize an off-campus option until the FAC is rebuilt

FAC has done a fabulous job considering what they have to work with. Their equipment is not only old and outdated, but is crammed too close together - often at the expense of the lifters.

FAC is great! Just needs to be bigger w/ more equipment for a school this size.

Facility overall just needs updating.

For the size of the FAC the facilities and equipment are adequate; however, it is a small facility that can't support the population at UNTHSC. Also later hours would be nice for those of us that like to take an evening study break.

Founders Activity Center should be expanded. The facility is too small and equipment does not meet the needs of students attending the medical school. Many students are paying for this facility yet the facility is small and students cannot park in the patient care center. Fitness classes have been valuable, though.

Get rid of the community Akido class. On a weekly basis, enrolled students playing basketball in their minimal free time have to stop and give the court to the 4 overweight white guys with sticks who attend the Akido classes.

Have a trainer on hand to offer a physical fitness assesment (%body fat, weight, a few strength or endurance tests), and be able to put together some kind of workout plan for the students. Then a student could perodicaly re-test, and see some hard data on any improvment. This can be a great form of encouragement and motivation.

Have not attended any of the fitness classes

Hire competent staff that with fitness knowledge who knows what a pull up actually is, and hire a staff member that can actually count pushups properly.

hours end early on most nights, some people work out late or can't come in and work out before they close. there is only a small amount of space and equipment, both of which are pretty dated.



## Comments – Student Services and Programs

Hours of operation do not fit a graduate/medical students schedule. The place got a great overhaul not long ago but it still needs more. The equipment reminds me of a good will for dejected work out equipment.

Hours of operation on Sunday can be increased to 8 hours or so.

I am not sure if there are exercise bikes or not.

I am very happy with the changes made to the FAC so far. A couple of requests I have include more circuit machines for abs and thighs.

I have seen too much space within the FAC allotted to the Cowtown Marathon operation and storage, as well as the new PT program. There was not much space within the FAC for use by students/faculty to begin with, but these allotments have taken up even more space. Especially when there is a fitness class being held in the already tiny gym instead of a separate room, like the ones upstairs, then there is even LESS space for doing any other activity other than lifting weights or stationary cardio. It has been quite inconvenient for me and friends of mine, and many of us have had to result in joining an outside gym, which is extra convenient since we have to pay extra to do so.

I need to go at non-peak hours otherwise I have to wait to use the weights or equipment. It would be nice to have a larger facility with more machines (treadmills, bikes, weight benches, etcetera).

I really would like a better FAC with higher ceilings, more equipment, larger rooms and working air conditioning.

I started out at the beginning of the year working out at the FAC frequently but stop because they did not have many of the workout machines that I would like to use.

I think it would be better if there were more equipment in the cardio room, although I understand that it would be difficult to get more equipment comfortably in that room.

I think that the Cardio equipment is up to me expectations but for weights the machines are quite old and some do not function properly to allow full range of motion with out a jerking motion ie bench press. The Lockers in the mens locker room are ridiculously small and my backpack doesnt fit inside of it.

I think the FAC is great and would hate to see it close. It really provided me great stress relief and enjoyment over the last 4 years. I appreciate the up keep and attention to the equipment. I thought the hours of operation were adequate and found the early morning and later evening times important for my schedule.

I wish we could get some new equipment, but overall its a nice gym.

I work out at LA Fitness because of the amount of equipment and the hours of access.

I would like it to be open more hours on Saturdays and Sundays.

## Comments – Student Services and Programs

I would like the ceiling to be raised if possible, hard to play basketball indoors right now. It would even be fun to get a full court somehow and maybe start a TCOM bball league one day.

I would like to see more classes, preferably in the evening and on weekends. The yoga and PiYo classes are both classes that I commonly attend at an outside gym, but they are only 30 minutes long at the FAC. 30 minutes just isn't enough time to make it work going, not to mention the yoga class is over lunch. I would also like to see the Sunday hours extended, 9am-7pm would be good.

I would like to see more free weights in the FAC. As it stands there is a very small area devoted to it and only one squat free weight area. A new stand or two with which to do more free weight exercises like squat, deadlift or clean and jerk would be appreciated.

I would like to see more group aerobic classes offered on the weekend. Also, a spin class would be a wonderful addition.

I would like to see the hours expanded, and also increase the number of the most frequently used equipment.

I would love an area for barbell free weights such as a lifting pad. It is tough to do some lifts in the middle of the gym where you are not in the way of everyone else. I know several guys like to do deadlifts and other large movement lifts, and there is not really a place to do this. Hours are good all things considered.

If it was open earlier, I would attend more. Equipment is so old, it hurts my body, and I pay to go to another gym.

If possible, more space and more opening hours

If there were away to make the weight area larger then that would be my first moved. Around campus people have stated the crowd as reason to workout somewhere else. It's true if you get more than 5 people weight lifting space and competition for equipment increases. Next, I would look at investing in more updated and safer equipment. Certain equipment couldbe tightened up and some is simply worn down. For example, I will not use the bench press because it has a slight slant down toward the right. I know because I put a level on it one weekend to verify. Slight shifts like that can cause injury over time. In addition some people can lift heavy so I strongly urge the campus to invest in Texas Power Bars that will not bend because the current bars now bend a little over 315. I know not everyone uses that much weight, but it only takes one person lifting heavy to bend a bar. The leg press seat is dangerous due to the angle it places the spine in. A lot of students in my class have refused to use it for that reason. Locker room space would be nice but I guess that is a common theme. I have many more ideas and plenty of experience buying equipment and setting up gyms. I think selling shakes and healthy food at the FAC would attract students and get some people through the doors that have never been there. I think we need to invest in our fitness facility since we are a health science center and more people will come out.

If you want more involvement, especially with the fitness classes, they need better instructors.

Increase the number of weight lifting machines, as well as increase the size of the weight lifting area. It seems too small if there are more than three people lifting. Also, increase the size of the locker room for the same reason as above.

## Comments – Student Services and Programs

I'm glad we have an exercise facility. However, I am looking forward to a new one. Having a basketball court where you don't have to shoot straight at the rim in order to avoid the ceiling would be nice. Also, having more fans and ventilation would be great especially in the cardio area. Having a better outdoor basketball court and hoops would be great. Also, a new volleyball area...maybe a sand court (haha...I can dream). The tennis court should not have a giant hole in the fence because tennis balls will disappear.

It needs to be bigger. quality is lacking & there are no treadmills

It would be nice to build a much larger, open space for exercise. Newer equipment would help draw more students in.

Kudos for opening longer hours!!! Much appreciated and needed! The only improvement I can think of is to keep the cardio area cool. Especially in the afternoon it gets REALLY hot/oxygen depleted because there are many people using machines in a cramped space.

Later hours would be great.

Limited weekend hours need to be expanded. Weight equipment is old and rusty. Some treadmills do not always work properly.

Longer weekend hours

maybe install a few more water sources for drinking

More classes at better times that are convenient for students, particularly in the evening, would be greatly appreciated. The facility itself is just too small and the equipment is outdated, also there aren't enough elliptical machines.

more fitness classes would be great. Also boot camps at different times would be great as well.

More open hours

More weekend classes and hours are needed.

Need a bigger gym.

Need a full court basketball court without a ceiling that prevents a normal shot

Need better building and fitness equipment and bigger locker room.

Need more equipment for the major muscle groups. More squat racks, more bench press. The wait line for these can be long.

Need more space

Need more space but that can't really be fixed right now.

Need more space.

Need newer equipment.

## Comments – Student Services and Programs

Needs a lap pool.

Needs more exercise equipment

Needs to expand and provide more equipment. The court needs to be bigger.

New equipment along with a new gym would be awesome. I heard that a new 5-story gym will supposedly be completed by the end of this year if the MD school gets passed here. A full court gym would be great. On the weekends, if they could extend the hours to 8 PM would be awesome, too.

New equipment would be nice, as well as a better basketball court, but in the case that UNTHSC gets a new exercise facility, I think these requests would be accomplished.

New facilities and more programs are needed.

New gym

no swimming pool

Non-communal showers would be an improvement.

Obviously the space is very limited, the ceiling is too low to play basketball on and the equipment is OLD. I hope a new facility is in the works and the central heating/ air conditioning is a joke. Cold in the winter which I would prefer to the heat and humidity that is presented for those that want to work out in the summer or spring.

Open a little later

Overall the FAC is extremely outdated and needs to be expanded.

Please get rid of SAGE and Grand Rounds.

Please raise the roof for the basketball gym or make a new indoor basketball court.

Please update facilities for future students.

Pretty good facility considering how small/old it is. Maybe move treadmills/cardio to a better ventilated area.

Purchase new equipment and expand the building.

Second rate facility. Certainly not what I would expect from a medical school.

Should be open 7am to 9.30pm all days.

Small, out of the way, old equipment, no trainers

so grateful to have the locker room remodel done! Much better!!

## Comments – Student Services and Programs

Some beginner yoga classes with times convenient for first years (after 5pm) would be nice.

Some equipment is very old and outdated, and the facility is quite small and old.

Some middle-of-the-day classes.

Staff is very friendly and helpful.

Swimming pool might be needed

Swimming pool would be a nice addition.

Tear it down and build a new one. Bball gym too small. Like playing in a box. Equipment is outdated. Most medical schools that I have visited have a much better exercise facility. That actually plays a large role in the decision of a student to choose the medical school. I'm sure TCOM has lost a few quality students due to lack of a nice facility.

that facility needs a major overhaul

The basketball courts are very sub-par. The ceiling is too low on the indoor court and the outdoor court is not well maintained.

The equipment could use updating. The group classes are great and a wonderful addition to the FAC. I understand the building is difficult to work with, and I think the FAC does a good job with what it has.

the equipment in FAC are old and worn out, people its time to replace them.its not easy to take day time fitness classes.

The equipment is clearly aged. There is not enough variety in regards to machines, treadmills, etc. Also, having very few of these items means that they will most likely be occupied when you want to work out.

The equipment is fair, but the space is crowded. The guys locker room is also crowded.

The exercise equipment is nice there just isnt very much of it. Also I wish there were more classes at different times. The hours for the FAC are very short as well.

The FAC could use a few more free weight stations, squat/deadlift stations specifically.

The FAC is in desperate need of new cycles, among other machines. I propose each student pays a \$5.00 fee to help pay for new equipment. The bicycles are horrendous and non-functional. (There are nice treadmills and ellipticals however.) In addition, the white and blue machines in the back near the dressing rooms are incredibly old and need to be replaced. I also think they should offer more diversity of classes and at multiple times throughout the week

The FAC needs new equipment.

the FAC needs to be updated and expanded. When the new center is constructed, please try to allow for a larger ceiling so one's jump shot isn't messed up.

## Comments – Student Services and Programs

The FAC was rather disappointing. The small environment wasn't a welcoming area to work out in. The treadmills were good quality, but the recumbent bikes need to be replaced. With the new building, a lap pool would be an excellent addition. A track would be nice, especially on the roof of the MET. Being stuck in the lecture hall most of the day, some of us occasionally run the stairs to get some exercise. A track on the top of MET would be great. An cycling class would be a good addition too.

The FAC, although small, is an outstanding resource students have. Maybe raise the ceiling so I wont learn to shoot like Shaq. Only kidding.

The facility is a little samll, the exercise eqipment is out of date but it still can get the job done. I also belive the facility should stay open longer.

The facility is old, dirty, no space, has old and I question the safety of the equipment. Recommend, tear it down and rebuild from ground up with more space, new everything. High schools have better facilities.

The facility is too humid and the design is not a welcoming atmosphere. Provide more mirrors, knock down walls to open the environment and provide proper circulation to increase comfort levels of gym users.

The facility itself is outdated and will continue to be sub-par until a new facility is established.

The fitness center is not quality at all.

The gym is just way too small. Lucky for me, it is so small that most of my classmates will not go there (they would rather go to a larger gym like 24 Hour Fitness). So since few people use the gym at most hours, the equipment is readily available for my use most of the time.

The hours are fairly limited on the weekends, but other than that it's excellent.

The hours of operation could be extended. The programs that are being run are great and have gotten more student involvement.

The hours of operation I think can be increased by 2 hours, especially considering the huge number of people coming in.

The layout is very tight in the weight room and is a little hard to move around, also the basketball court has a short ceiling

The major problem with the FAC is a lack of space. Improving the outdoor basketball court by changing out the goals, adding lighting, and some kind of canopy would move a lot of the FAC traffic out of the building. This would allow utilization of the current basketball court for additional gym equipment or simply more room for the current equipment.

The place is going to get bigger and we are waiting for it. Need better ventilation in the existing facility.

The space is just not ideal for a gym.

## Comments – Student Services and Programs

The step up of the facility seems very haphazard and unsafe. The machines could also be updated. I know many students go out and buy memberships to other gyms because to the age and level of cleanliness of facilities. I also don't feel that the classes are offered at times when all of the students can take advantage of them.

The yoga room is pretty cramped. I have seen XXXXXXXX doing yoga in the hallway because the room was so packed full of people.

There needs to be more space and weight machines in the FAC.

This facility is extremely antiquated. However, I am aware that plans are in the making for a new facility, so maybe this point is mute. My only suggestion would be to build a new building ASAP, b/c I know myself & a lot of people use FAC & we desperately need a new one.

This is a poor excuse of a gym, especially for a school that has "Health Center" in its name. The gym is small, cramped and there is barely enough equipment for the few people who use it. I used the gym for about a month and then decided to spend \$40 on a membership to a gym that has a better variety of equipment and classes. I'd say this is one of the biggest areas that the school should improve on.

up grade. it is too small. hours of op--need to be open 24/7.

Update equipment. Expand the size of the facility. Very small. Various locker areas near the weight room could be removed to provide more weight room area. Same with an area right outside from XXXXXXXX office. That could also be weight room area instead of "wasted space".

We all know that we just need a new facility. Funding of course is a draw back but I feel that a new facility which is more heavily marketed to the general public would not only help finance a new facility but also promote the health and wellness of the community as well as draw more people and attention to our campus.

we need a swimming pool!!!!

We need more space. Many times the 'weights' room in FAC is congested. Why do we need basket ball court when people do not even use it a quarter as often as the 'weights' room activities? I think it's not a bad idea to expand the 'weights' room into basket ball court. In view of the lack of space, we don't want a basket ball court. Hours of operation need to be expanded a little bit more - may be until 11pm on weekdays.

we shall have a swimming pool.

weekend hours should be extended

When building new facility add racquetball courts

## Comments – Student Health Clinic

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

2 months wait for a vaccine is not useful. Also, students can't come in for any kind of primary care between the hours of 8 am and 5 pm.

A lot of waiting time; this place need more funding and better care should be provided.

Although it has improved the people at the desk never answer the phone and I am often treated as a malingering patient by XXXXXXXX which I dont appreciate. I often wait awhile before being treated. Also, my case of an abnormal pap was not handled properly which I later found out and delayed treatment

appointment times are always booked. wait time is usually a week or so on average, which to me seems ridiculous

As a third year TCOM student, it is extremely difficult to anticipate when I will have available time in my schedule to be able make an appointment at the Health Center. I usually don't know exactly what my schedule will be for a given day until that day. They need to save at least one spot for walk-ins for third and fourth year TCOM students every afternoon, because we really can't plan our schedule, and it is very frustrating to be told that they're too busy to see you, and they need you to come back the next day. I personally had that happen last week, I happened to get off early one day unexpectedly and needed to refill my migraine medication. They were too busy and only taking patients until 3:30pm, so they asked me if I could come back the next morning. I am on my surgery rotation right now, so trying to come back any given morning isn't going to happen, and I never know in advance if I am going to have an afternoon off.

At times the Student Health Clinic is very good, while at other times it is very bad. It has gotten better and seems to be faster and more organized.

Better customer service.

Better hours. More DO options. There is only one DO and he comes every two weeks.

Complete change with the new staff and XXXXXXXX. The clinic used to be a complete joke but now they actually answer the phone and speak english. Keep up the good work!

don't treat people other than student...it's the STUDENT health clinic get rid of SAGE and Informatics

XXXXXXX is not receptive/disrespectful to students' needs and concerns when addressing him with them in the clinic as a patient.

Enlist in more medical staff to help patients in making their scheduled appointment times.

Every time I have gone to the Student Health Center, I end up waiting almost an hour to be seen.



## Comments – Student Health Clinic

For a health sciences center, this has the most incompetent and least empathetic doctors I've ever had. These physicians need to take Clinical Interviewing with us and work on their empathy.

for off campus students not that great of a service. More extended hours.

Front staff not that friendly, more annoyed with students. Nurses are really sweet and helpful.

getting immunization information together for away rotations was a pain, but it was finished and I'm thankful for the help offered by the clinic

Got in quick and they were always willing to help me.

Great job on making it a student-only clinic! Before, I was never able to get in and now I don't have any problem making an appointment!

Great place!!

Hard to get a same day appointment and can get lost in the computer phone answering system when trying to connect to the Student Health Clinic.

Having normal business hours for medical students doesn't really make sense to me, especially when we're class most of the time. If the hours was just stagger on hour later (or even earlier), I think it would be more convenient for everyone.

I am so much happier with the student health clinic this year than last year. The staff and quality in terms of healthcare is so much better.

I asked about the Plan B (the emergency contraception) and I received a judgmental, rude response. Please be professional and not bring in personal judgment.

I called the Health Center to make sure they would have time for me over lunch because I needed to get back to class. They told me to come down, and they could get me right in. I walked all the way down to the Health Center only to wait for a half hour and then be told it would be better if I came back at 4 that evening. I think they need to be more informed at the front desk and more organized.

I diagnosed myself, and they provided the Rx. Somewhat disappointing.

I don't feel like I'm being heard when I have been treated by XXXXXXXX. XXXXXXXX is fantastic!

I don't know whether it is because there has been so many changes to the clinic, but there always seems to be someone new and no one knows anything that is going on resulting in errors with such things as errors with insurance reporting.

I don't understand how the school's united health insurance plan is not covered in all departments of the PCC. I was referred to a dept in the PCC by the student health clinic and was shocked to get a \$400 bill for a half hour visit that had no lab tests done.

## Comments – Student Health Clinic

I enjoy the flexibility of the student health clinic. My visits are usually unplanned with the hope of being seen and getting back to school/clinic so the flexibility of being seen the same day has been very important for me.

I had a chronic (6 month) ringworm infection that the doctor could not/would not provide me with a prescription. I just went to my own PCP and her prescription provided me with relief in ONE DAY. I am so glad I don't have to pay a co pay at the the student clinic becuase I didn't get any help.

I had a physical done in September and it was the worst physical I have ever had. There as very little interaction, a few questions and not much more. If an institution is training people to perform complete and proper physicals, they had better perform them correctly themselves. There also seems to be a disoconnect with UNTHSC billing and the insurance company. I have had repeated problems with the insurance company. The phones in the student health center are also poorly attended to

I have generally been dissatisfied with the medical care I have recieved in the student health clinic and I am in the process of finding a new primary care physician. Last time I was in there, I was promptly seen and nobody else was in the clinic. The physician would not listen to me, and when I asked a question about a medication and pregnancy, she quickly assumed I was pregnant, and wanted me to take a pregnancy test. She clearly didn't look at my incoming chart to see that I was currently menstruating. She also recommened that I use birth control, which I found offensive, since I told her my husband and I use a natural family planning method. I would much rather pay a copay and see a physician that takes the time to listen to me and understand my health care needs.

I have had only positive expereices with student health services. I have always been able to get an appointment within two weeks of calling; however, it was at like 7:30 in the morning for availability. I would rather it was open latter than earlier.

I have had to wait over an hour for every appointment I have made at the Student Health Clinic. Also, the assistants are consisently rude, and seem to be inadequately trained at running the clinic effeciently and on time.

I have issues with one particular doctor who I have heard complains about from other students. XXXXXXXX, who has refused to refer me to a specialists for serious condition. Can the clinic have more doctors that are helpful to their patients?

I have mixed feelings on promptness of service and convenience of hours, because I have had incidents where I was immediately seen and then other times I would call in and they would not have a doctor available that day. Additionally I think it would be nice to have one permanent physician at the clinic, especially if you are using them as your primary care provider. In the past 3 years I have seen at least 8 different physicians at the clinic. I think it is very difficult to provide good continuing health care with a new provider each time.

I have only visited the clinic once since it changed over, and that experience was much better than all previous ones. I also feel the current physician is more competent than the previous one was.

I hear it has gotten better. I'll believe it when I see it.

## Comments – Student Health Clinic

I honestly don't know. I've never had a high opinion of student health centers. I thought one associated with a medical school would be different. However, I went in with pain in my ribs twice and was dismissed each time. I went to my internist in my hometown and I had a dislocated rib.

I needed a shot record and called in. they told me to come in and they would take care of it. I drove an hour to get there just to be told they meant I could bring in my shot records and they could consolidate them. I was furious. I wasted over 2.5 hours and gas money because they misspoke. Also, the student insurance doesn't cover all of the vaccine's students need to go to school here! That is ridiculous! If you require it your insurance should cover it! I had to pay \$200 for one shot!

I never plan to seek health care from the student health clinic again. It is a horrible experience. They are disorganized (more than once they have scheduled an appointment with me, and I discover that they communicated the wrong day and time and I have wasted several hours on this), the quality of the doctors is inconsistent, and the general standard of practice is sub-par.

I no longer use the student health clinic, and am planning on changing my insurance. Experience has not been good; the referral appointments they make are sometimes wrong, orders for bloodwork sometimes don't come back, some of the physicians are uncooperative and won't work with patients. Completely dissatisfied.

I only went there for immunizations and they were unable to tell me where I was in the series of shots when I had gotten everything there.

I saw XXXXXXXX before he left and the two our three times I saw him not once did his put his hands on me. He ordered all sorts of test but never even touched me. I wondered what kind of care he was providing.

I suggest that the school start caring about students.

I think every day it should be open from 7am-6pm. Unfortunately as students, we can't predict if we're going to be sick on Thursday before 4pm or Monday at 7am. Its different hours between the weekdays seems very odd and arbitrary. As a student, your first day of excused absence begins the day of your visit. So if I go to the clinic at 4pm on Monday, I may not be excused from my test/quiz/class on Tuesday. This happened to me this year. I had a fever late Tuesday afternoon, but I waited to go the clinic on Wednesday morning. I ended up having strep throat and was excused for a few days. If I would have gone on Tuesday evening I would have been only allowed to miss that day and the next day. I had a test on the 3rd day, so I had to wait before I went to the doctor in order to get the excused absence closest to my test date because I knew I was too sick to study. I think there should be a roll over excused policy. If I go after a certain time on a week day, the excused absence should roll over to cover the following day.

I think shots need to be included in our insurance. The tetanus and titers were going to be over \$150 here, when I can get it \$40 cheaper elsewhere.. without my insurance applied!

I think things are in the process of being improved, but last year I waited in the waiting room for over an hour for an appointment that I had. After this I had a routine exam done but was never informed of the results. I decided to see my regular doctor for the exam and it turned out that I actually had a medical problem that needed pretty urgent attention. The clinic never even contacted me or found these results.

## Comments – Student Health Clinic

I tried to be seen at 4:00 one day, and no doctor was there that could see me.

I waited about ten minutes at the front check in area before anyone even looked in to see if there was someone waiting. I even walked around some of the corridors near by and people were eating lunch and saw me, but made no attempt to help me.

I went in for a cough and what was described as a "pretty red, inflamed" throat" by the physician. Although I complained about breathing problems and not being able to sleep at night because of the coughing, he didn't listen to my chest at all... I almost didn't get a note to miss class as well.....which isn't normal if you're trying to prevent the spread of the cold/flu to the rest of the class. In my opinion, I'm in medical school, I can decide if I should skip class or not, I should get a note if I'm actually sick and let's be honest, more medical students don't like missing class and getting behind.....As for hours, regular "office" hours don't work for students. We're in class most of the "work day" so staggering the office hour by an hour or two would help a lot more. For example, instead of 9AM-5PM, maybe 10-6PM?

I went there when I was sick but I was told that they were closing soon and that I should come back the next day.

I would have a single doctor that works at the clinic. It's difficult seeing a different doctor every time who knows nothing about my history. I saw a physician for some sinus problems, and they suggested an antibiotic which I did not need and fortunately did not take. My wife and I both try to avoid going to the Student Health Clinic.

Id like to see a PA hired at student health.

I'd like to see the same doctor more than once. Right now it's like they go through a set of doctors every week.

If only the also cover basic dental health

Improve hours and employ more medical staff with varying expertise to allow for more diversity in medical care

improve service and less mistakes

In my Opinion, XXXXXXXX does little to make a patient feel comfortable.

Increase hours, decrease wait time (I've waited 45min for a scheduled appt)

It has been a lot better since the new arrivals.

It is hard for me to get the student health clinic on the phone. It seems they are always so busy!

It takes really long time and quite a few days to see physician at school health services, the service should be prompt given the emergency nature and urgency of patients condition.

It took them 40 min to see me, and I had an appointment

It was difficult to find a time that they were open when we weren't in class.

## Comments – Student Health Clinic

It was just one time that I went there, but I did not have a good interface with the staff (I'm not talking about the doctor). It may have just been a misunderstanding, but three people stood around talking and ignoring me for the longest time, and then they made me feel like I was the one who had done something wrong. Well, it was just one time that I went there so I hate to judge on a limited experience.

It would be great if the clinic could have evening hours, even if this is just once a week. Being open on Saturdays would also be helpful since many times I have gotten sick over the weekend

It would be nice for the student health clinic to have an answering machine so I could leave a message that I would like an appointment. When I have called and it is either beyond the durations of office hours or no one is available to pick up the phone (frequently); I am kicked back to the automated PCC line. To get an appointment, sometimes I have to call 5-15 times throughout the day.

It would be nice if the clinic were open on Saturdays or just a couple Saturdays a month.

It would be nice to have extended hours/weekend hours

its student health...

I've had problems with getting them to return my calls to make appointments. Wasn't that impressed with quality of care either. Not terrible, just not impressed.

I've had several times where my appointment time was listed as a different time, and I had to reschedule or wait.

Less turnover.

Many of these 4 items have gotten better in the last year, but they could still use much improvement. The posted hours are fine, but too often I hear about the phones being looped to the main call desk close to the lunch hour or close to the end of the day. Also, there should be more emphasis on walk-in appts in the morning when students who get sick overnight can easily and conveniently see someone first thing in the morning.

Many times the doctor I would regularly see would leave. I think there needs to be better notification of a doctor leaving the clinic.

more communication between the providers and support staff. I had to wait 2 days for a single piece of paper, and also for results.

More D.O.s should be made available to work in the clinic. We are an osteopathic school & only 1 professor is even able to work in the clinic. It's sad & pathetic that we don't have more IN the clinic.

More specialists and pharmacy

Much improvement noticed & appreciated over the past year!!

## Comments – Student Health Clinic

My appointment for my student physical was at 8 am, the first available slot. I wasn't seen until 5 till 9 and ended up being late for class. The doctor asked me the same questions the nurse asked me, which were the same questions I had filled out in the waiting room, so I basically answered the same questions 3 times which was frustrating when I had to be in class. Then the doctor couldn't elicit my patellar reflex the first time and wen't to mark down that it was absent. I stopped her and showed her where my patellar tendon was and she still missed it the first time so I felt she was incompetent.

My doctor was very rude. She acted like I was wasting her time. However the ladies at the front desk were polite.

My first visit I saw XXXXXXXX. He did a great job understanding my health concerns and showing care and concern. The second time I had a "substitute" physician who did not show the confidence in his health care abilities nor did I feel like he was listening to my concerns. I will be sure to specifically request a permanent physician at the clinic next time.

My first visit to the health clinic was very positive, because of the XXXXXXXX, but I wasn't as impressed on the second visit. Possibly expanding hours.

My first visit was ok, but the physician, seemed disconnected and did not provide me with much information, he pretty much diagnosed me and sent me on my way, without taking the time to discuss my situation. This left a very bad impression. My second visit with a DIFFERENT physician was markedly better from start to finish.

My one experience there ended up ok, but I avoid the student health clinic due to stories I have heard.

my one visit was very pleasant

My only complaint is that our student health insurance is TERRIBLE. "Routine and preventative care" is not covered. Also, having well woman exams done by faculty is weird. United Healthcare had the highest amount of complaints to the Texas Insurance board/commission in Texas last year.

My only experience has been poor at the clinic as the staff was 30 minutes late to open and then rushed me through my appointment because their tardiness had resulted in a line of patients waiting to be seen. I haven't been to the health clinic since this experience so things may be different at this point; however, it sets a poor example of professionalism as an institution training future healthcare professional.

My ratings here reflect the new doctor and staff changs that were made in the fall 2010 semester! Much improved!!! Thank you!

Need more appointment times outside of 8-5 when we have class

No one answers the phone when you call. The clinic is understaffed, so adding a second nurse and/or receptionist would greatly help.

None at this time. I use another physician for my annual health appointments.

## Comments – Student Health Clinic

Not enough providers! I have been unable to make same-day or walk-in appointments on multiple occasions. This is quite troublesome when our program gives us unprofessional conduct notices for missing class without a "doctor's note".

They saw me right away!

Okay, the clinic has been improving. The FAC on the other hand.... I never use it because it is OLD!!! I would love to use it since I am paying for it if there were updated machines and a better layout to the whole thing. Also, to play basketball we need a higher ceiling. Oh and a pool wouldve been nice, but alas I have to pay for a gym membership just to have access to a pool.

Pay your physicians better that better quality docs will be attracted.

People answering the phones have been very rude at times.

Physician had already left a few minutes early the one time I visited the health clinic. Hours would be better suited if they were around the student lecture schedule instead of during since missing class is such a large setback to student performance.

Please hire more competent front office people. My past experiences with the administration was horrible. I told the front receptionist to correct the spelling of my name and update my address. When I checked out, I noticed my name was edited but still incorrect. Also, the front receptionist also transcribed my mailing address incorrectly. Please get rid of SAGE and Grand Rounds.

Please note I have not used the Founder's Activity center this year because I am off campus. I used it regularly while on campus...it is a great place.

professionalism and quality are rated lower than what I would technically give b/c of the return of service upon laboratory results. Other than that the team face to face is very professional!

Several times I have had a hard time getting a hold of the clinic by phone to make an appointment. I have gotten physicians/professors in other offices and had to leave messages with me. They would tell me that the clinic would call me back and they never did. Also, I wish the physicians/administration knew the clinics in the community that were within the preferred provider network in the Fort Worth area for those that are on the UNTHSC health insurance. I was referred to a imaging diagnostic center that was not in my PPO. I had to cancel my appointment and find a new imaging center inside the PPO.

Since it is a student clinic it would be nice for the facility to have later hours. Also, I felt that the doctor who attended to me was in a bit of a rush and could have taken the time to make me feel more comfortable with being there.

Some of the doctors are not very patient friendly. Although we are students at the university and most of us have more of a medical science base than outside patients, they should still treat us with the utmost respect and "bedside manner".

Some of the physicians need sensitivity training. I was not offended when I went, but I could definitely see how someone who takes things more personal or for someone who is more sensitive would get upset.

## Comments – Student Health Clinic

Some of the staff are fantastic while some of the staff should not be there.

Sometimes they are terrible about returning calls. Not all of the docs write triplicate prescriptions or consistently have their pad with them, making it difficult to get certain prescriptions.

Staff at the front desk was very unpleasant to deal with and it was hard to get straight answers. Having only one nurse that can read TB tests is absurd, especially when you find out she goes on vacation or is out and no one else can read the TB test.

Stop losing primary care providers . . .

Takes a bit to be seen even when you are the only person there, however being able to pop right down from the lab and get taken care of is very nice.

That clinic has always been a problem for myself and all my classmates. They need a complete overhaul from top to bottom as far as staff goes. It took me over 2 months to get a titer drawn, results back and immunizations administered. 2 MONTHS is ridiculous.

The actual clinic responsible for treating actually sick patients needs to be separated in time and resources from those who deal with immunizations, PPD testing, and other necessary school requirements. Those who are acutely ill can not get through on the phones to make an appointment.

The clinic both opens late and closes too early. The hours need to be expanded from 7:00am to at least 6:00pm EVERYDAY.

The clinic has certainly improved. Like the new DO. Front desk people are nice. Thank you for the longer hours. One complaint--the TB tests--why couldn't our classes be done en masse like our first year. It was a scheduling NIGHTMARE to have to have all of us go separately down to the clinic.

The clinic hours have improved, but still, it's hard to find a time when we are free enough to go (one hour just isn't enough).

The clinic is closed for lunch from 12-1, which is exactly the time the students have off for lunch, so on some days it is the only time we can make an appointment. Maybe the clinic could have a lunch break from 11-12 instead.

The clinic is horribly slow, wait times are extremely annoying.

The clinic is open while we are in school. It would be nice to be able to come in on a Saturday to get things done.

The clinic should open earlier on weekdays.

the Docs half the time don't even do the physical exam the right way...and it's annoying because we know how it should be done. Also I'm afraid to go to the clinic because I'm not sure exactly what my insurance covers (many students feel the same)

The doctor I saw wasn't knowledgeable on my medical condition and gave opinions on my medications prescribed by my PCP without giving any evidence to her opinions.



## Comments – Student Health Clinic

The doctors themselves are fine. The medical assistants and front desk/receptionists lack professionalism, promptness and responsibility. Several of my classmates and I have had multiple negative experiences at the Student Health Clinic.

The few times I've gone the doctors were reluctant to prescribe antibiotics or anything ingeneral that was not over the counter medication. I also have never gotten a shot for anything.

The front desk staff seem very unorganized and unable to multitask.

The front office staff has gotten much better since last year, but I have been unsatisfied with the physicians. The lack of professionalism is my main complaint.

The health insurance is inadequate. I have foregone many preventive care measures and testing because I can't afford it.

The hours are not convenient for the students. The clinic is open while we are in class or on clinical sites therefore it is difficult to see the physician. I had to stop by the clinic several times before I was able to see the physician.

the hours are terrible. they do not work the entire day on Friday, when most of us actually have the afternoon off. They are only open until 5, when that is usually the time that we leave our rotations.

The hours are withing our full day of class, so it's either miss class or go to the clinic. The front nurse is not very personable.

The lady that I saw was very rude and treated me like a child, not like a health science student.

The medical students who work in the clinic ask close to a million questions, many not having anything to do with why you are in the clinic. When the actual doctor comes in, he/she asks many of the same questions...it seems like a waste of time, there needs to be better communication between the students and the doctors. It also seems that the doctors hand out prescriptions without even looking into a diagnosis. The main problem that I have with the student clinic is the medical students who waste your time.

The new physician has been very curt, and I have ceased to attend the clinic because of her.

The overall hours are sufficient, and appreciated. Continuity of care is much better with semi-stable faculty. I have had a problem scheduling follow-up appointments with the same doctor when one only works on one day, and another only 3 days a week. When on away rotations it is more difficult to get in to see the same doctor in the middle of the week. That may be more of an individual issue than a global issue for other students. Additionally, it is quite upsetting as a medical student in my 3rd year to go in and have the doctor treat me as if I were a lay person, unaware of physiology and pathology. While I clearly have not completed my training, I would appreciate having things explained to me as if I have SOME medical knowledge. There have been a few times when I have felt like the physicians assumed I didn't know much about my conditions or treatment options and when I ask more questions, etc, they can seem skeptical or lackadaisical about interest/concern. This NOT all the time, but I did not appreciate treatment like that.Changes that have been made in the last year or two regarding increasing continuity of care and better/more consistent office hours are much appreciated!

## Comments – Student Health Clinic

The staff is too cautious about prescribing medications when student's really need it. I feel like the doctor is dismissive a lot of the times towards students and doesn't listen to the problems presented.

The staff needs to be talked to about acting like a professional. I felt like when I went in there, they didnt care and didnt even ask me if I needed something. I just had to tell them why I was there and what I needed. The hours are awful as well!!!

The staff seems to have a high turn over rate and are not very professional. The healthcare providers are great but just when I get comfortable they change.

The student clinic has improved immensely since the first semester this year. The organization and the way its ran right now is amazing. Thank you!

The student clinic needs regular hours Mon - Fri and someone to answer the phone. I don't use it because no one is ever there.

The student clinic was extremely impressive. The staff was so prompt and answered all my questions thoroughly

The student health insurance policy we pay for sucks! I always have trouble receiving benefits and I've had to already pay a thousand dollars out of pocket!

The take forever to answer the phone!

THE WALLS OF THE STUDENT CLINIC ARE COMPLETELY HEAR-THROUGH! I could hear a private physician-patient conversation going on through the walls of the student clinic, and I felt very embarassed and tried to occupy myself with other things. They weren't even yelling, just a normal inside pitch. And when it came to my turn to speak, I was very quiet and felt slightly violated. PLEASE thicken the walls between patient rooms!

There have been a lot of improvements in the last year to Clinic. Student health data though could use some improvement. It seems difficult to look-up patient records and history

There ought to be a representative who is ready and willing to help the customer and let them know when they are expected to be seen.

there were times when I'd need to get in to see a doctor pretty quickly (esp on weekends) and wasn't able to. It'd be nice if there was at LEAST 1 physician available on weekends, and also maybe 1 more physician available during the week.

They NEVER answer their phone. If their office is open, someone needs to be able to answer the phone. It is very frustrating.

They never follow up on lab results! I would appreciate a letter or phone call to notify me if everything came out ok.

They seem like they are doing a great job. I have always been happy with the service.

## Comments – Student Health Clinic

They should be open on holidays and weekends cos illness does not observe holidays as well and considering that the student insurance company will not pay for services you receive outside the school clinic, peradventure you have a need to receive medical care elsewhere when the student health clinic is closed for hols. Doctors should be made more available. Sometimes you get there and you are told there will be no doctor for that day

this has improved a little bit recently but it can still use some work. i am appalled at the quality of healthcare provided at a medical institution.

trying to get my health records sent to another physician's office (specialist) took several calls from both myself and the office staff.

UNTHSC student insurance is a mess. I still have no clue why they don't cover my labs. (not titers and such, but actual procedural labs. It seems like no one in the office there knows what is going on!

Update the website for vaccinations required to attend this school. Regularly update it when requirements change. This is important because many students have great insurance before attending full time and must go off that insurance when attending grad school. If the vaccination requirements are updated on the website, the future student can get their vaccines taken care of before going off their insurance. Give some variable options with the health insurance. For instance, it would be nice if the psychological insurance was optional. Reduced price or some other type of coverage could replace the psychological insurance. I believe the student knows by their mid-twenties if they are susceptible to mental illness such as anxiety and depression.

Usually students are made to wait for long periods of time, even though the physician on staff is not seeing anyone. The receptionist was rude when asked a question over the phone, and on top of the very long waiting time while on hold, she gave the wrong information. I obtained some vaccinations from the center, which were payed at the center; however, I ended getting a receipt by mail. It was very difficult to get this issue resolved.

Very hard to schedule appointments, and even when you do schedule you sit around in the waiting room for an extended period of time.

Wait time is a little lengthy when you are trying to catch the clinic in between classes. Additionally the ease of insurance and bills being sent directly to students does not make the school mandated insurance appealing or desirable.

XXXXXXXXX is great

Was not able to get an appointment when I needed and when I did get an appointment, I did not benefit from the visit. Physician was dismissive.

we don't get the appointment till next 3-4 business days.

What a mess. Someone needs to figure this crap out. It is embarrassing that future doctors and other healthcare professionals are receiving such awful health service. I waited 1.5 months to have an rx refill after i had already run out which I called in a month before I ran out. I also understand that we have to wait to be seen, but waiting 2-3 hrs and then hardly even talking to a doc is ridiculous. This is a terrible example of what primary care should be.

## Comments – Student Health Clinic

When I first began using the student health clinic, I was satisfied with the services. While the support staff have exceeded every expectation I could have, XXXXXXXX has had progressively worse bedside manners over this academic year. When I mentioned to the staff at how upsetting her behavior was to me, I was told that the staff were aware of the problem and that XXXXXXXX was pregnant.

When I was sick last semester, the doctors could not figure out what was wrong with me. I went to the clinic every day for 1.5 weeks. and every time, I had to wait over 3 hours. After that, I stopped going to the clinic. I'd rather pay someone else and get better service or just stay sick than have to wait 3 hours to see the doctor and have to keep going back because everything they do for me doesn't work.

With the new employees, service has greatly improved.

would be nice if specialists could visit on certain days

Would have expected to have limited opening hours on the weekends in case I wanted to see a doctor but would not require rushing to the emergency room

Would not know where to start. Continuity of care is very poor, XXXXXXXX is very resistant to any patient needs that remotely stray from her rigid rules, and the poor organization results in important time deadlines not being met which has personally resulted in my having to spend hundreds of dollars of limited loan funds on prescriptions because student health/ XXXXXXXX were more than a month delinquent in responding to my insurance companies numerous attempts to contact them. So my insurance won't cover my prescriptions, and my withdrawal side effects lead me to feeling forced to spend rent money on prescriptions.

## Comments – Student Assistance Program (SAP) Counseling Service

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

6 sessions are not enough

CAP counselors are much better get rid of SAGE and Informatics

Hard to get a lot accomplished with just 6 visits, but on the contrary I am thankful that this service is offered in the first place. The fact that even 6 visits were free - hey, i'll take it.

I didn't find lifesynch that easy to deal with. They wouldnt approve 6 additional sessions for another issue (like its advertised) because they try to say it's the same issue. Disappointing because I enjoyed the service but at least now CAP offers counseling on campus. I wasn't made easily aware of it though - need to know what benefits are available to students.

I made an appointment with SAP, and they told me that someone would call me back. However, I only received one call, which I could not pick up since it was during class hours. A more convenient time schedule should be set up so that students do not have to find themselves cutting out of class time in order to get assistance.

Longer service hours would be much appreciated

Need better legal advice and counseling.

## Comments – Student-Related Services Provided by Educational Programs

**Background:** At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. Other than to redact specific names mentioned the comments were not edited in any fashion, and do not appear in any specific order other than by the categories presented.

### Program Services – TCOM

Administration is horrible at their jobs. Perhaps they should take some hints from administration at other better run medical schools.

Administration needs more training and some idea of what students need. They are completely detached from the students. Again, incompetent, would not last a day in the real world, should be lucky they work for the state.

Administrative support is pretty strong in SPH, but very weak in TCOM. Having the unique perspective of spending a lot of time in both, I commend the counseling I have received from SPH advisors (specifically a thank you to the HMAP department) and the flexibility and creativity within the SPH. However, the relationship between the TCOM administration and students is often antagonistic and detrimental to the purpose of the school. Decisions are too often unilateral without discussion and there needs to be a concerted effort placed on developing better students rather than increasing revenue. I realize it is impossible to train students without the money, BUT the primary goal of training the best students is currently not aligned with the school and institutions actions. And that is when the output decreases in quality (lower board scores the upcoming years?). I hope I am wrong, but fear the results.

Administrative Support? It would be nice to have some for a change get rid of SAGE and Informatics

Besides 1 email in advanced, many deadlines for academic quizzes or items to be turned in do not send reminders, and that would be nice to have a reminder of things due atleast 2 days in advance.

Better communication of faculty would help us stay informed on what is expected of us. OMM, for example, will send at least 2-3 emails a week adding more things to the list we need to do. It gets very confusing and difficult to keep up with everything. If they had communicated earlier about what is expected of us it could have come in one email.

Clubs have been told to only email students once per semester. However, I always appreciate announcements of club meetings even if I am not a member, and especially appreciate announcements about volunteer events. Perhaps the number of emails could be increased to 4 per semester - anything up to that seems reasonable to allow.

Could we have a central location for announcements about TCOM and organization activities?

XXXXXXXXXdoes a great job, but there should be more personnel in her position.

Have career services interview accepted residents to better understand what they went through and any special circumstances that let them to their respective residency program.

## Comments – Student-Related Services Provided by Educational Programs

XXXXXXXXXleft out a lot of vital information when he presented the MD option to the TCOM classes. For example, he left out the fact that there is a law in place that prevents UNT from giving awarding an MD, that 2 medical schools have already been approved in Texas but there is not enough money to start them, and that 25 million is no where close to being enough to start a medical school. Also, he seemed unconcerned about that fact that we don't have enough residency spots for current graduates. This is all communication specific to TCOM, which we had to find out on our own. I feel lied to.

Earlier career counseling

I am still not very sure about the orgsync as being the best means of communicating events, mtgs, etc.

I didn't see a place to put this, but MET needs windows cut in the doors to the classrooms.. TOO many students have been hurt.

I do not like Orgsync for student organizations. I do like having a UNTHSC facebook page and posting recent news on facebook. I also like the text messages from the police department informing me of school cancellations.

I feel like your email policies on how activities communicate has left me not knowing much about what is going on at the campus as a 3rd and 4th year student.

I felt like we could have used better career counseling. I was applying for a non-primary medicine specialty and felt like my advisement was skewed to primary care fields, which have some notable differences. I ended getting the majority of my direction from the students 1-2 years ahead of me. While I was proactive/lucky that I received good advice I think some of my classmate made some relatively poor choices because they did not have good mentorship.

I found many frustrations with communication of deadlines from the Clinical Education office. I feel they treated most of us like children and assumed we were not capable of scheduling our own rotations but were also not very helpful when I sought scheduling advice from them.

I hate org sync and wish they could just cut out the middle man and go back to emails

I have an issue with the Student Organizations being so tightly regulated on emailing information. Some organizations have the entire medical student body as members and are still not allowed to email the classes as a whole. Common sense needs to be used sometimes, especially when events are applicable to all students. Yes some student organizations have gotten out of hand with mass emails, but many know how to limit their emails, and I enjoy getting meeting notices from clubs I'm not even a member of. Now I never find out when these meetings are, which is unfortunate. Just because I don't have enough money to be a member of all these clubs does not mean I'm not interested in the speakers or info that is being released at the meeting.

In previous years, I have tired to get an appointment with XXXXXXXXwith little success. Even if I emailed her a question that she should be able to answer as the career in medicine person, she just directed me to the website and suggested I contact a physician in my area of interest.

It would be nice to have an academic schedule for outlook

## Comments – Student-Related Services Provided by Educational Programs

It'd be great if the Dean's office had more scholarships for summer activities, such as research.

It's ridiculous to limit the amount of emails a school organization can send to the TCOM first and second year classes to ONE a semester. Organizations have seen large declines in meeting attendance and volunteer sign ups since this rule has been put in effect.

Like I said before, the counseling that we currently have needs to be moved up a semester if not more. Also, the first years should meet with someone their first semester to get focused and get more information if wanted.

Many difficulties arose during the transition to the use of OrgSync. Hopefully its widespread and consistent use will solve many of the issues, however I would recommend following up to reassess its functionality with the first year students.

More support for UAAO!!

No central website or information service. Why is the website never modified? It is so old looking, cumbersome, and ridiculous to use. Try to see how many clicks it takes to find the curriculum if you don't know where to look. Too many emails trying to compensate for lack of central information. I suggest looking at UT Austin's main website for guidance. But since the website hasn't changed in YEARS, I should expect any improvements.

Organic is inconvenient and not user friendly. Please use a website integrated with school domain.

Orgsync and Daily news are very frustrating. There has to be a better way to convey information that we need.

Orgsync is absolutely terrible

OrgSync is the WORST invention to ever hit the internet. Every student I know would jump with joy if we never had to use that thing again. What is wrong with creating a listserv for an organization and just emailing the members????

Our career counseling consists of a dean taking one look at our board scores and telling us what we CAN'T do with our lives. Once again, TCOM excels and performing poorly.

our student government for our class was pretty terrible. they really didn't bring up outstanding issues or seem to care. very self serving.

Please get rid of SAGE and Grand Rounds.

Since student organizations are not allowed to email us anymore, it would be nice to get a weekly email about club activities. Emails about club meetings and volunteer opportunities are generally not unwelcome.

The academic calendar is sometimes changed weekly, but students are not always notified of these changes.



## Comments – Student-Related Services Provided by Educational Programs

Starting this Spring semester, students have been told they cannot send out mass emails to our own class or other classes within UNTHSC. This has limited attendance levels at many meetings. I understand that faculty do not want to receive all of these e-mails, so why can't a group be made of just students, so that we are able to reach them, rather than having to go through the Student Development office Newsletter. For the newsletter, you have to have emailed the student development office the week prior, but if your event isn't finalized or you want to send a reminder, etc, you can't without risking being written up for misconduct. This would all be solved if we could have an email group consisting of just the students in each class, and no faculty, so that no one other than those intended for these messages receive them.

Student organizations need more access to advertisement of their activities

TCOM is known in the community for how involved we are outside of academics. I am approached by numerous community organizations asking for volunteers and I pass these events on through orgsync. However, when I cannot fill the slots, I would like to open the opportunity on to both classes (1st and 2nd years). Every organization does this and it has been this way for a long time. Members pay dues expecting to have opportunities to volunteer first. This is also how we fill our Clin Med hours. I think it is SO very inefficient and puts more work on the Student Life department when I have to email them in order to send out an email on our behalf or placed in the student newsletter. What if I need to fill the spots immediately and the newsletter only goes out once a week? We have now had to resort to making constant classroom announcements. There's got to be a better way to communicate. This is a source of frustration for many clubs on campus.

The new regulation of student organization communication is ridiculous. There are too many middlemen involved in the process of trying to email a simple email. There has to be a more simple and efficient solution.

The news exceeds my expectations. This is not necessarily a good thing.

The policy on 1 email sent out to the class through Student Development is ridiculous. A lot of people are not on OrgSync, or are not a part of every organization on OrgSync. People will not know about events, meeting, and volunteer opportunities without emails! I know they put the policy there because there might have been some inappropriate emailing - but that is unprofessional conduct for those few people. It hinders the success of those events.

The same rules need to be enforced for every student organization, and there need to be strict and public punishments for students or organizations that break rules, specifically those entailing the rules for mass emails. The flagrant disregard for those rules during this academic year without any apparent punishment for the responsible club or individual is absolutely reprehensible.

The semester schedule is changed so frequently, I sometimes wonder why it is ever published on the courses website at all.

The student academic calendars are updated on a random basis. Therefore we are unaware that the calendars have changed and often miss a scheduled class. It would be better if the administrators would send an email everytime they update the calendars so we can note the change.

## Comments – Student-Related Services Provided by Educational Programs

The student government and other student organizations don't have the time or energy to do much because of the tremendous schedule overload. Nobody has the energy or the time to do anything particularly meaningful because everyone is exhausted. I never feel like I know what's coming up. We don't know when school ends, we don't know when 3rd year starts, we just never know what's next.

There needs to be more minority enrollment at TCOM. Communication of Student Activities like community service needs to be handled better by the Student Life Office so that students can solicit the participation of other students to represent TCOM in the community. Emails like that should not be flagged in my opinion.

Way to many emails. This school seems to make limited efforts at protecting student's inboxes.

Way too many emails from clubs, and some official events

WE receive too many emails.

What is OrgSync and how do I use it?

When I went to the dean and other advisers to ask about residencies they were grossly incompetent and gave misleading and false information. I'm very lucky that I figured it out on my own. Overall I feel that much of my education has come in spite of the school's best efforts. The statistics sent out every year about TCOM's board scores are a travesty. The COMLEX is only important for students who go into AOA programs. This is about 15% of the class. The pass rate is irrelevant. What matters is how high you score not if you pass. If you cannot pass the COMLEX then you probably should not have been admitted to medical school. After rotating with students from other schools it is evident how far behind TCOM is academically and especially administratively. The school should focus on getting students into their number one residency choice. This statistic is most important in the long run.

Who has time to devote to extracurricular activities when we're already overloaded with so many unnecessary courses in our curriculum.

Why are our quality administrators leaving from the medical school as well?

Would be good to have student calendar integrated into Outlook so there would be "real time" view of the schedule and any changes instead of the word document. Admissions experience was fantastic!

## Comments – Student-Related Services Provided by Educational Programs

### Program Services – SHP-MPAS

Cancelling school for snow days 2 hours before classes start is ridiculous. Some students drive 2 hours to class and are putting themselves in danger.

I can't remember ever receiving a news update on the PA program. We weren't even notified formally of new faculty members. PA program communications are definitely lacking. We hear from our program director when there's a scholarship opportunity, a survey to fill out, or when someone has violated an email policy -- all necessary points of communication. However, we never receive updates on the direction of the program.

I feel that the policies or in some cases lack of in my program have been a problem. The ones in place were too fluctuant and there are significant gaps in policy that need to be addressed. In particular there needs to be a standard for a medical leave of absence (for example pregnancy/maternity, or even severe illness). Also policies on rounding grades and what exactly constitutes failing needs to be made clear as well as be consistent through out the program.

Most of the time we are informed of new changes 1 week before the deadline and that should not happen

The PA studies office lagged behind during the inclement weather on informing the students about schedule and exam changes.

There is basically no communication in our department. They let us know important details with very little time to accomplish things that could have easily been accomplished if more time had been allotted. During the snow days, there was absolutely NO communication amongst faculty, or between the faculty and the students. For 6 days, we heard NOTHING from our department. Other schools were sent daily emails with information, while we were left to fend for ourselves and have absolutely no idea what to do in terms of schoolwork. Academic deadlines and regulations have changed significantly since we began our first semester. At basically all other institutions, whatever policies your class begins with, continue until you graduate, and changes/improvements are made to the other classes. The way our grades are determined changes so frequently we never know what the policy is at any given time. This is very frustrating for us. Our department needs to determine a policy, and stick to it, whatever it may be.

**Comments – Student-Related Services Provided by Educational Programs**Program Services - DPT

I am VP of our student government and seems so unorganized, I don't know if it is me, our President, or someother source. But we need major direction to rasie money. We can't do anything because we don't have the resources to do so.

The physical therapy program is new so the student government needs some imporvement and direction.

## Comments – Student-Related Services Provided by Educational Programs

### Program Services - GSBS - Medical Science

Communication and organization is horrible in our program. Things get moved around all the time and no consideration is given to students. You truly need to look into this program and not put it on the bottom of the totem pole. These are the students that may one day choose to attend your medical school.

Create one central, online, updatable calendar with classes, deadlines, etc. for Medical Sciences program.

I feel that if the GSBS program is meant to help students get into medical school and teach students how to study, then do just that! As it is set up now the classes are no different than other classes in other graduate programs. There is a high degree of competition amongst students. If you want help learning how to study you must actively seek it out as opposed to being mentored and guided. At this point I am looking into a different major or taking any classes I can to improve my GPA.

One area that the school can work on this year is communication. When we find out about a graduation fair the day it is happening it is very unprofessional. If we can be given some heads up on what things are going on then I know my peers and I will be more receptive to the events occurring.

TCOM admissions misled 150 Med Sci students as to their fate in this program. They should be up front with their treatment of Med Sci applicants as red headed step children. I would not have joined this program knowing that we are treated as a separate pool with fewer seats and not given a decent shot of admissions because the GSBS is using the Med Sci program as a funding gap filler and test run for training graduate faculty and facilities for the new MD program. We are toyed along until the very end of the admission cycle, I would have liked to have known this.

The GSBS master calendar was a big problem to me this year. Every time there was a small change, we all had to download and/or print this huge document. I feel that a better way would be to set up a GSBS google account and keep the calendar on google calendar which would be accessible to all GSBS students and could be updated online without forcing us to download a new calendar every time.

When I applied, there was not a clear application submission deadline on the website. When I called to find out, I was told to follow the guidelines on the website. When I said they were not clear, I was told to "submit it any time." The communication among and between programs at this school is abhorrent. Multiple times, the Medical Sciences students have had last-minute schedule changes because TCOM needed our lecture hall. It is very clear from the treatment received that we sit at the very bottom of the totem pole. Also, the Medical Sciences program has received 6 calendar updates so far this semester (5 weeks in). I appreciate the updated calendar, but I do not appreciate the changes in schedule just because we don't count for anything here. XXXXXXXX has proven herself incapable of communicating with other professors repeatedly. During our Epidemiology class in the fall, she did not communicate what is supposed to be a program-wide limit of 2 minutes per test question to the professor, who wrote a 30 question exam with a 3 hour time allotment. While proctoring our second test, XXXXXXXX reduced the time limit to one hour in the five minutes before starting the test.

**Comments – Student-Related Services Provided by Educational Programs**

Communicating clearly with students and professors should be one of the most important aims of her position and XXXXXXXXfails miserably at this.

## **Comments – Student-Related Services Provided by Educational Programs**

### Program Services - GSBS - MS

admissions process uses an old system that needs to be updated, as well as communication between prospective students and admissions (I never received an initial email when first applying which resulted in a rushed submission of supplemental materials very expensive and time consuming)

As I stated earlier, I find it hard to locate exact dates for deadlines and holidays.

I think admissions takes students from such a variety of backgrounds (some from schools that maybe didn't have standards) and when they are held to our medicore standards they whine and complain and make life more difficult for everyone involved.

My program is lumped in with the MedSci program and their interests and needs often overwhelm ours.

Need better communication with advisors in our program about changes made and what to expect and what student services and benefits are available

The GSBS office is the biggest letdown to me. They don't communicate adequately and take close to 4 months to process any forms that are turned into them. When I first came here for student orientation, they didn't even have my name down, even though I had many emails prior with XXXXXXXX stating that I was to attend student orientation. When I applied for graduation, the GSBS office never processed my form and therefore the registrar didn't even have me listed to graduate. I am in every way possible disappointed in the GSBS office. Students need to constantly check in on them to make sure they are doing what they should and processing the forms you turn into them.

We are medical sciences student and it seems like the program and TCOM does not take us seriously enough. We study hard to get into TCOM and TCOM is not giving us enough credit for our hard work.

## **Comments – Student-Related Services Provided by Educational Programs**

### Program Services - GSBS - PhD

As a prospective student, it was quite difficult to navigate through our school's website. I think it can definitely be made more user-friendly.

Clean up the website. Information is innacurate, unclear, or just not there at all.

I think that students should be admitted to a specific program and not just Biomedical Sciences in general. There are too many people wanting to get into certain departments where there are only 1 or 2 spots available. This forces the students to fight one another for lab spots or go to a different department in which they have little to no interest.

I truly am disappointed with the admissions department for the GSBS. I feel that they should be more honest with incoming students, allowing them to make a more informed decision about choosing UNTHSC. It was extremely difficult to be the "guinea pig" class, who came in all together as GSBS students, without a specified field. Due to this, I feel that a higher number of students were accepted into the graduate program than could be accomodated in laboratories. It is especially difficult for some to still find laboratories, as the labs of interest are already full or are not funded. Due to this, it becomes an issue of scrambling for a spot. With better regulation of people's fields of interest upon entering the graduate school, these issues could be prevented and avoided altogether.

Put badge access terminals on the doors of every building not just the library. Especially the door to RES facing the circle driveway.



## Comments – Student-Related Services Provided by Educational Programs

### Program Services - SPH - MPH

As an officer on a student committee, OrgSync is effective, but I find that most students ignore the emails that I send through the OrgSync. Perhaps another program would be useful.

As i mentioned earlier please read all my comments it will help

Communicate with students clearly.

Communication within the school is low. There is a lack of cohesiveness to the school. Most of the time I feel I do not know what is going on. My most significant complaint would be with the Center for Public Health Practice office. I can never seem to get a direct answer or helpful guidance from this office. The information I receive is contradicting and unhelpful. I have been directed to speak with my Advisor about setting up a practice experience and my Advisor has not been notified of this responsibility. I feel as though the office is unclear in its mission and does not effectively work with students to help them obtain a practice experience. The workers in the office seem disconnected from my concerns and lethargic to respond to any question or concern I may have.

Create a webpage. Have School of Public health individuals in the Academic office to respond to emails especially concerning forms.

Do not send out emails to everyone when there is a select target audience (e.g. specific class tutoring).

Hard for part time student to attend events that start before 4pm

Have greater access to this information on-line.

Haven't used the SPH computer labs since orientation. I heard it was being improved. That would be greatly appreciated. Very convenient for those always in the area, as compared to the library.

I don't see these people. I just get 100 random emails which may or may not apply to me. It's hard to pick the ones that do apply to me out of the pile.

I wish the SPH did a better job of giving us information on internships, programs, and scholarships more in advance because we often don't hear about things till very close to the deadline which makes completing applications difficult, especially when we need letters of recommendation.

Increase the number of career fairs and provide more information and support to help students find a job after graduation

Invest more money into newer computing devices.

Its difficult to search out deadline of registartion and payment on website of UNTHSC. Student did nt get email about it.Career service- International student never, atleast i did not heard yet that anyone get job from career service except tutorship which hour base.

## Comments – Student-Related Services Provided by Educational Programs

It is a little confusing to have to finish a curriculum plan and then have to stick to it. IF the classes are not provided at a time that is possible for the student to attend or if the schedule clashes, it is hard to keep up the curriculum plan. To change it every semester is even more hard. A way to update it online and get online approval would be greatly appreciated. The current process is too confusing for me.

Keep all similar dual degree students with the same Mentor and staff members who are familiar with the programs and their independent needs.

LCD monitors, newer/smaller/faster PCs

Make the tutoring that is available better known to students so they can use this resource.

XXXXXXXX did not respond to my e-mail regarding curriculum plan. Maybe she is overworked and needs assistant?

XXXXXXXX can be not very diligent about replying to e-mails.

Need more workshops especially for statistical packages (R, Strata, SQL, etc...).

on the MyHSC page online under to-do list, even after the items have been done they aren't removed and it get annoying really

One suggestion since there's not too many of us: Can the DO/MPH students gain access to the SPH doctorate lab? That would be nice to have our own desk and computer station.

Orgsync is not a useful tool to tell people about meetings. There needs to be an email through the school to inform students about meetings and upcoming events. Facebook is also another good alternative.

SPH computer lab should be available at all times.

SPH computer lab should have better computers. Career fair was not organized this year.

SPH computer lab uses outdated hardware.

SPH has a computer lab? Didn't know. Student and Academic Services didn't know much about the CPH exam, let alone our professor's. There was way too much unplanned and unknown about that pilot study.

Staff members not being familiar with degree programs and their requirements are very frustrating. If the staff member is not familiar with the documents needed for the dual degree student - such as those that are doing a practicum at an alternate institution - then wrong information is relayed to the student

Target the people who need to be notified and not email bomb everyone. I'm sure I have missed important things because people are too lazy to do that. The administration must be full of too many people who think details are below their pay grade.

## Comments – Student-Related Services Provided by Educational Programs

The center of public health practice is very vague about what they need you to be looking for in terms of an internship. It's too laid back at the beginning when at the beginning of the semester is the best time to be looking for these internships instead of in the middle or at the end.

The Center for Public Health Practice is not helpful the least bit. The individuals in the office seem to be confused as to whose job it is to help locate a practice site. They are not coordinated and are inconsistent in their notifications. They lack clarity and the ability to offer the assistance the office exists for.

The center for public health practice should offer online materials for students that are doing their practicum out of the area!

The emails from all the individual student organizations should not be allowed to go out to the entire student body. If I want to join your organization I will, please do not email me twice a week about things I do not want to participate in.

The international student association does not have enough activities to get the international students together.

The Office of Academics in the School of Public Health seems disorganized. Advance notification of graduation requirements is not sent out in a timely fashion. For instance, this evaluation survey was emailed out February 21st but XXXXXXXX did not tell us we had to print a copy to prove we had completed it until March 11th. So I am having to take this survey again. There is nothing on the SPH website about when forms are due. Just last week March 11th we were told forms were due April 22nd. It seems there should be a webpage that states when things are due at January.

The services above seem to be operating at full tilt, and the information dissemination is outstanding.

The SPH computer lab computers are very slow and temperamental. They often fail to load and seem to have the same issues (even though those issues were reported) for multiple weeks. Also emails tend to have contradictory deadlines, or deadlines are simply not communicated to the students.

The SPH computer lab seems to be a bit lacking the area of current hardware. An update would be nice.

The student organizations weren't explained very well. It was made clear that you had to do something in OrgSync, but it was brushed over so quickly that I have no idea how to contact any student organization, see what they are doing, or even know what organizations are out there.

There should be the proper and regular mails done in advance, informing the meeting dates. Mostly the date of meeting is the same date of receiving the mails.

update software and hardware more frequently

You guys promote it pretty well. I guess students need more motivation.

**Comments – Student-Related Services Provided by Educational Programs**Program Services - SPH - MHA

More reminders through communication about deadlines.

there must be more career fair and campus recruitment for students.

things are changing ... but many seems superficial .... SPH always gets a secondary or tertiary treatment in terms of favorable changes.

## Comments – Student-Related Services Provided by Educational Programs

### Program Services - SPH - DrPH/PhD

almost every week the CAP sends out something to all students about tutoring for BIOSTATISTICS 1, for which that doesn't apply to all students. Recently it's slowed down.

Center for public health practice could be more involved, it seems like you attend a single session, are provided access to a manual online and are reminded to send a 2 progress reports during the semester before your poster session.

Computer form bureaucracy reduction is a global need. Simplicity and one form being brought up to address many needs would be of more benefit than doing another form and opportunity to feed the computer.

Computers often down in 7th floor EAD bldg. Need better maintenance.

Computers in the lab are old and need to be updated.

I would like to see more short term opportunities for PH practice; possibly for two or three weeks.

In computer forms, the ability to answer needed questions for a new wrinkle to be addressed would be much simpler by email reply to (1) person/dept needing the additional info and (2) the sender's email. All other linkages would then be direct feedback from the wealth of details the "computer" already knows.

need to expand on communication styles, mostly use school e-mails and some students have commented school e-mail is not their primary e-mail so some info needs to be posted in heavily student used areas.

News specific to the program/school is sometimes slow.

obtain the roster for the classes you are sending out emails for, and send to those students only.

One option is to encourage each department to submit a monthly or bi-monthly summary of recent student and faculty accomplishments/achievements (i.e. publications, presentations, etc.).

Student and faculty accomplishments/achievements should be more comprehensively conveyed.

Student form submissions should be streamlined - less paper and more electronic.

Student morale needs to be improved and alternative communication formats need to be discovered.

XXXXXXXXX is great with computer lab stuff. XXXXXXXXX has done wonders in finding and arranging for excellent internship opportunities for me. The only form of communication is email. The student body is unengaged. Students do not even utilize student government resources.

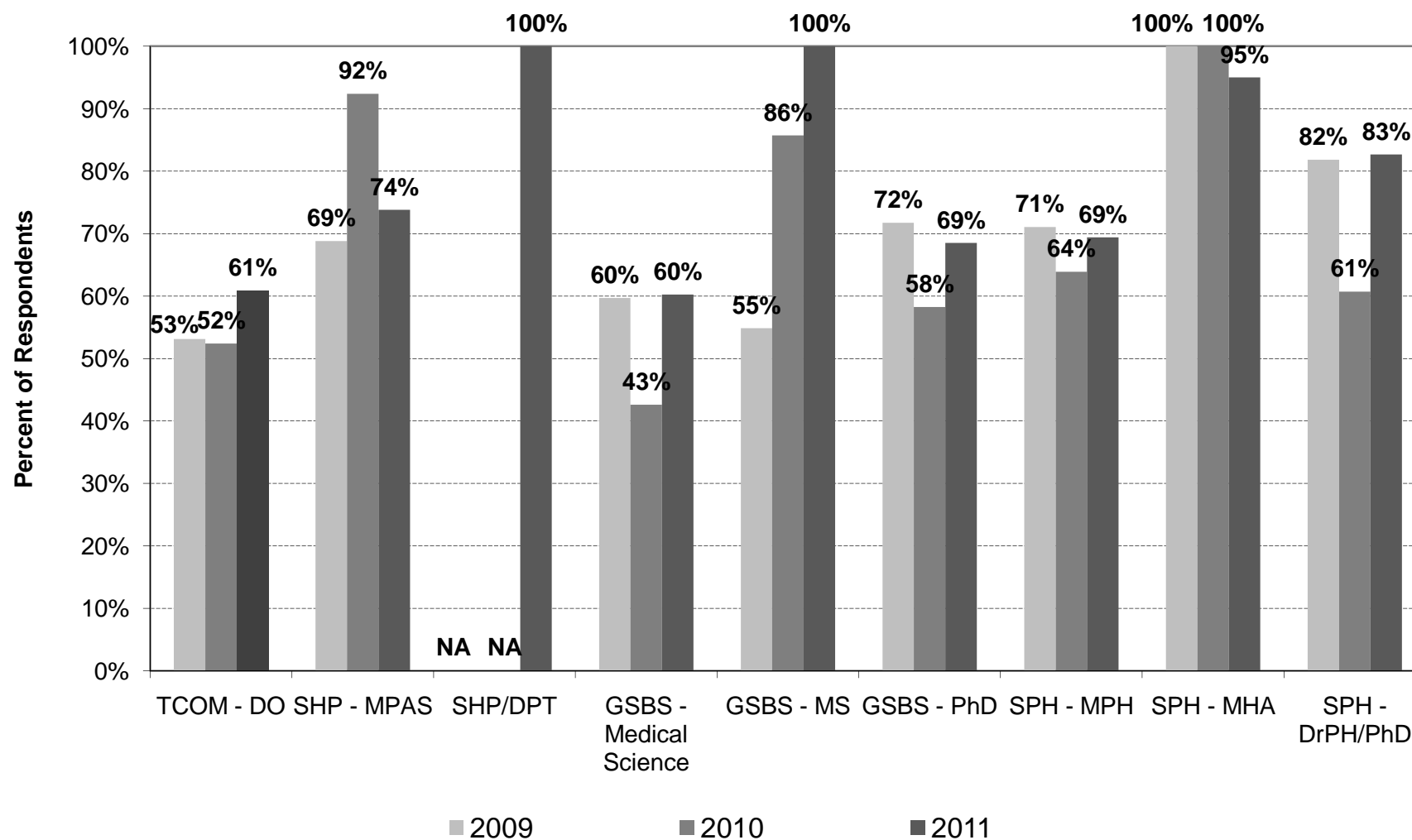


# Appendix B

# Charts

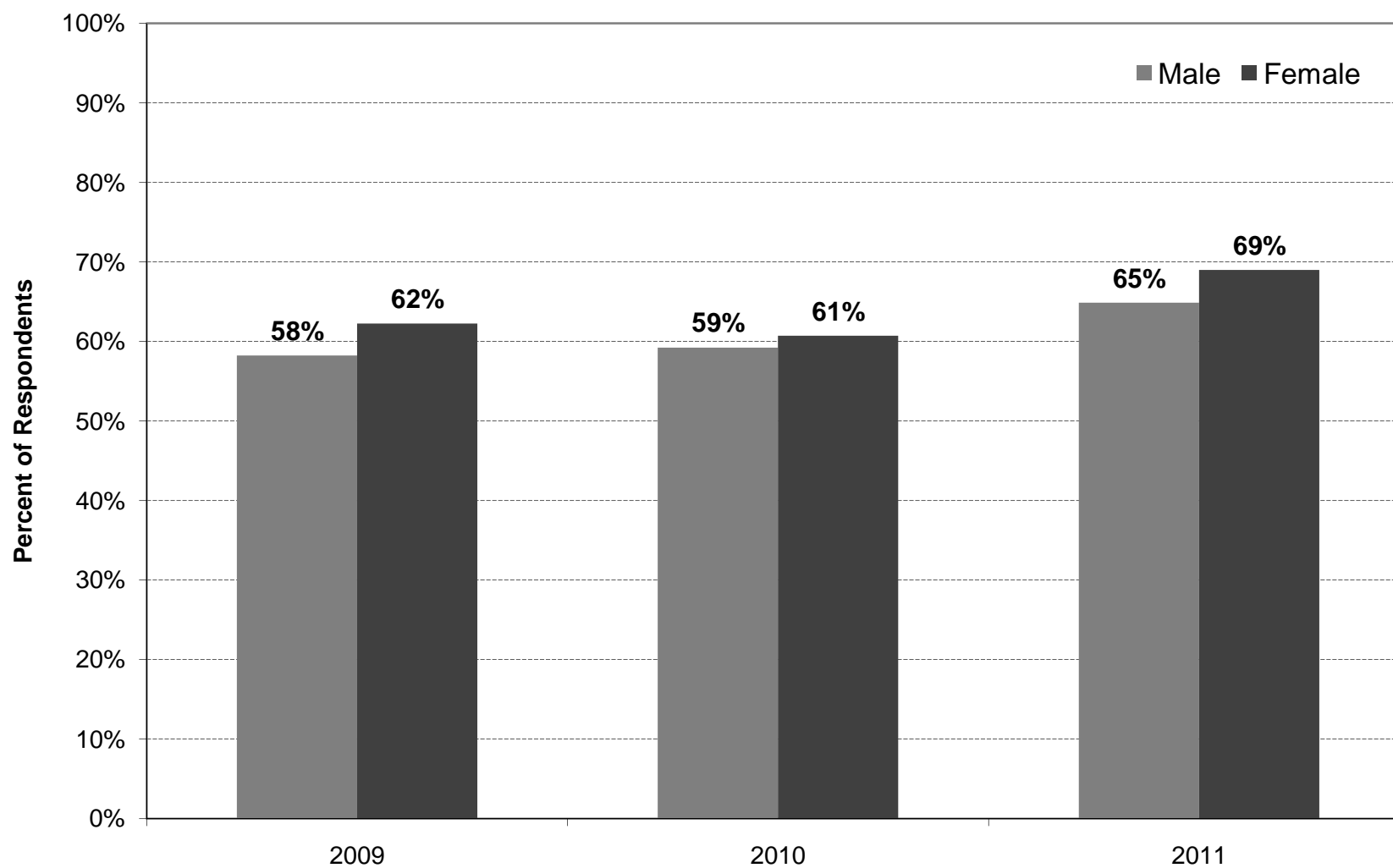




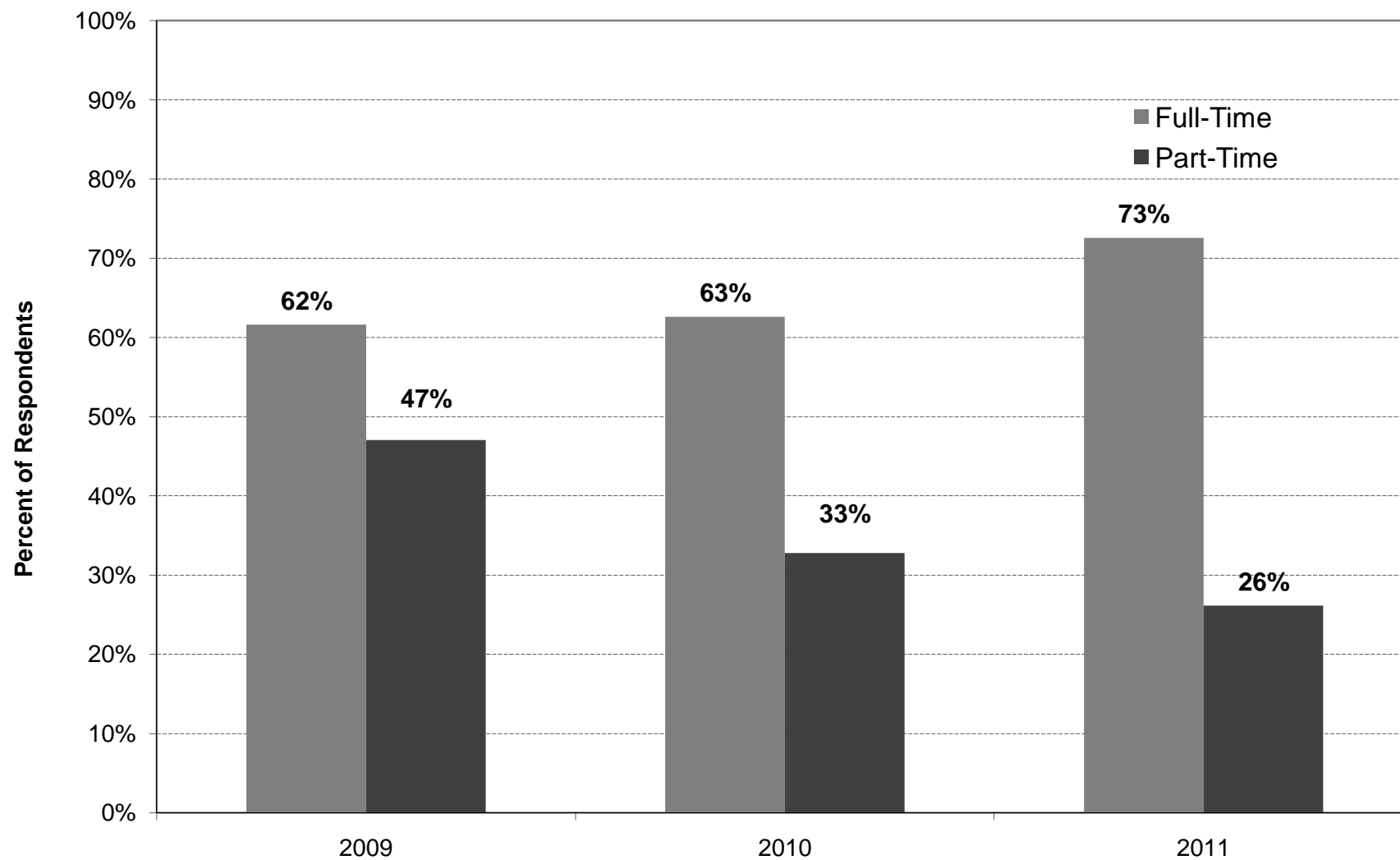
**Chart 1.1 - Response Rate by Program & Degree**

NA - Not Applicable, program did not exist

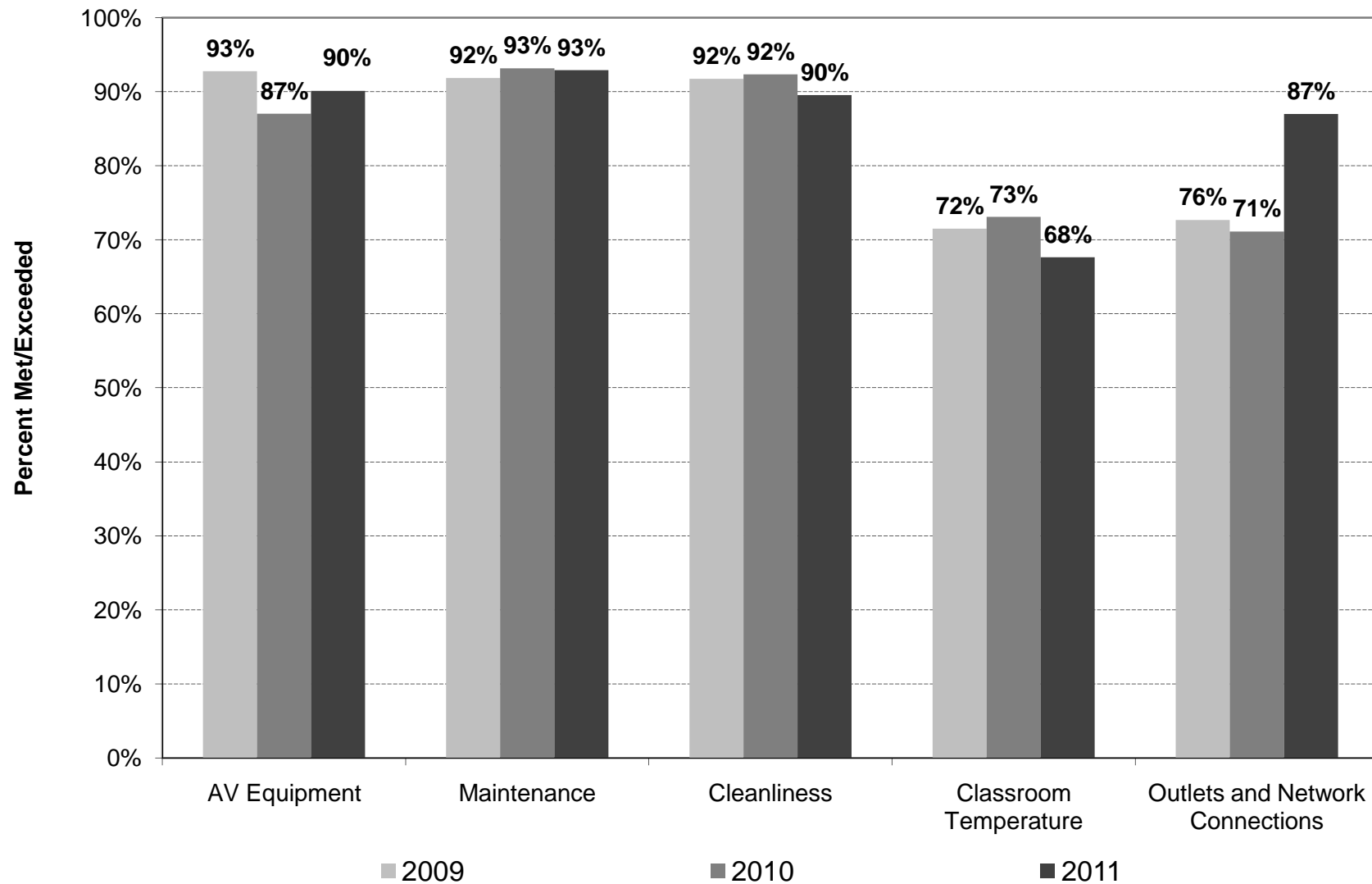
For more information, please see the tables associated with this topic.

**Chart 1.2 - Response Rate by Gender**

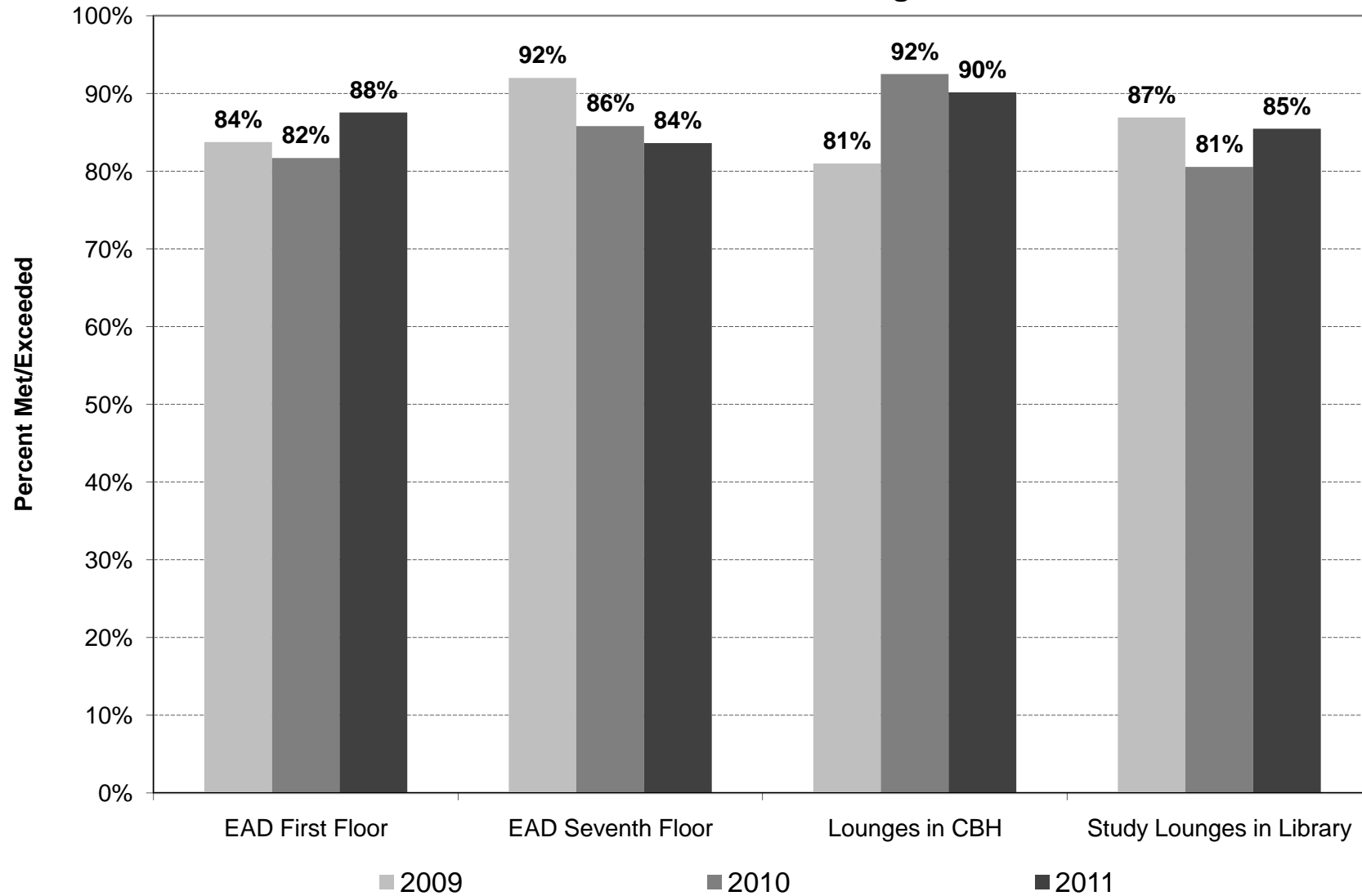
For more information, please see the tables associated with this topic.

**Chart 1.3 - Response Rate by Full Time Status**

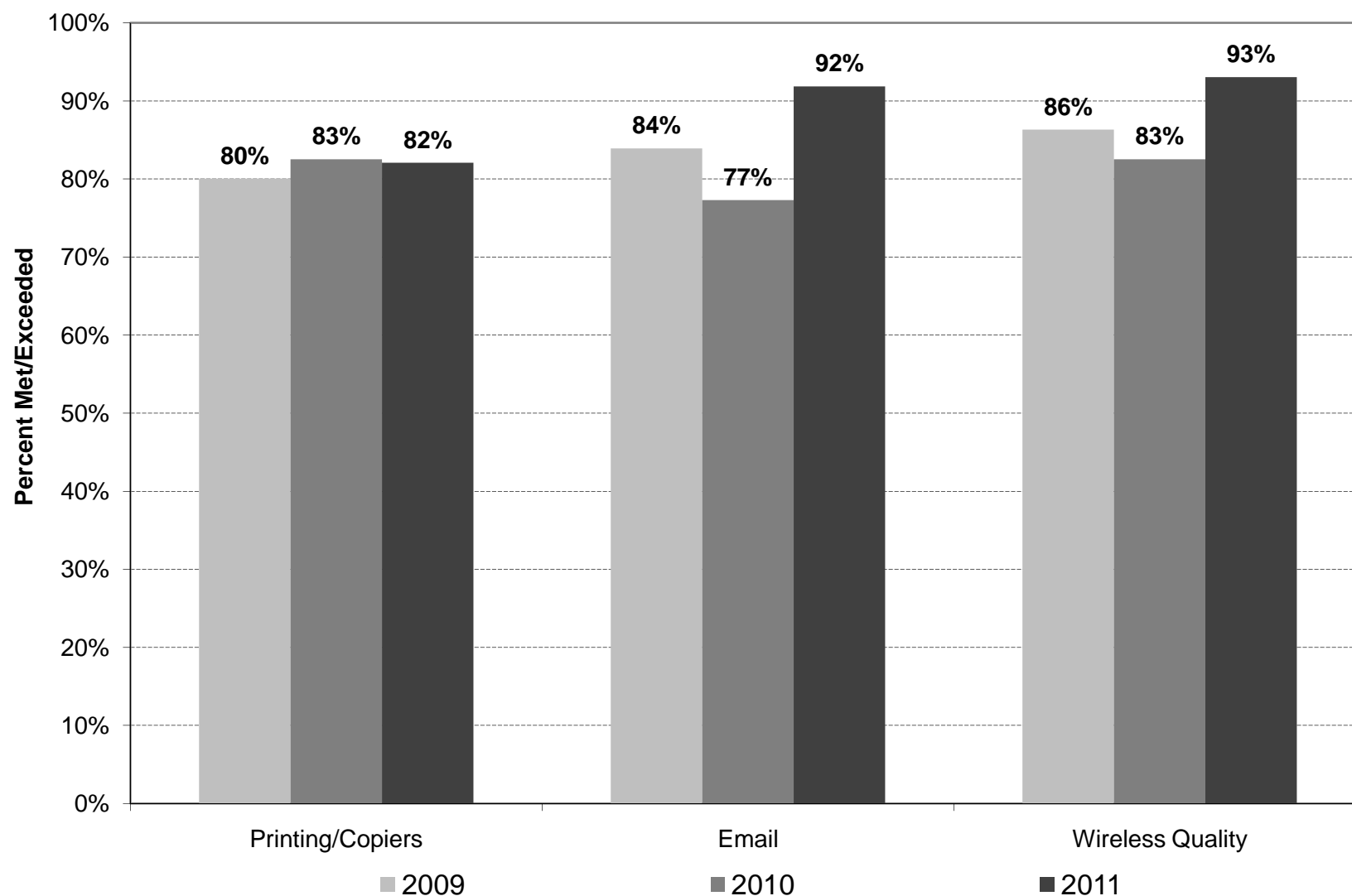
For more information, please see the tables associated with this topic.

**Chart 2.1 - Classrooms**

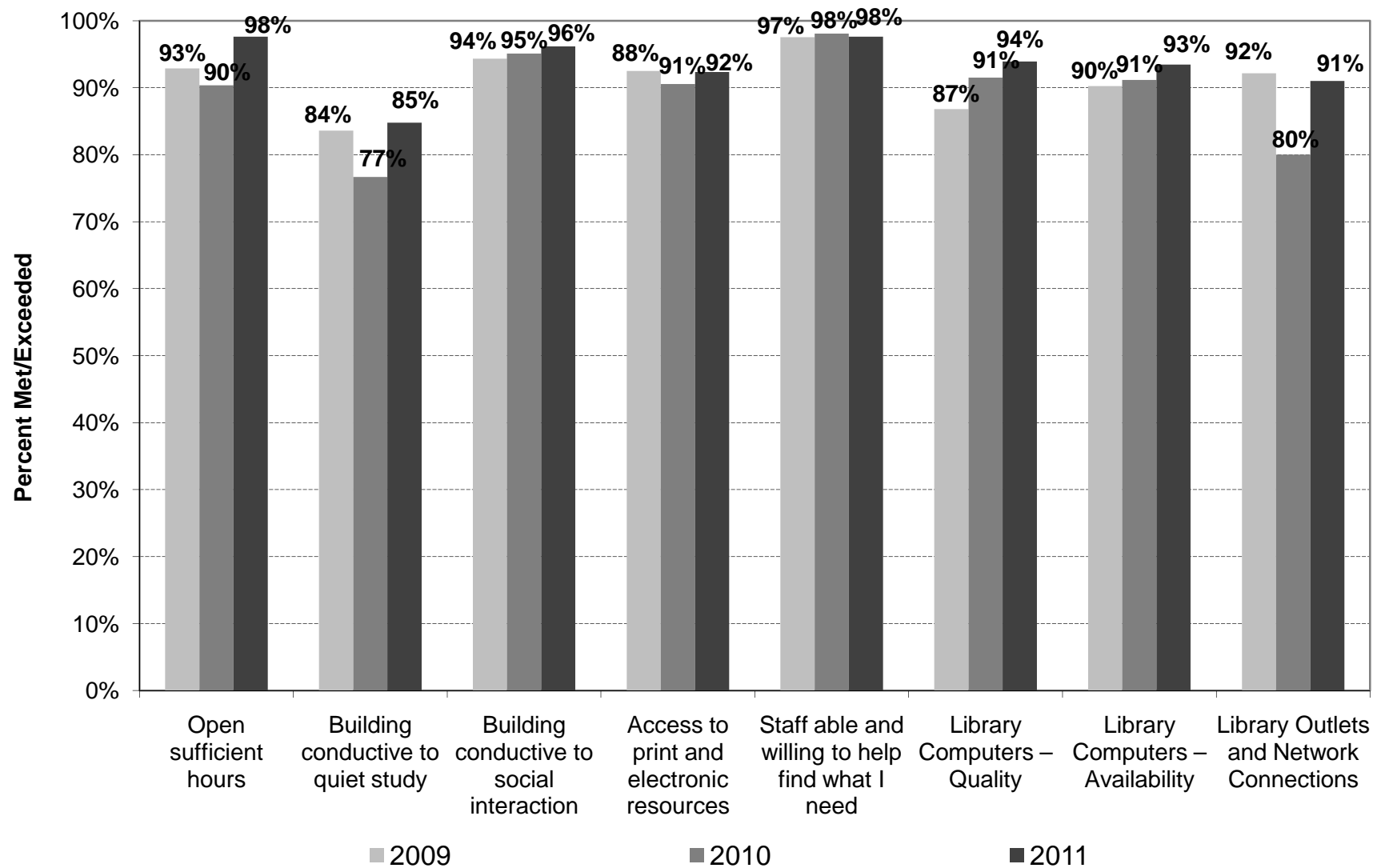
For more information, please see the tables associated with this topic.

**Chart 2.2 - Student Lounges**

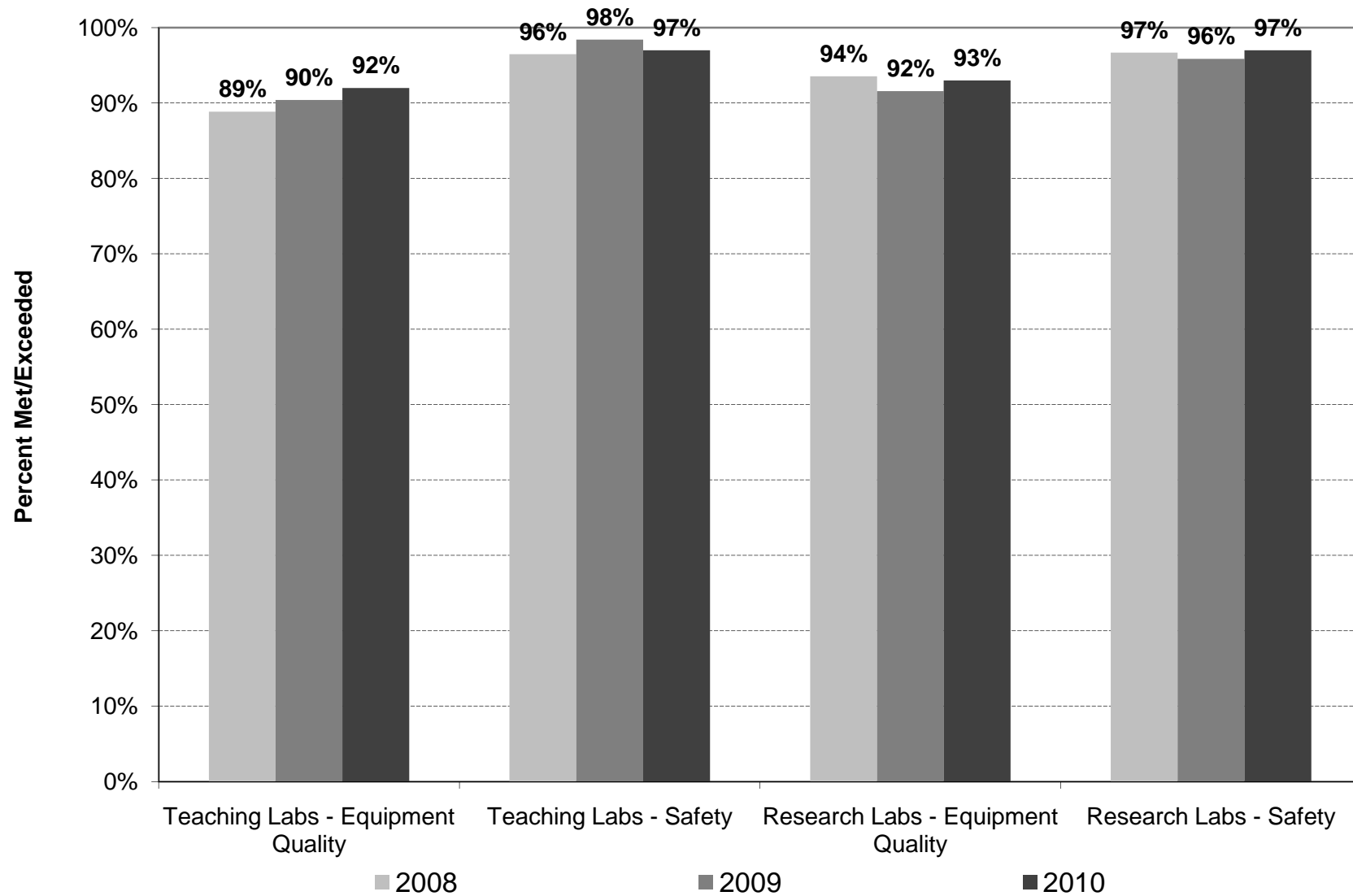
For more information, please see the tables associated with this topic.

**Chart 2.3 - Computing and Technology**

For more information, please see the tables associated with this topic.

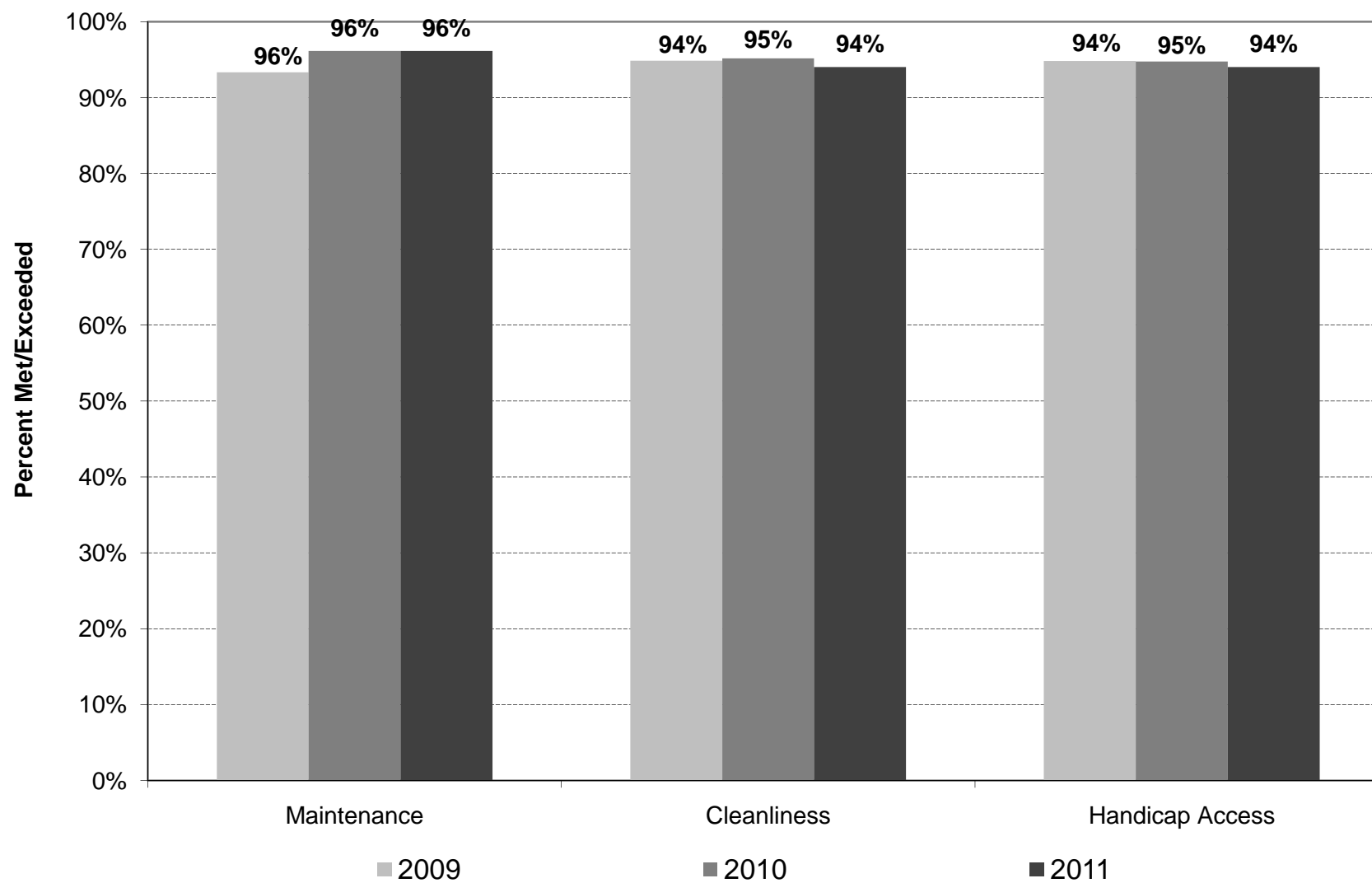
**Chart 2.4 - Lewis Library**

For more information, please see the tables associated with this topic.

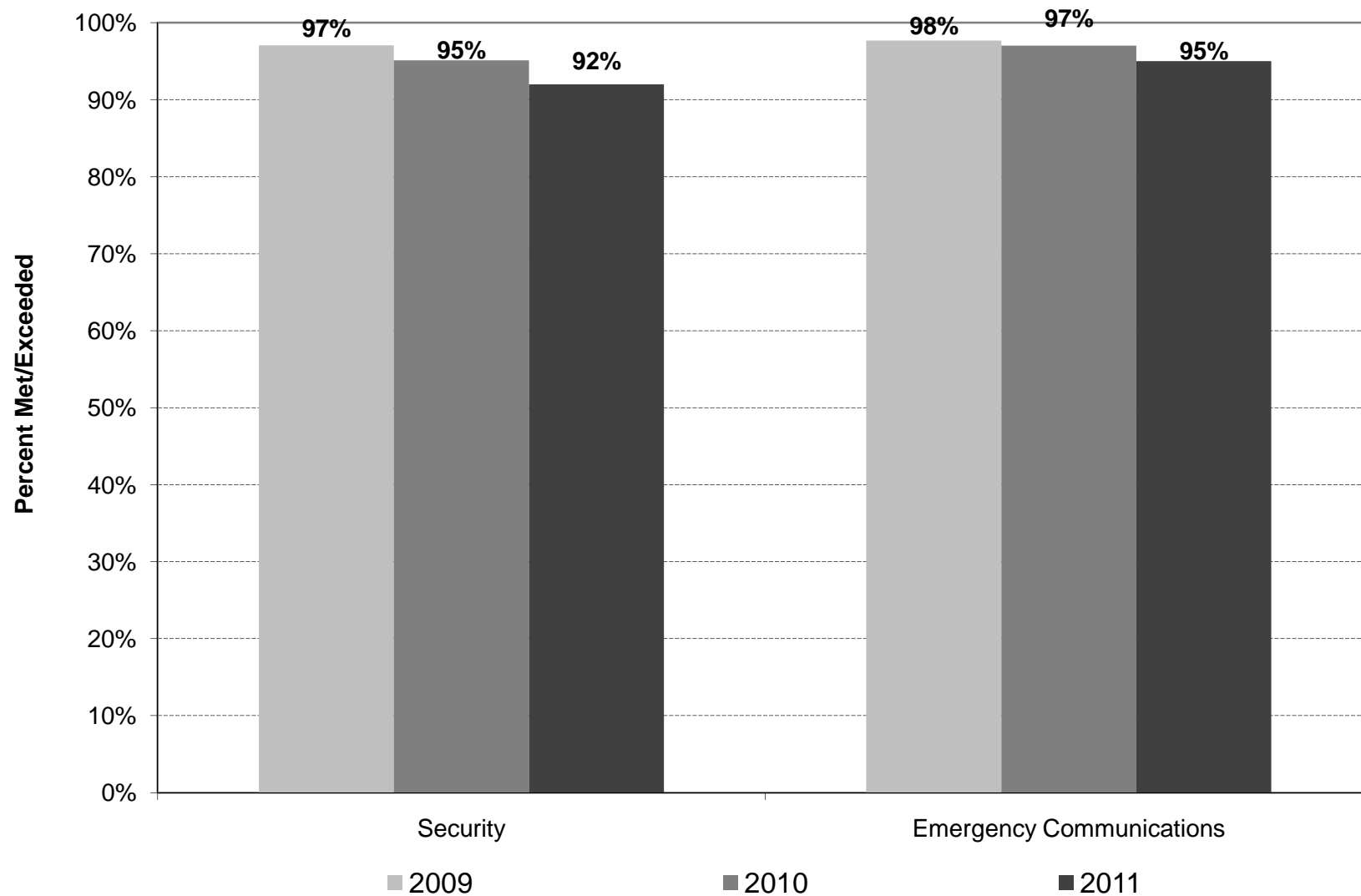
**Chart 2.5 - Laboratories**

For more information, please see the tables associated with this topic.

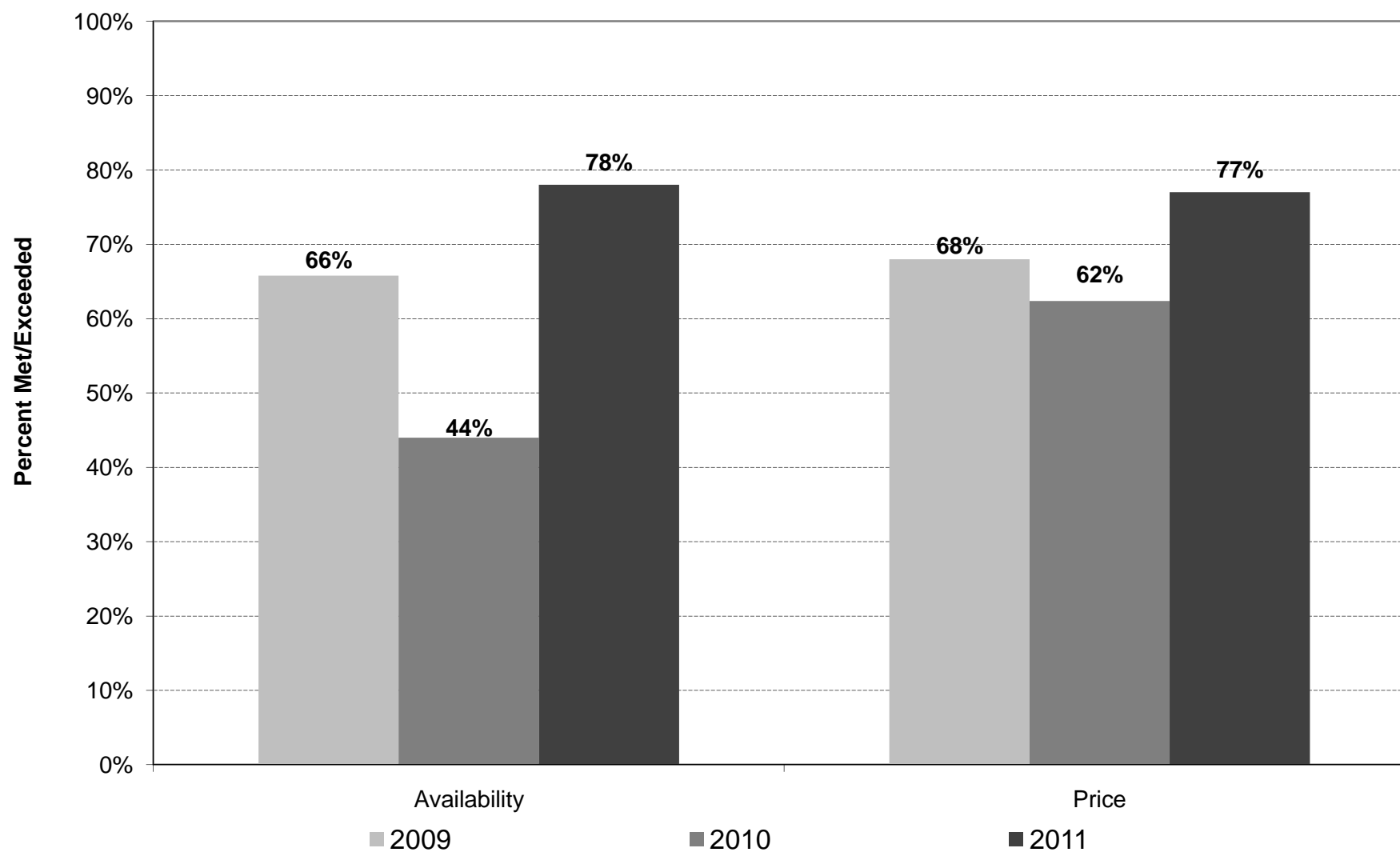


**Chart 2.6 - Campus**

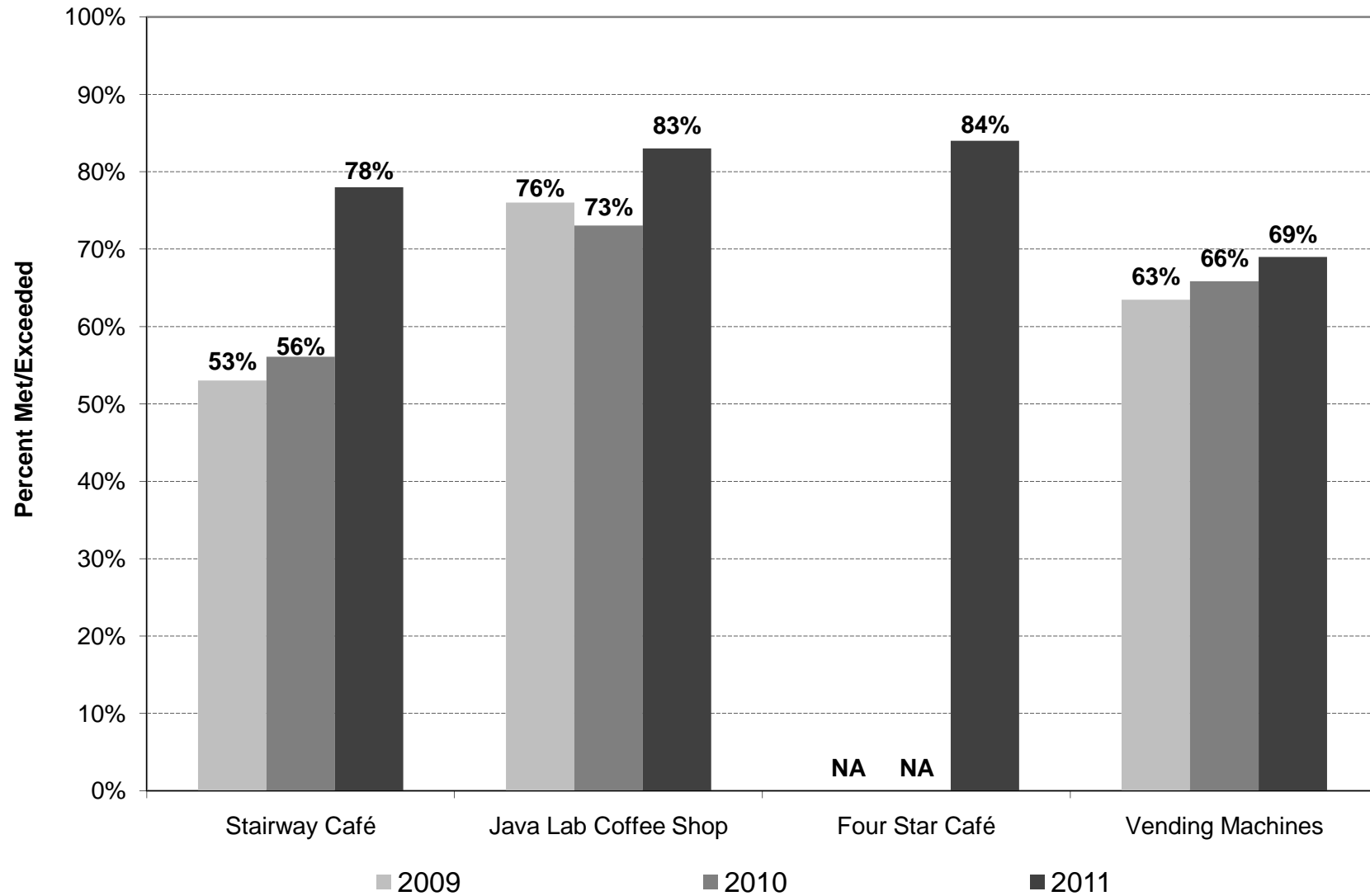
For more information, please see the tables associated with this topic.

**Chart 2.7 - Campus Police**

For more information, please see the tables associated with this topic.

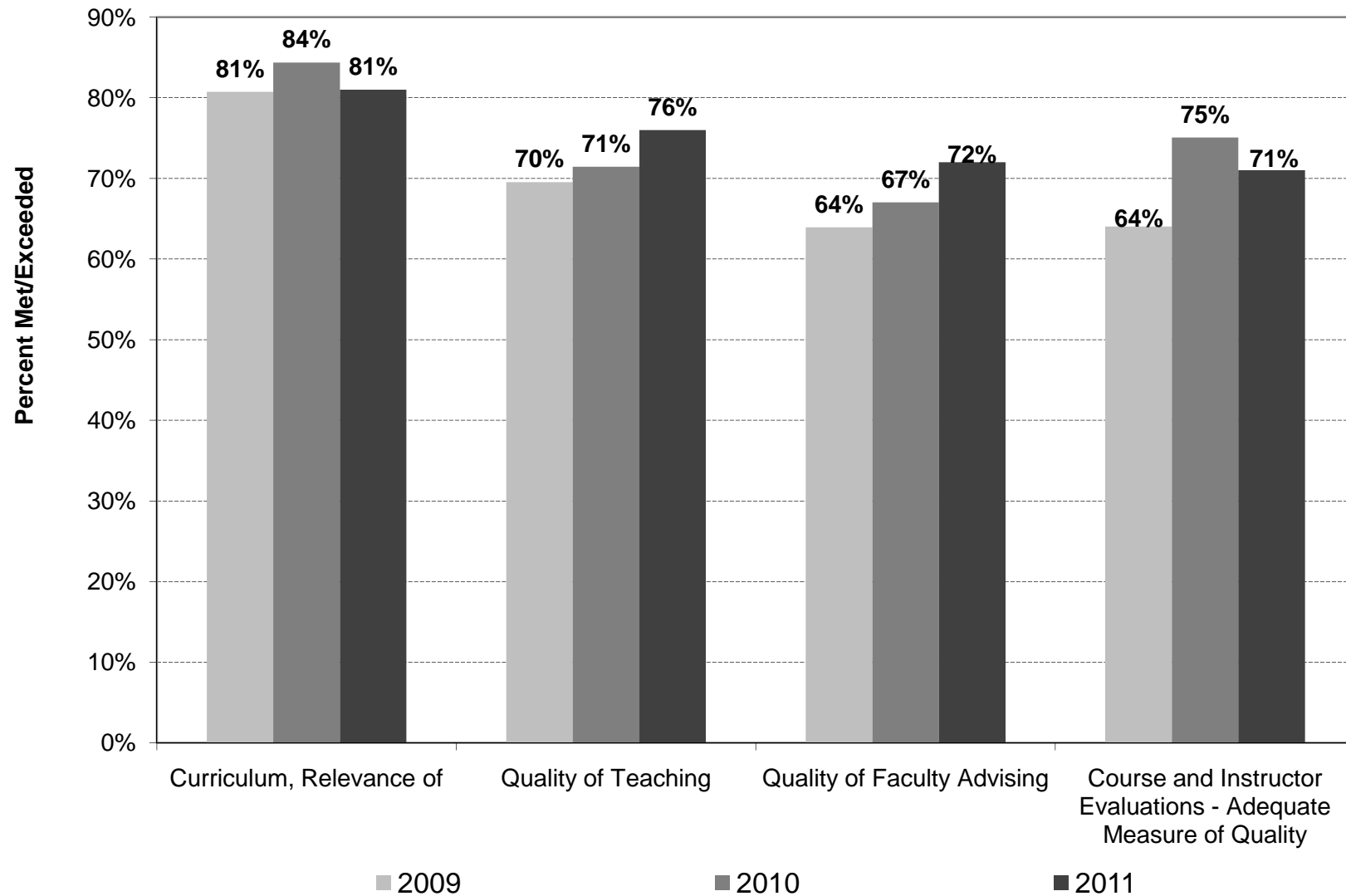
**Chart 2.8 - Parking**

For more information, please see the tables associated with this topic.

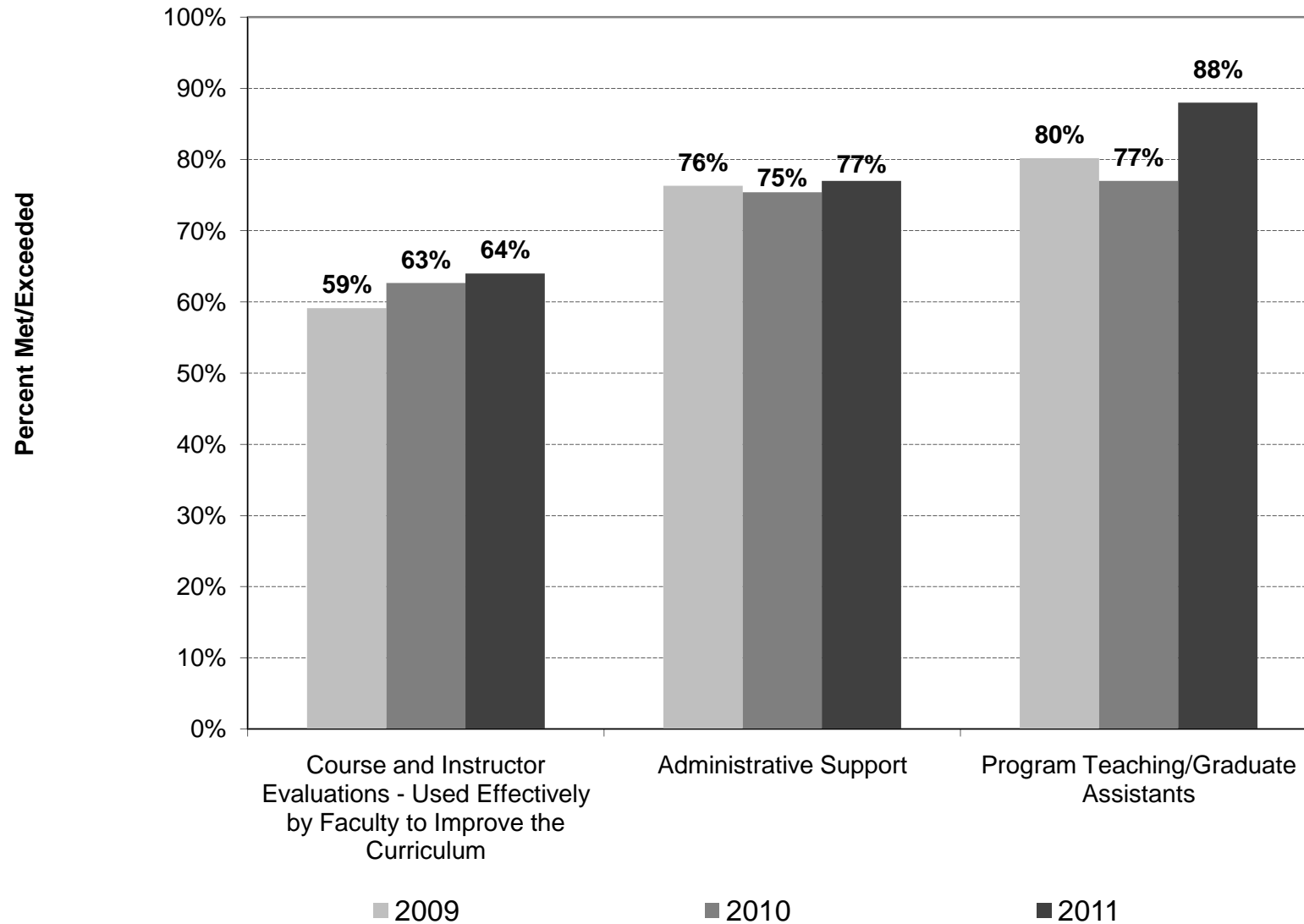
**Chart 2.9 - Food Service**

NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

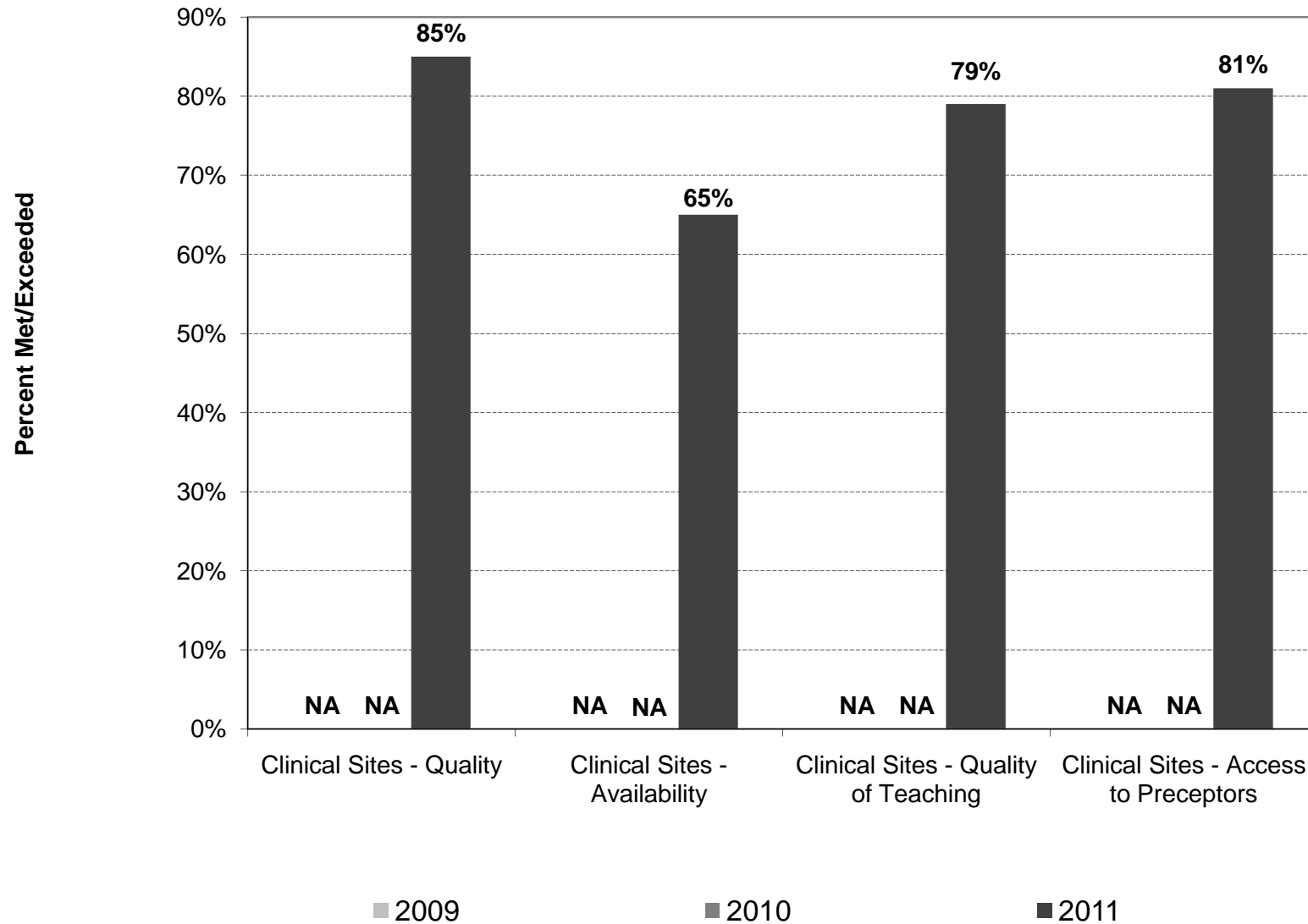
**Chart 3.1 - Academics - TCOM-DO**

For more information, please see the tables associated with this topic.

**Chart 3.2 - Academics - TCOM-DO**

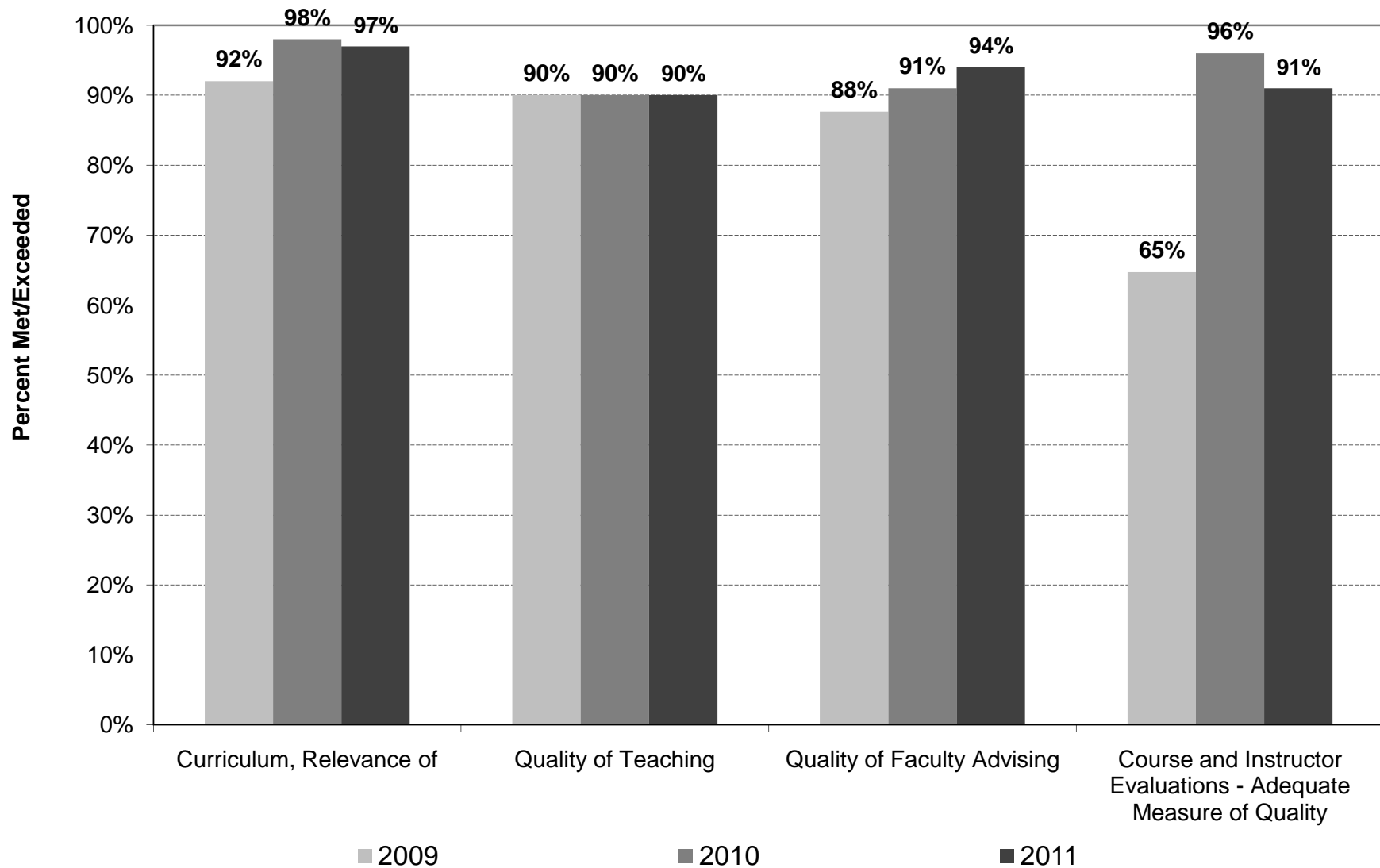
For more information, please see the tables associated with this topic.

**Chart 3.3 - Academics - TCOM-DO**



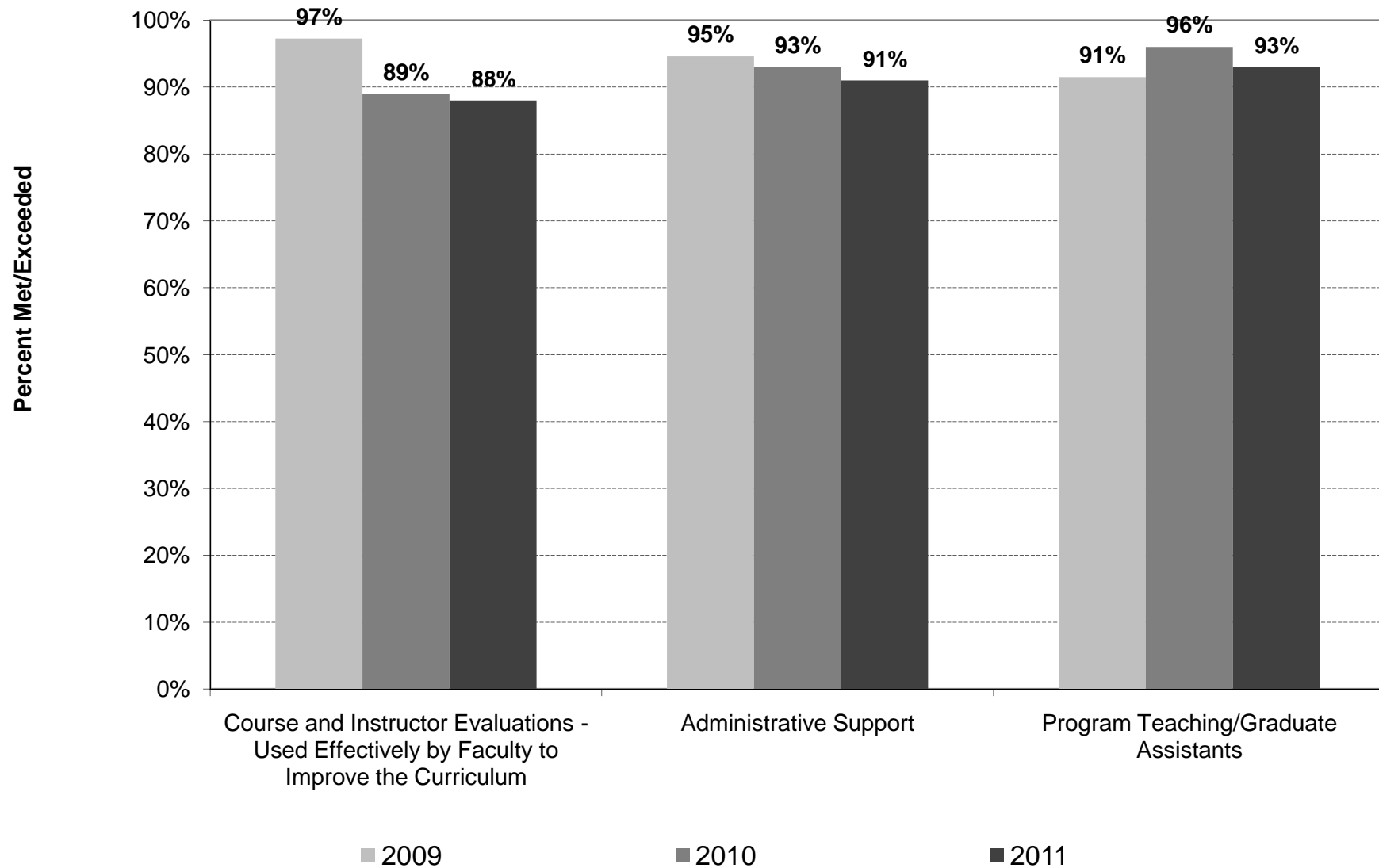
NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

**Chart 3.4 - Academics - SHP-MPAS**

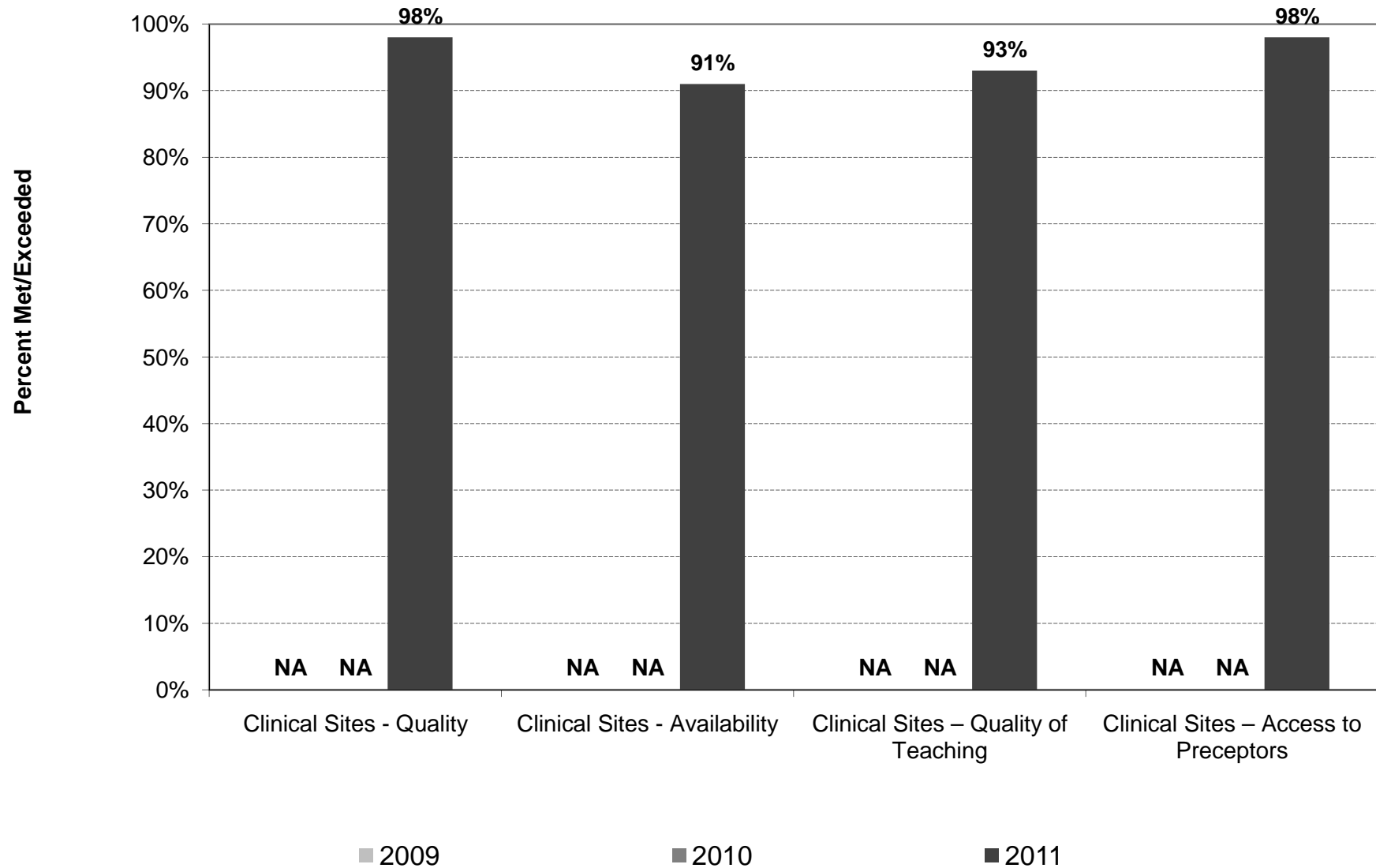
For more information, please see the tables associated with this topic.



**Chart 3.5 - Academics - SHP-MPAS**

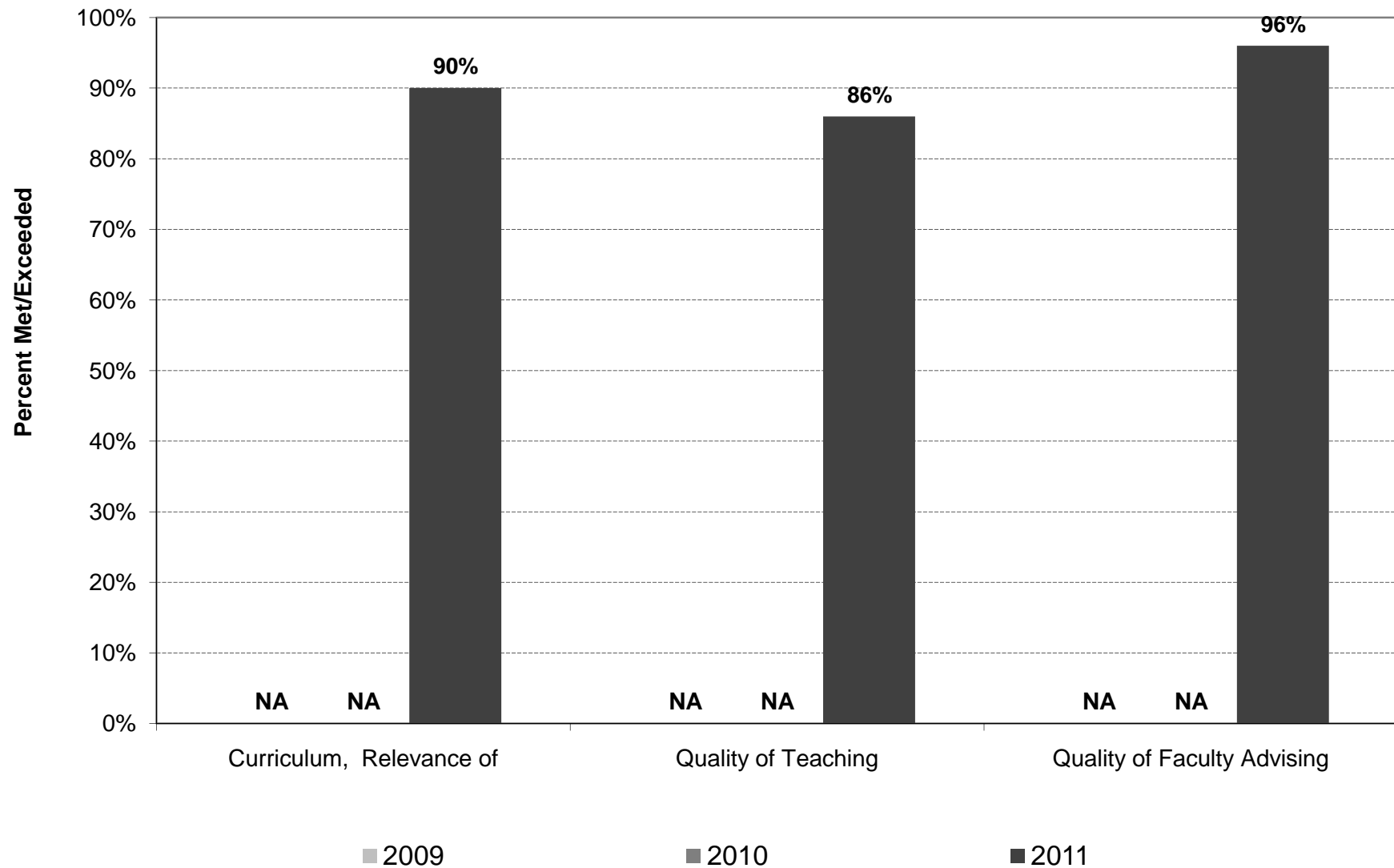
For more information, please see the tables associated with this topic.

**Chart 3.6 - Academics - SHP-MPAS**



NA - Not Applicable, question not asked

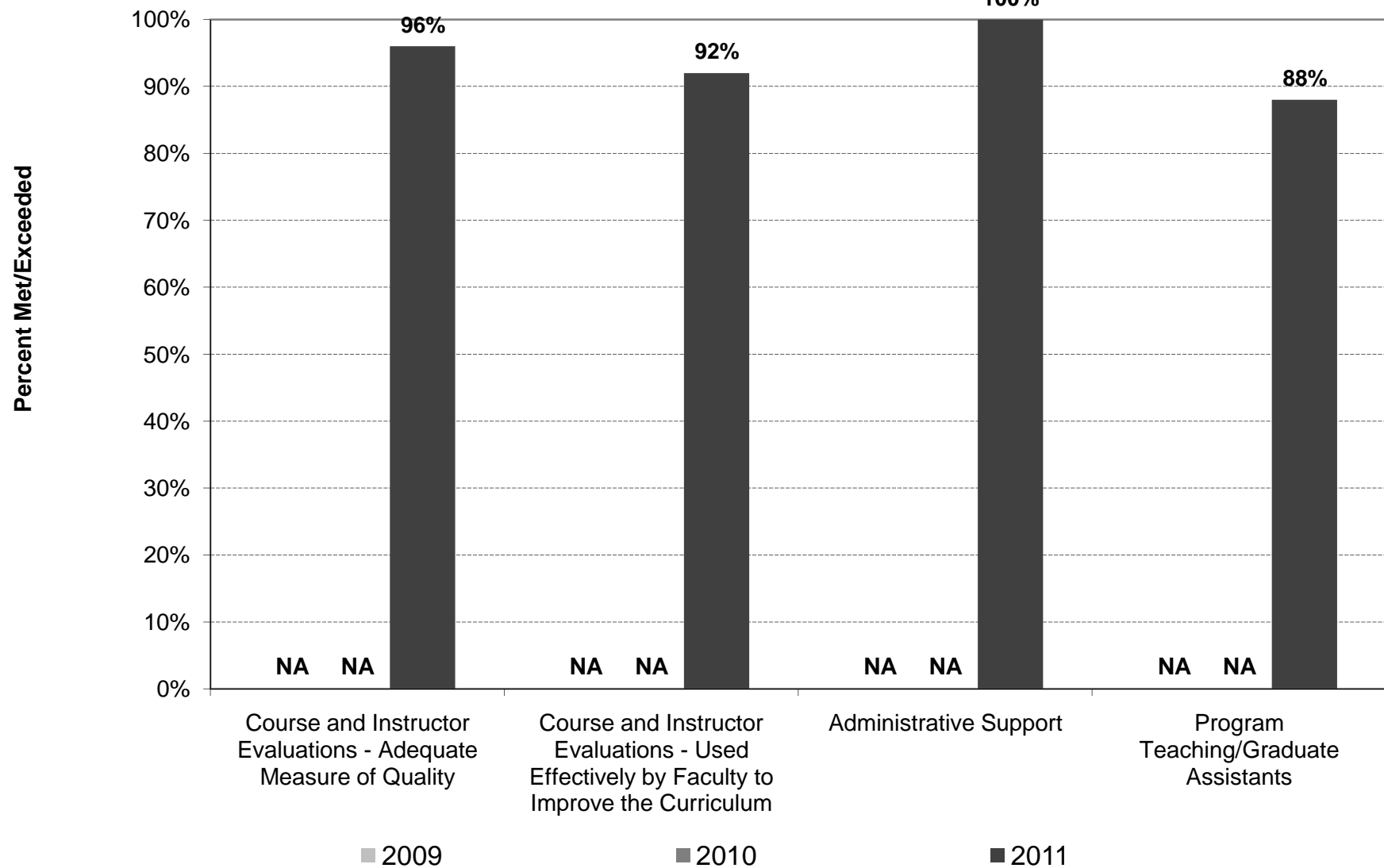
For more information, please see the tables associated with this topic.

**Chart 3.7 - Academics - SHP-DPT**

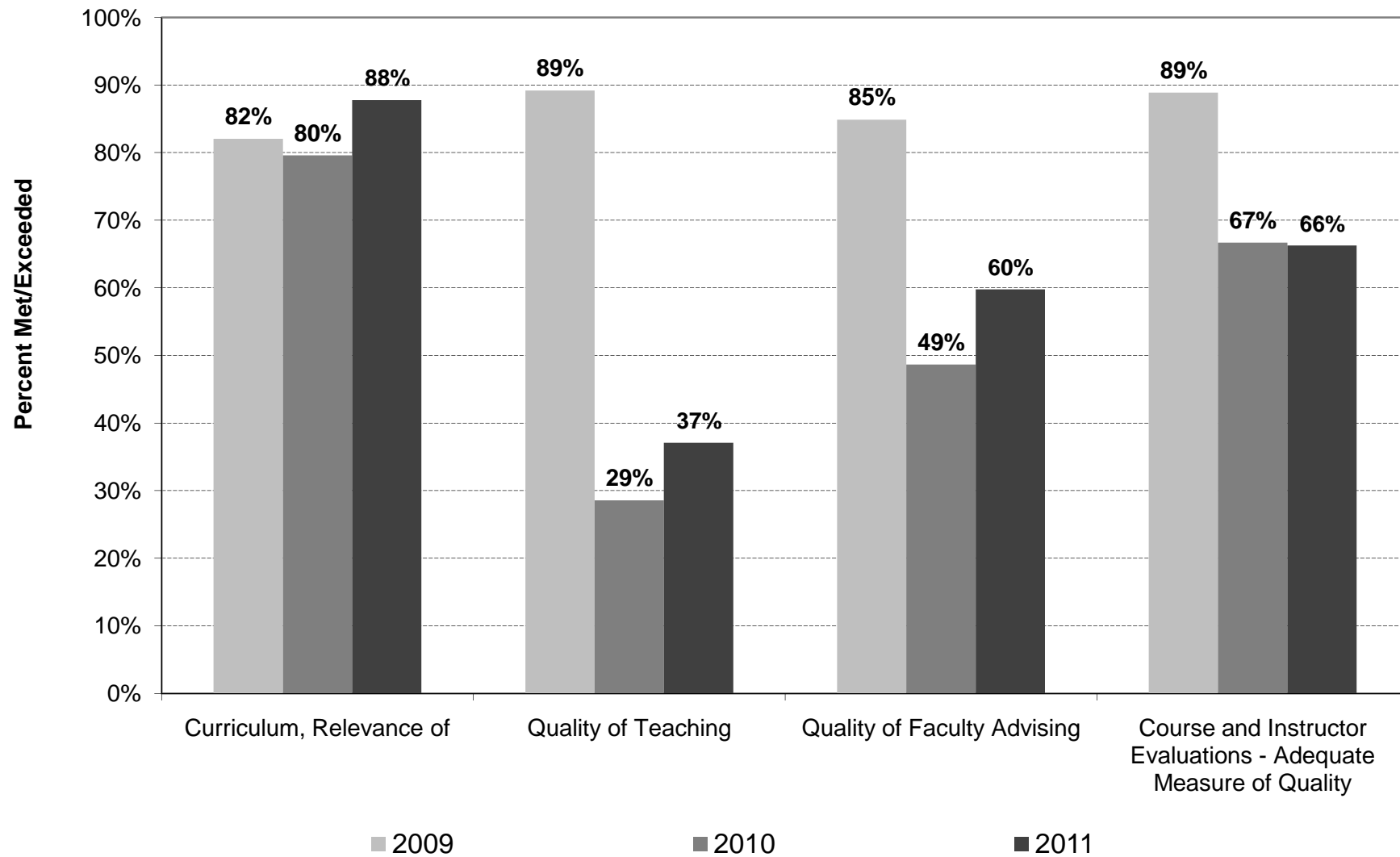
NA - Not Applicable, program did not exist

For more information, please see the tables associated with this topic.

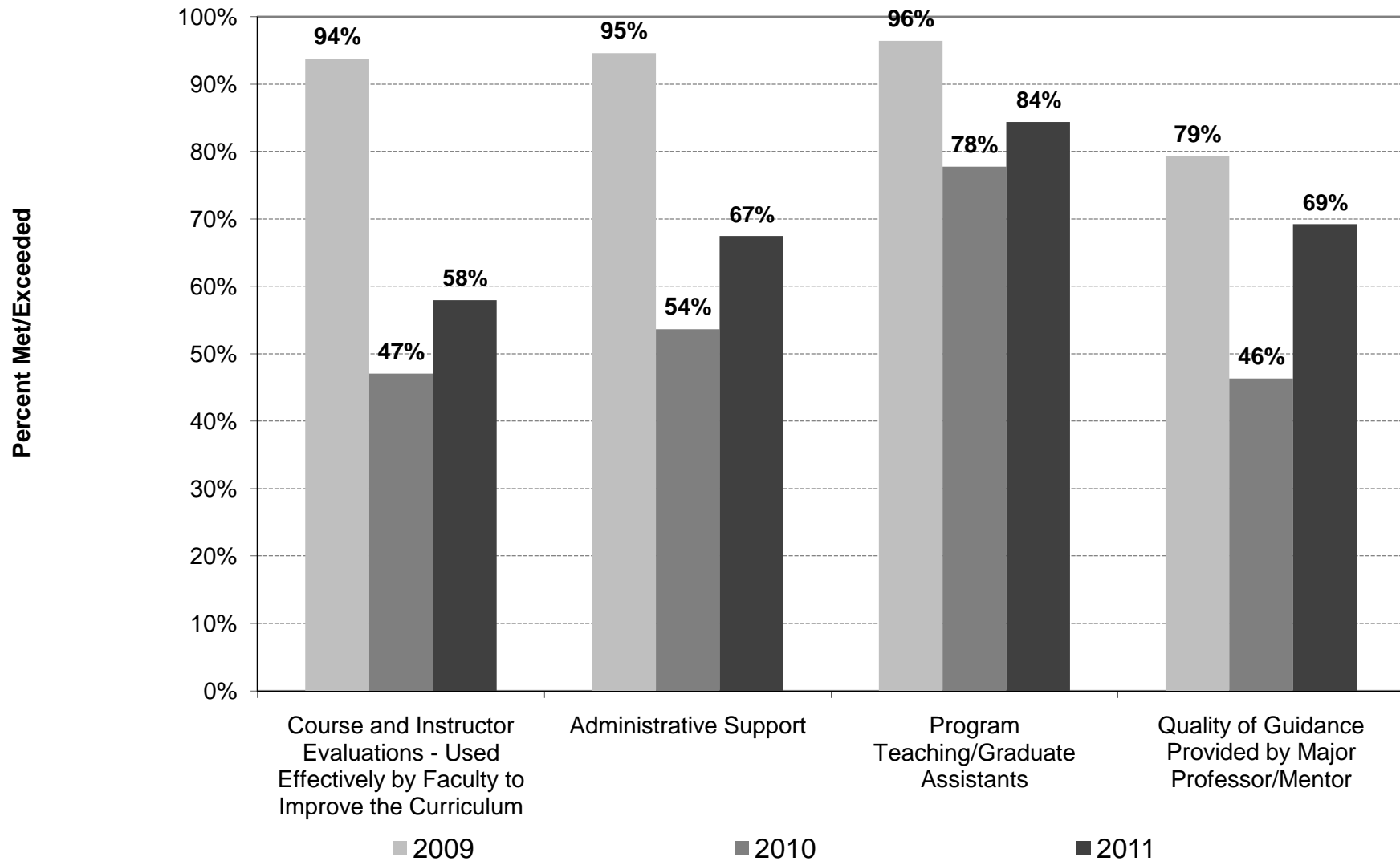
**Chart 3.8 - Academics - SHP-DPT**



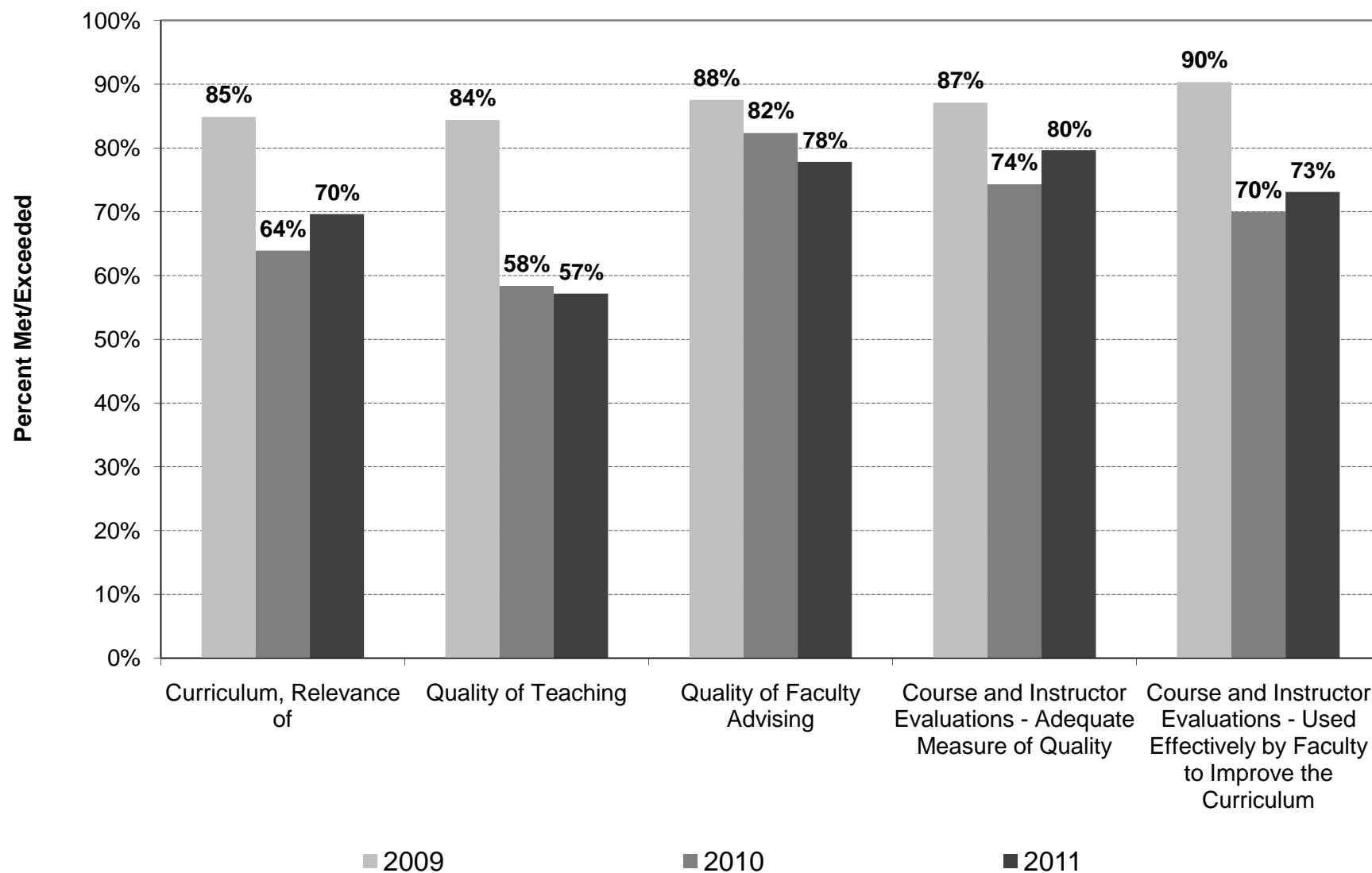
NA - Not Applicable, program did not exist  
 For more information, please see the tables associated with this topic.

**Chart 3.9 - Academics - GSBS-Medical Science**

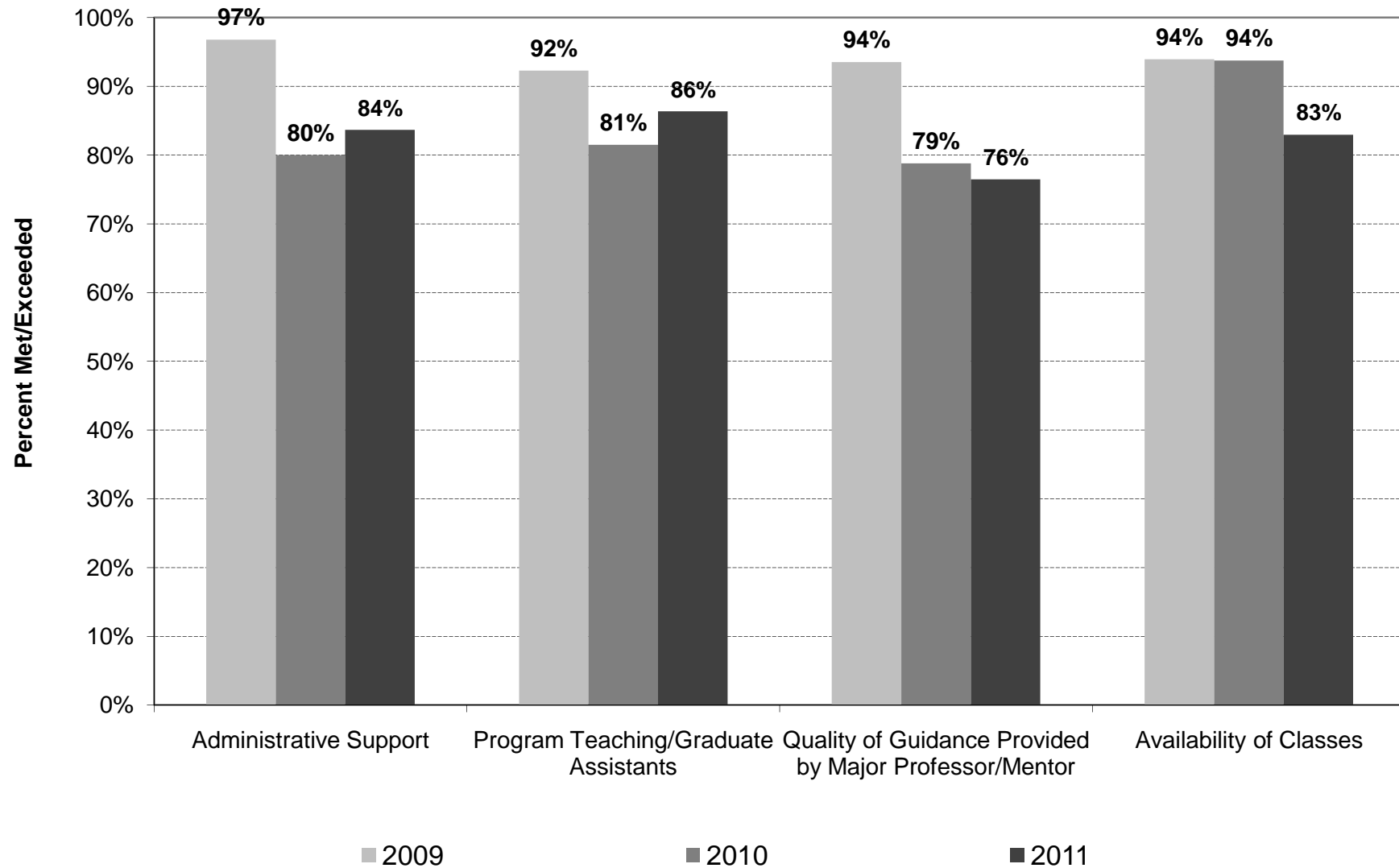
For more information, please see the tables associated with this topic.

**Chart 3.10 - Academics - GSBS-Medical Science**

For more information, please see the tables associated with this topic.

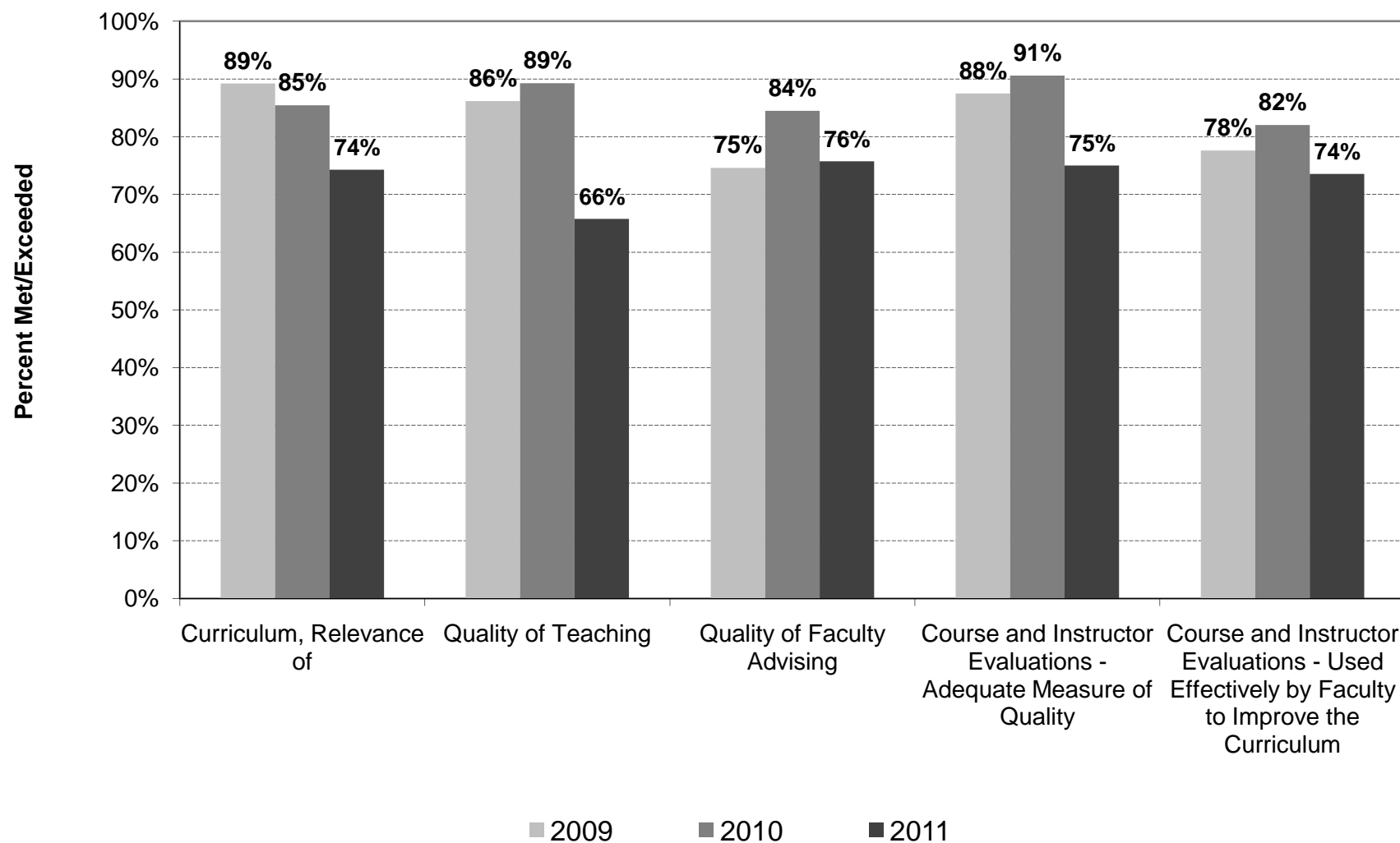
**Chart 3.11 - Academics - GSBS-MS**

For more information, please see the tables associated with this topic.

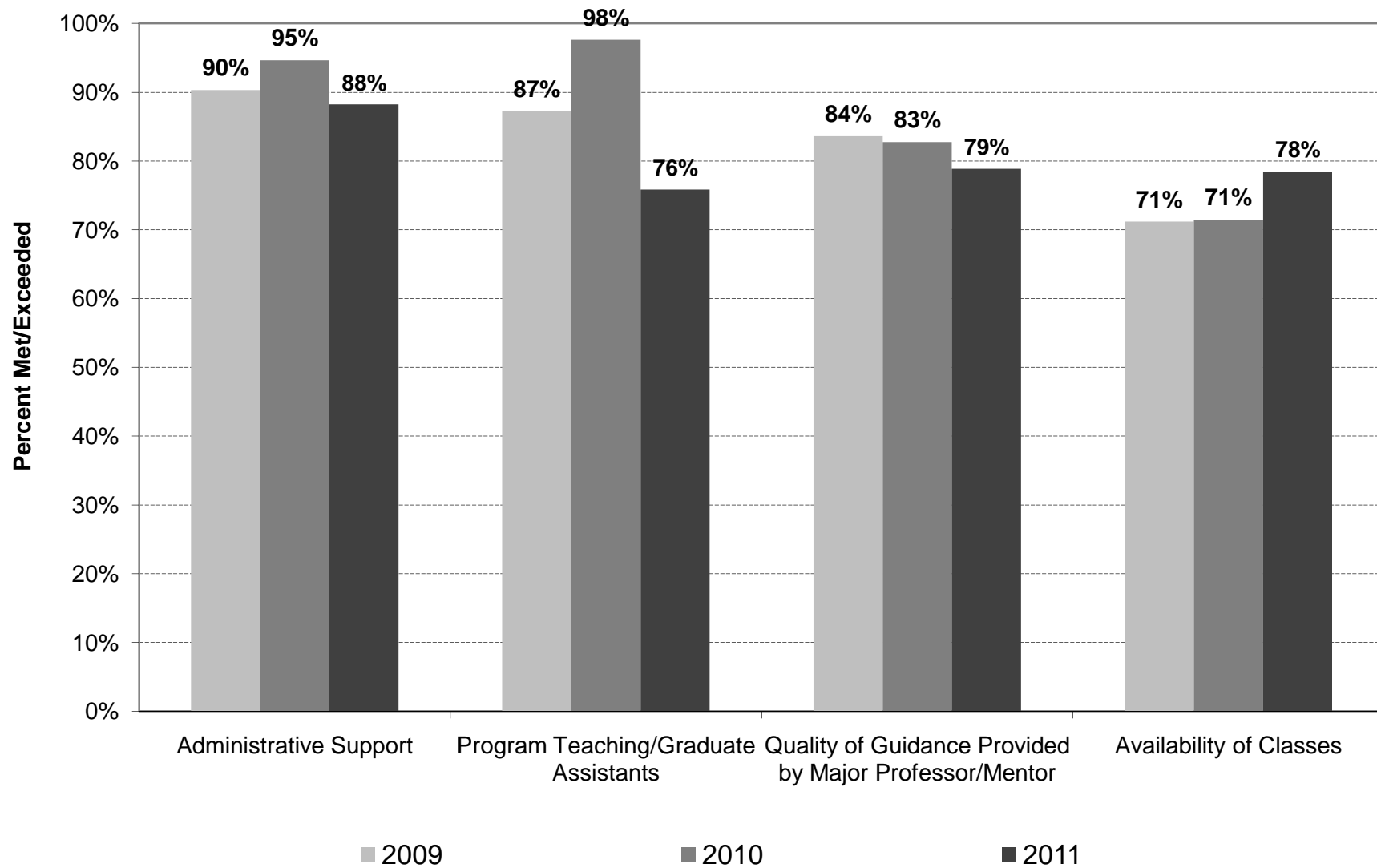
**Chart 3.12 - Academics - GSBS-MS**

For more information, please see the tables associated with this topic.



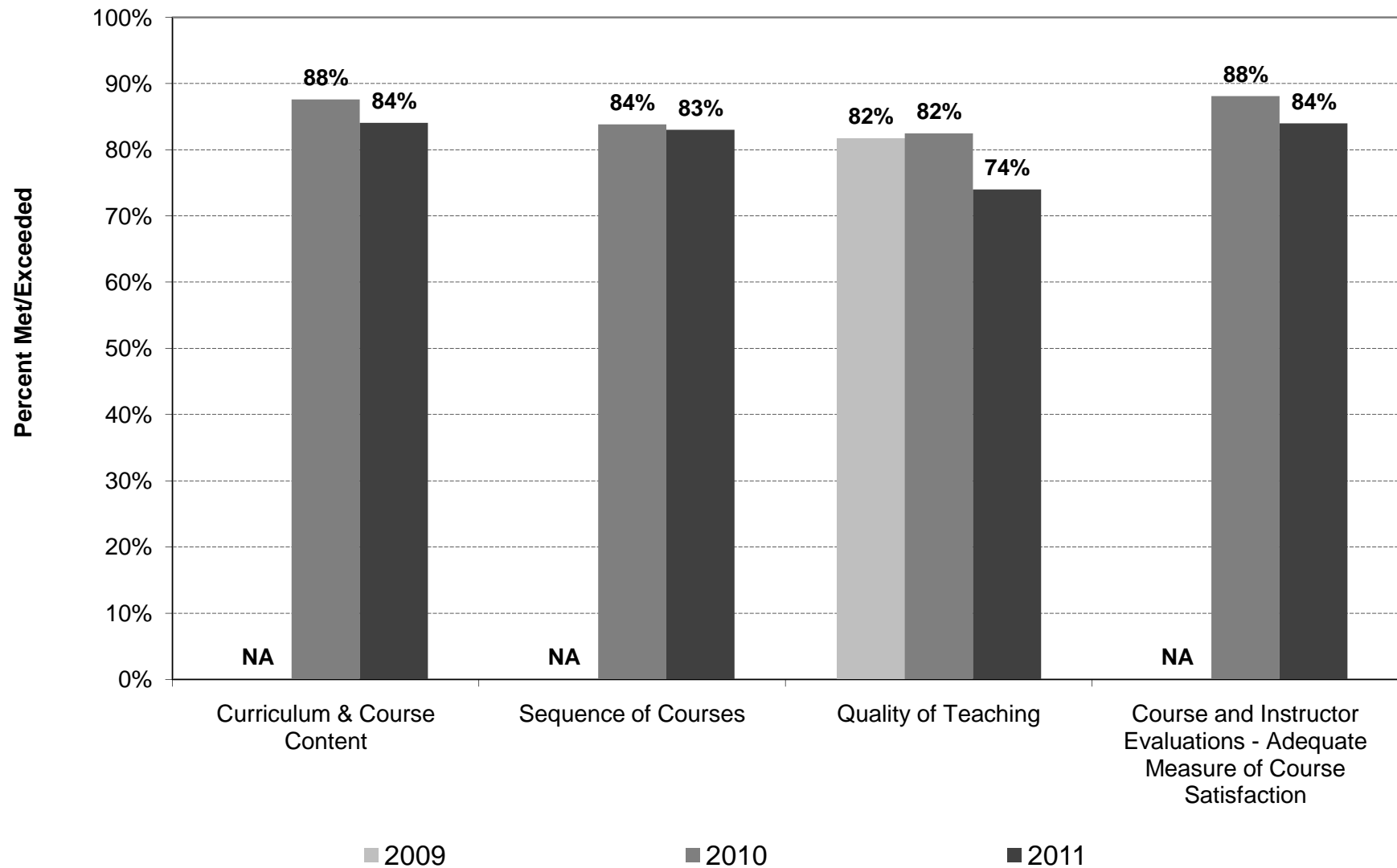
**Chart 3.13 - Academics - GSBS-PhD**

For more information, please see the tables associated with this topic.

**Chart 3.14 - Academics - GSBS-PhD**

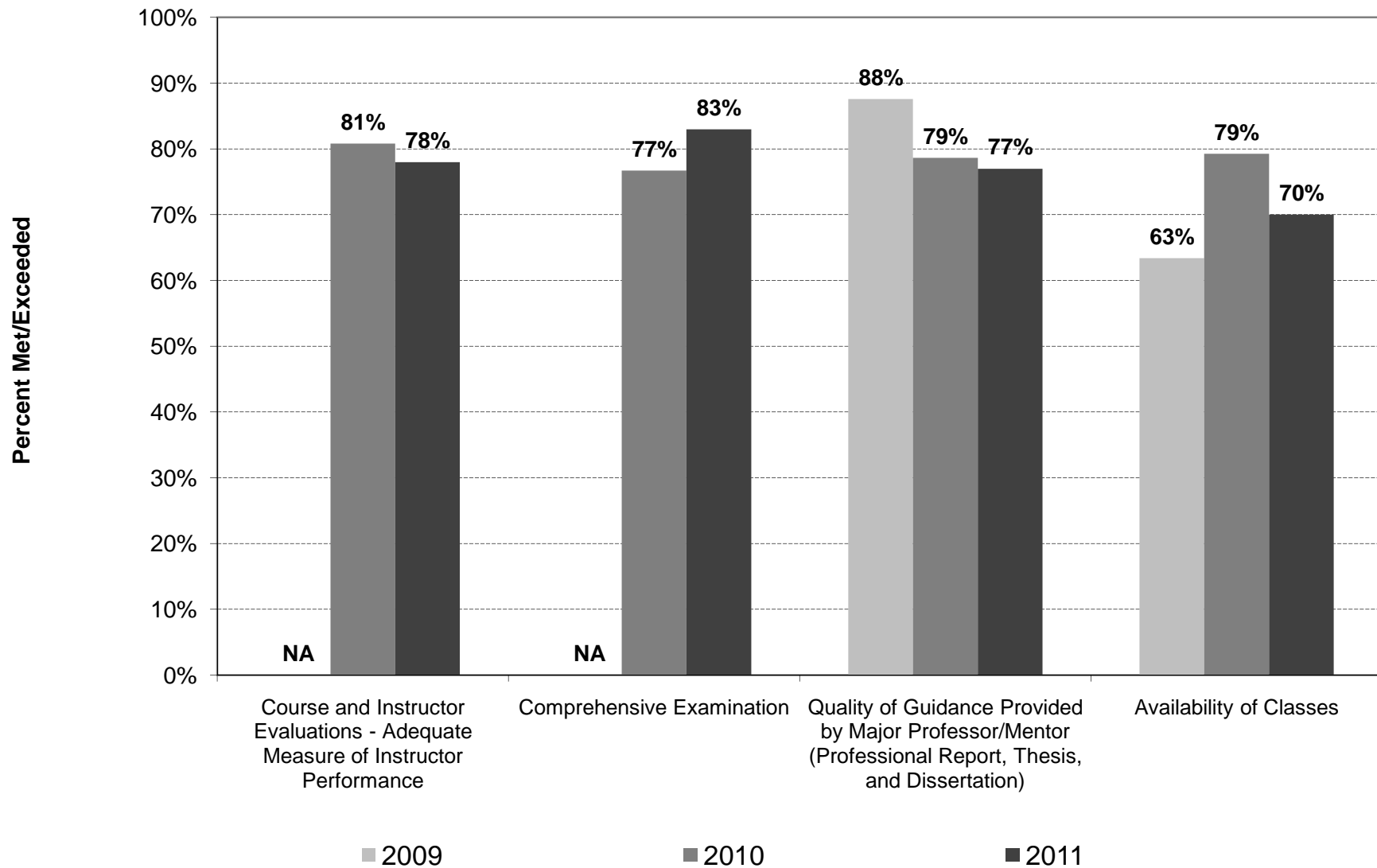
For more information, please see the tables associated with this topic.

**Chart 3.15 - Academics - SPH-MPH**



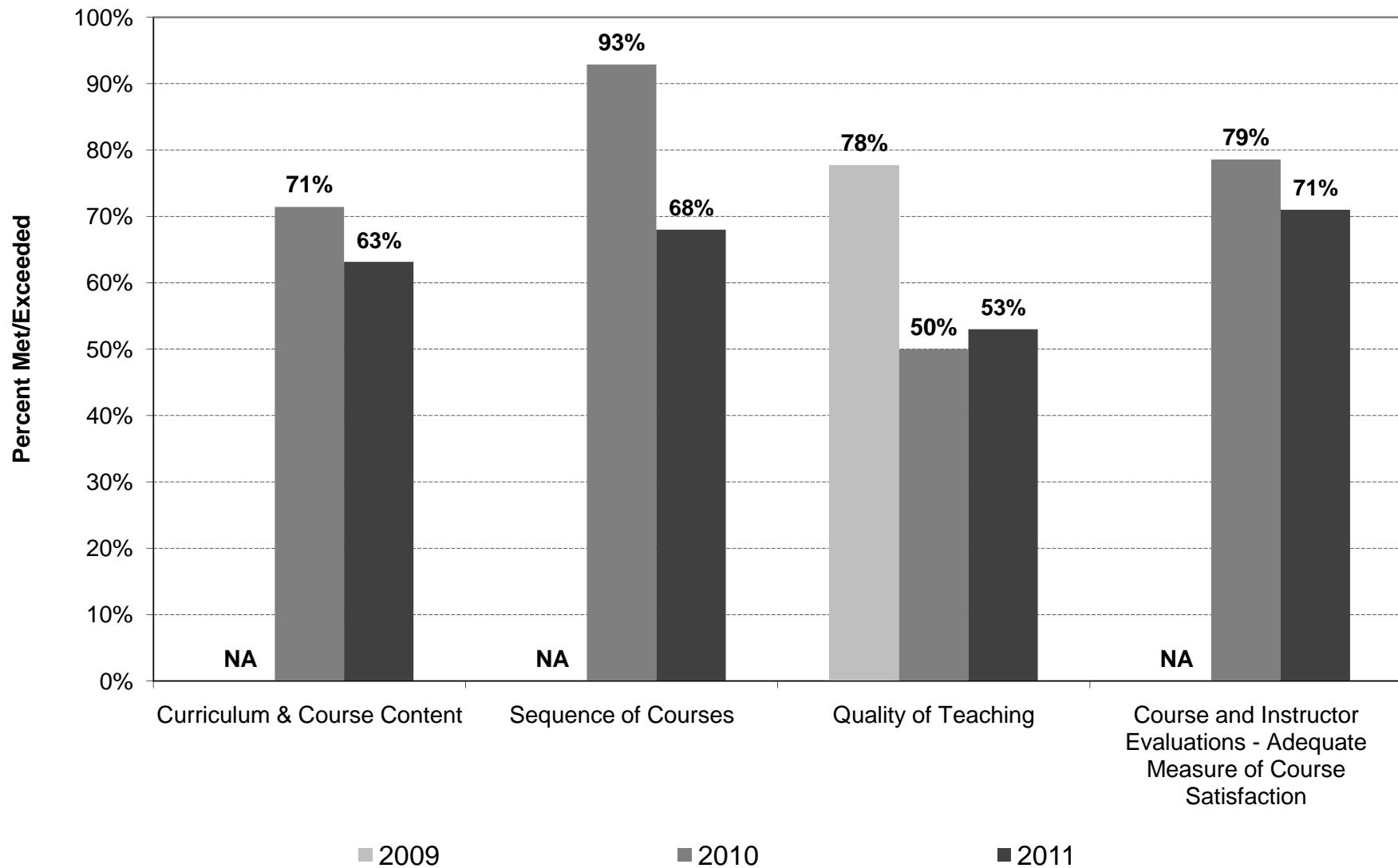
NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

**Chart 3.16 - Academics - SPH-MPH**

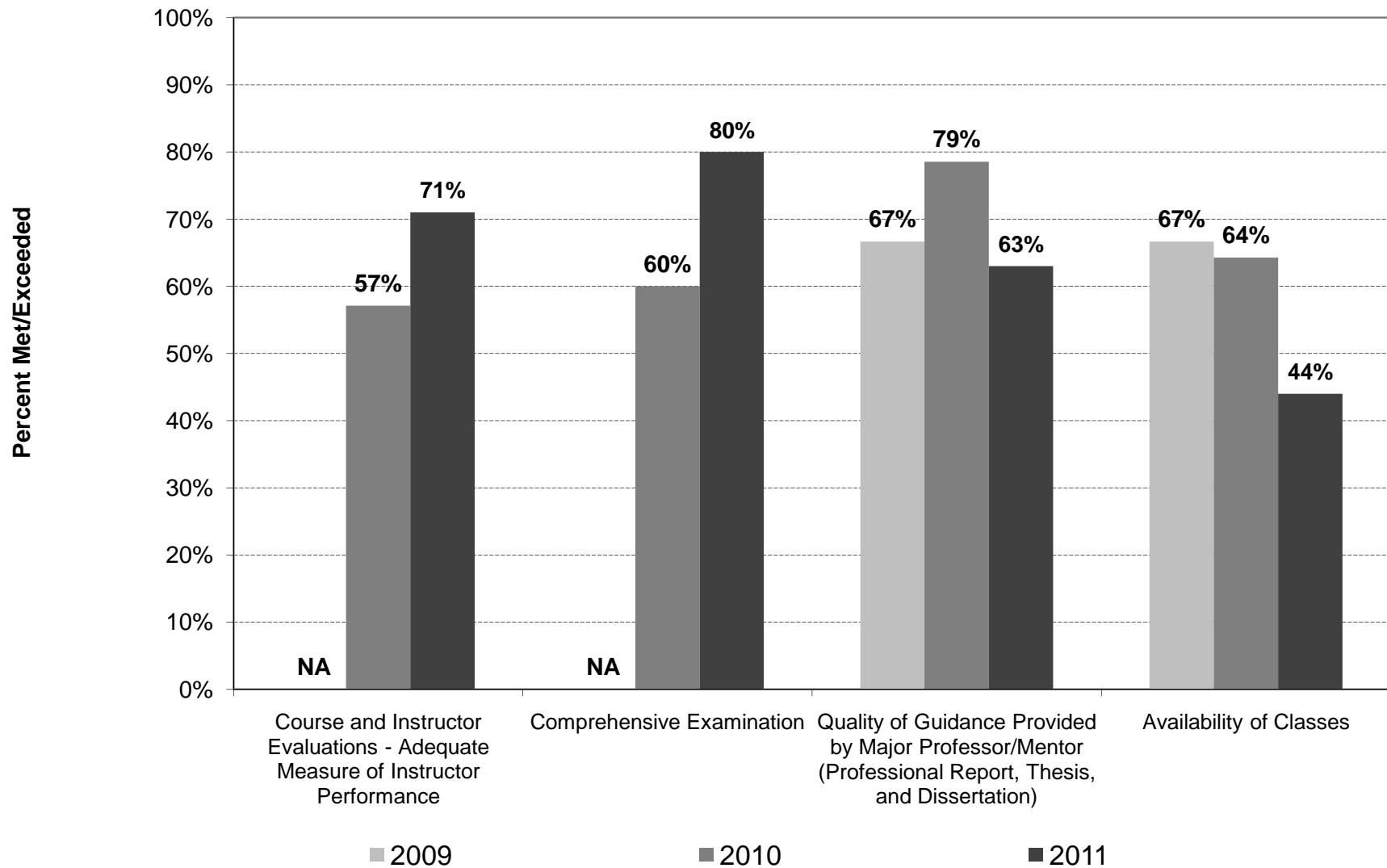
NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

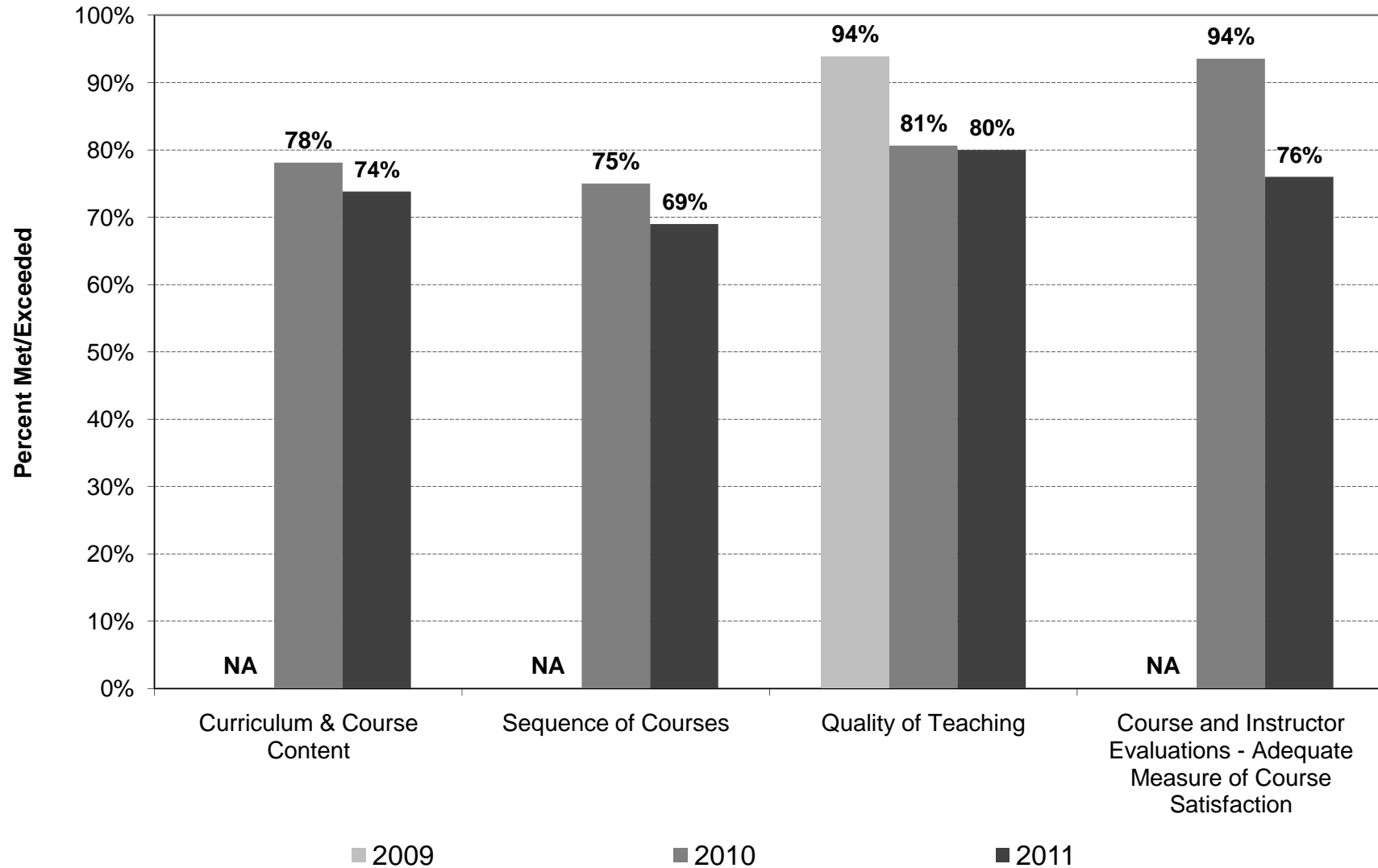
**Chart 3.17 - Academics - SPH-MHA**

NA - Not Applicable, program did not exist

For more information, please see the tables associated with this topic.

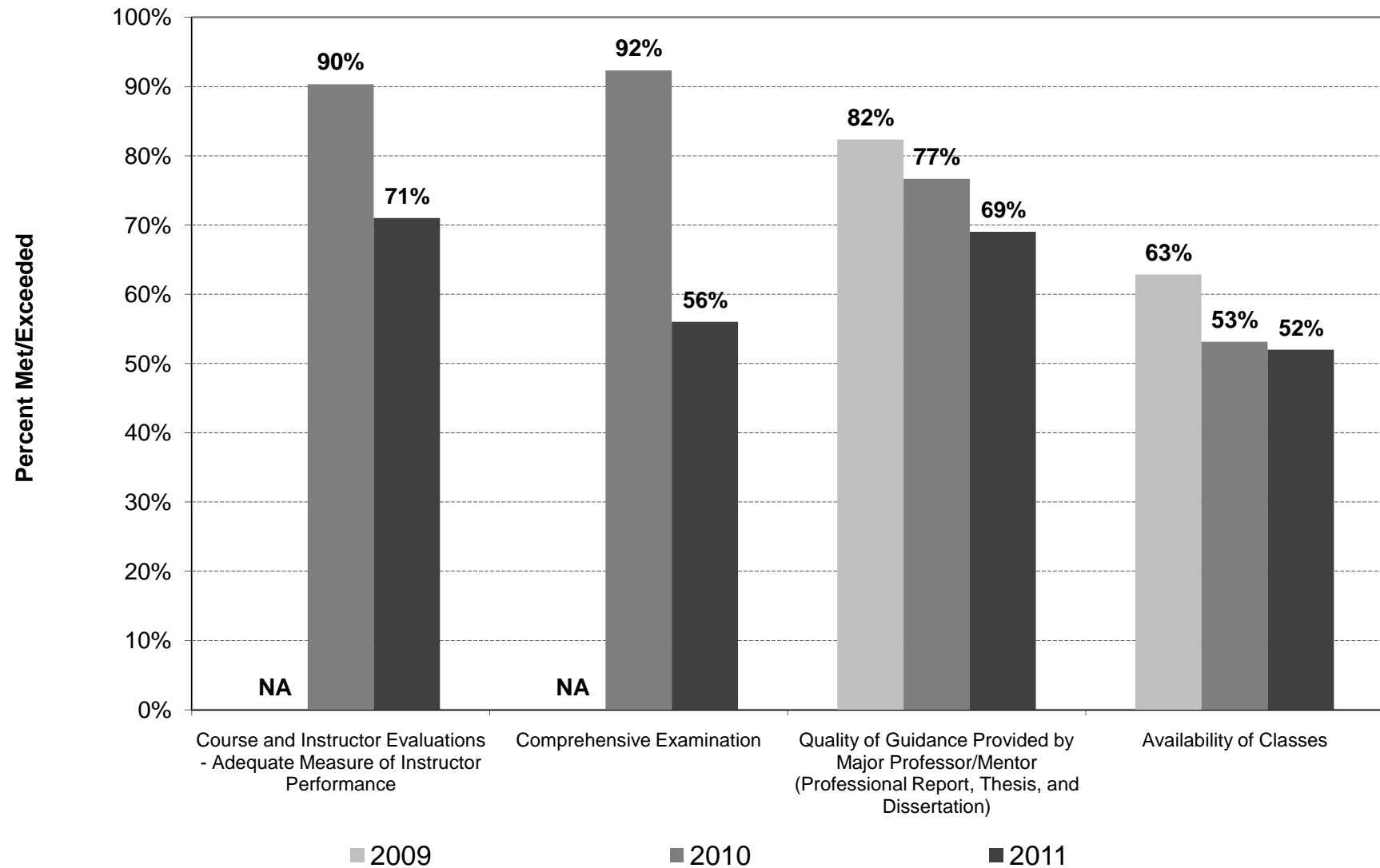
**Chart 3.18 - Academics - SPH-MHA**

NA - Not Applicable, program did not exist  
For more information, please see the tables associated with this topic.

**Chart 3.19 - Academics - SPH-DrPH**

NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

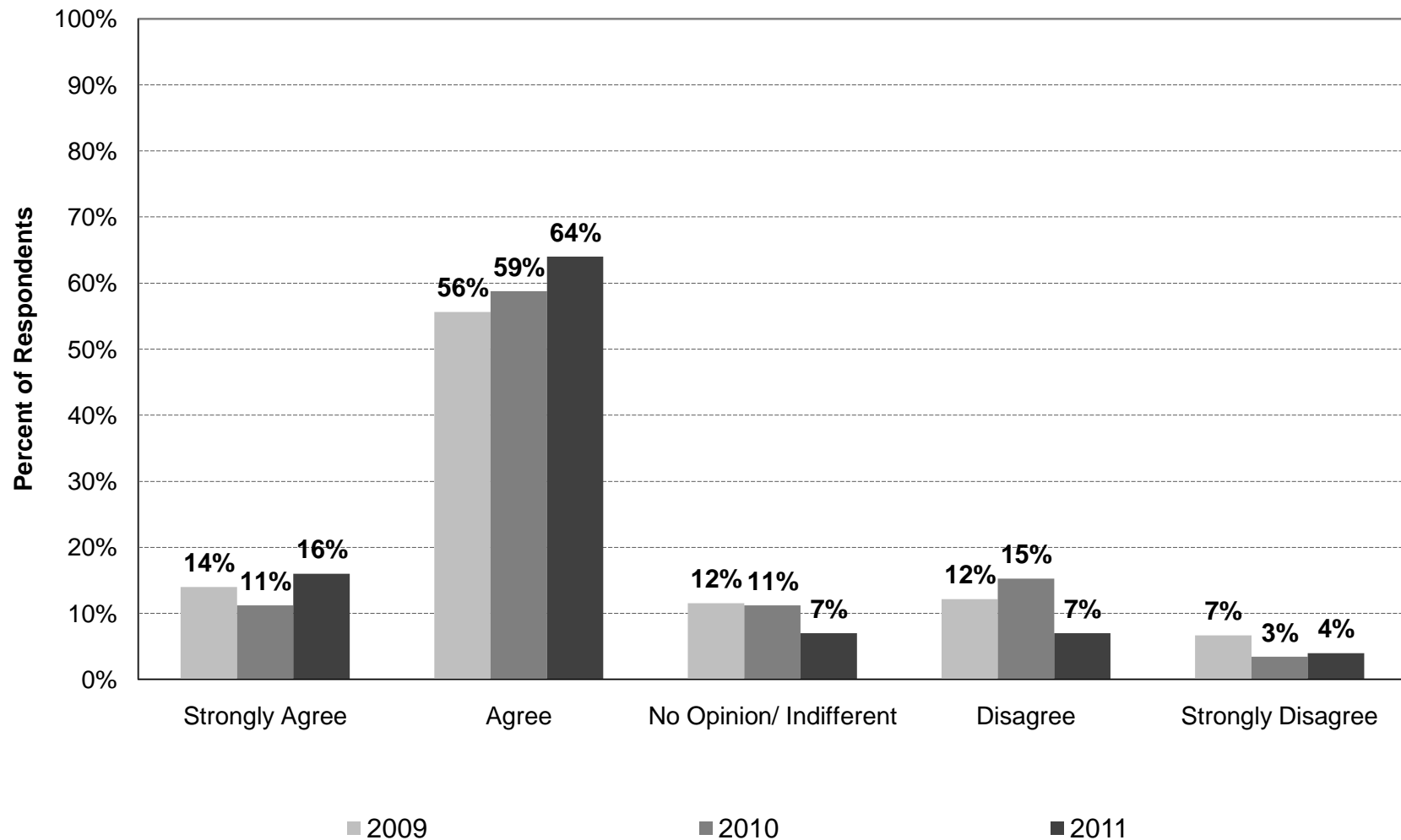
**Chart 3.20 - Academics - SPH-DrPH**

NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

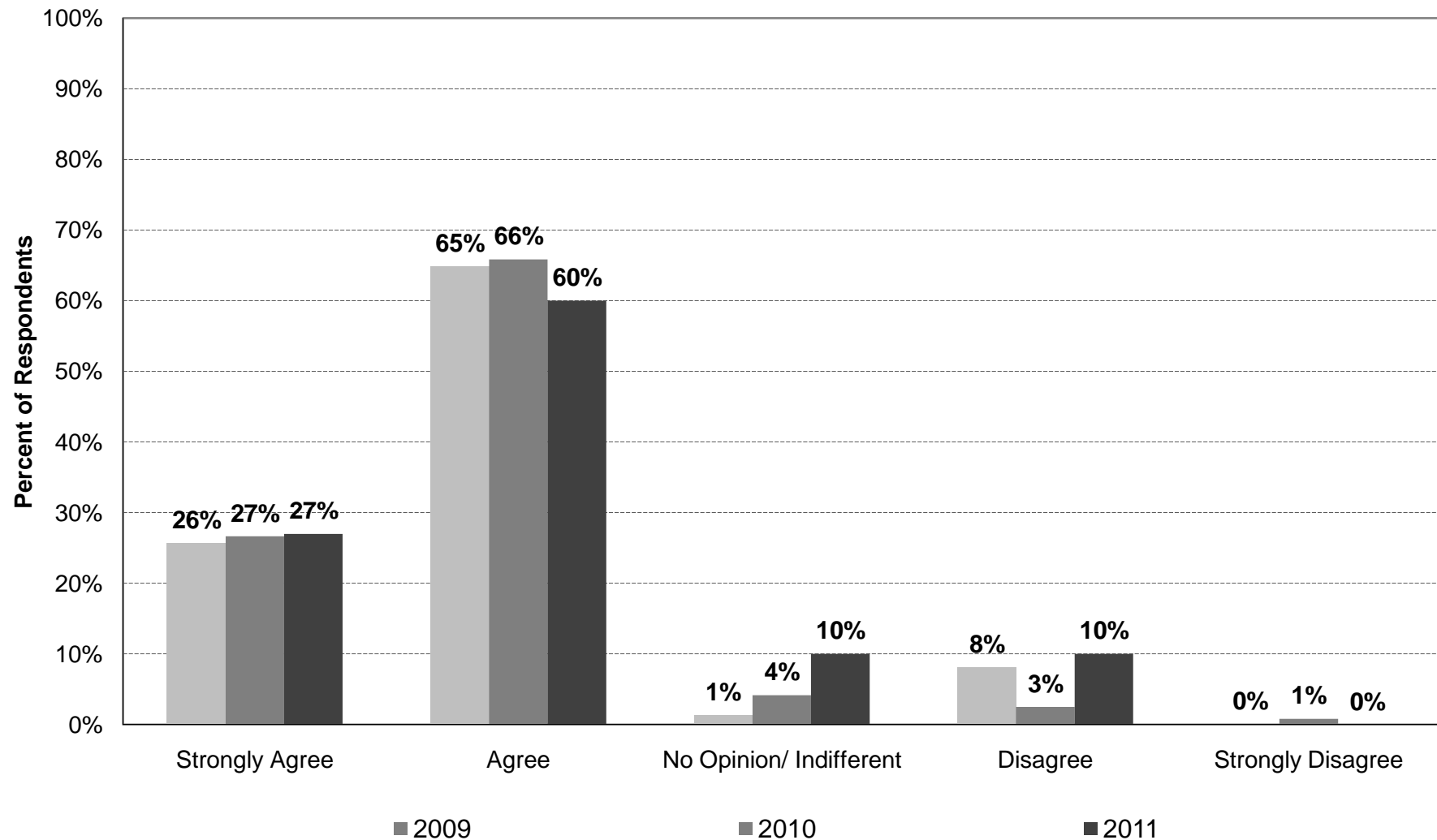


**Chart 3.21 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - TCOM-DO**



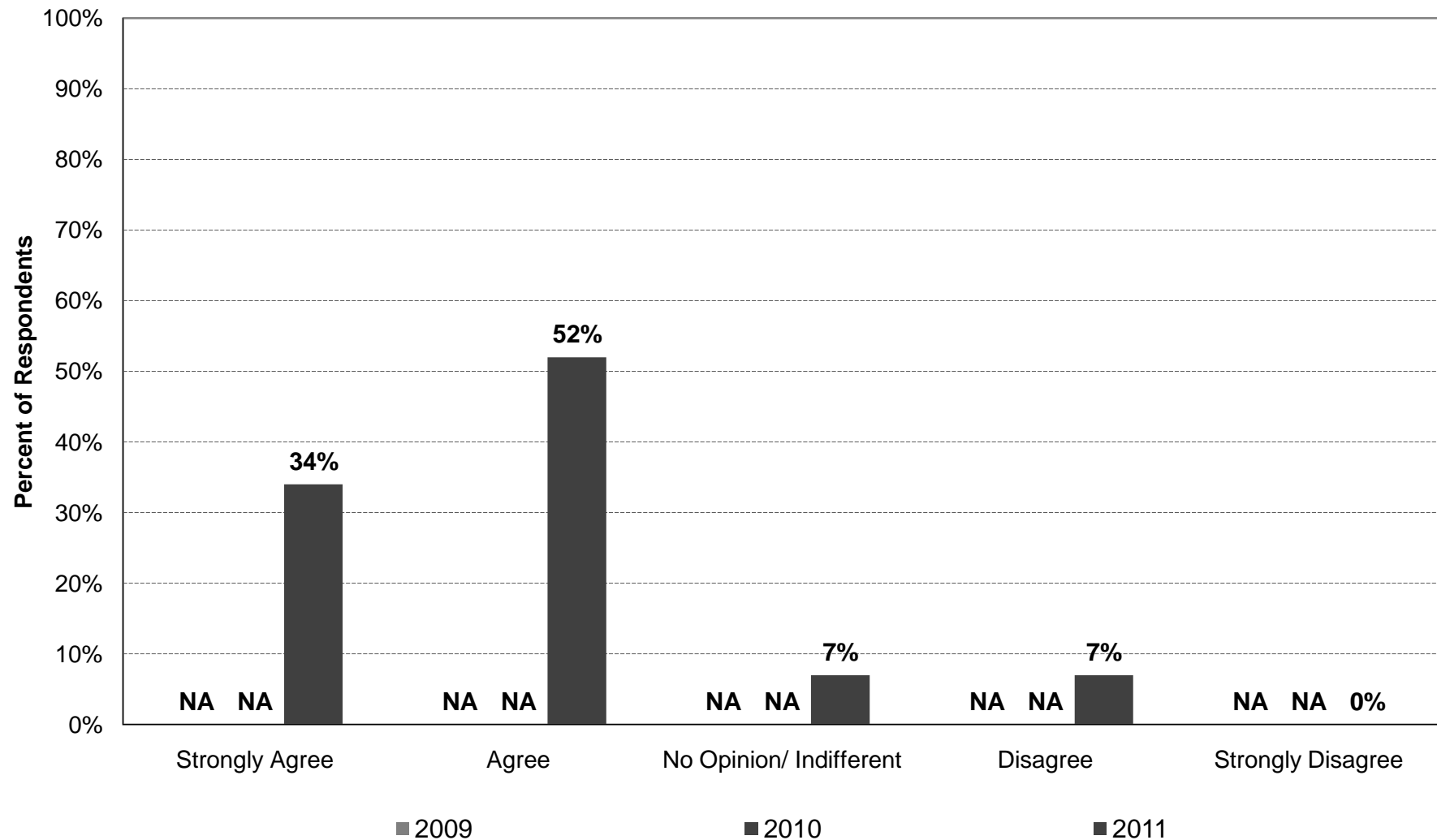
For more information, please see the tables associated with this topic.

**Chart 3.22 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - SHP-MPAS**



For more information, please see the tables associated with this topic.

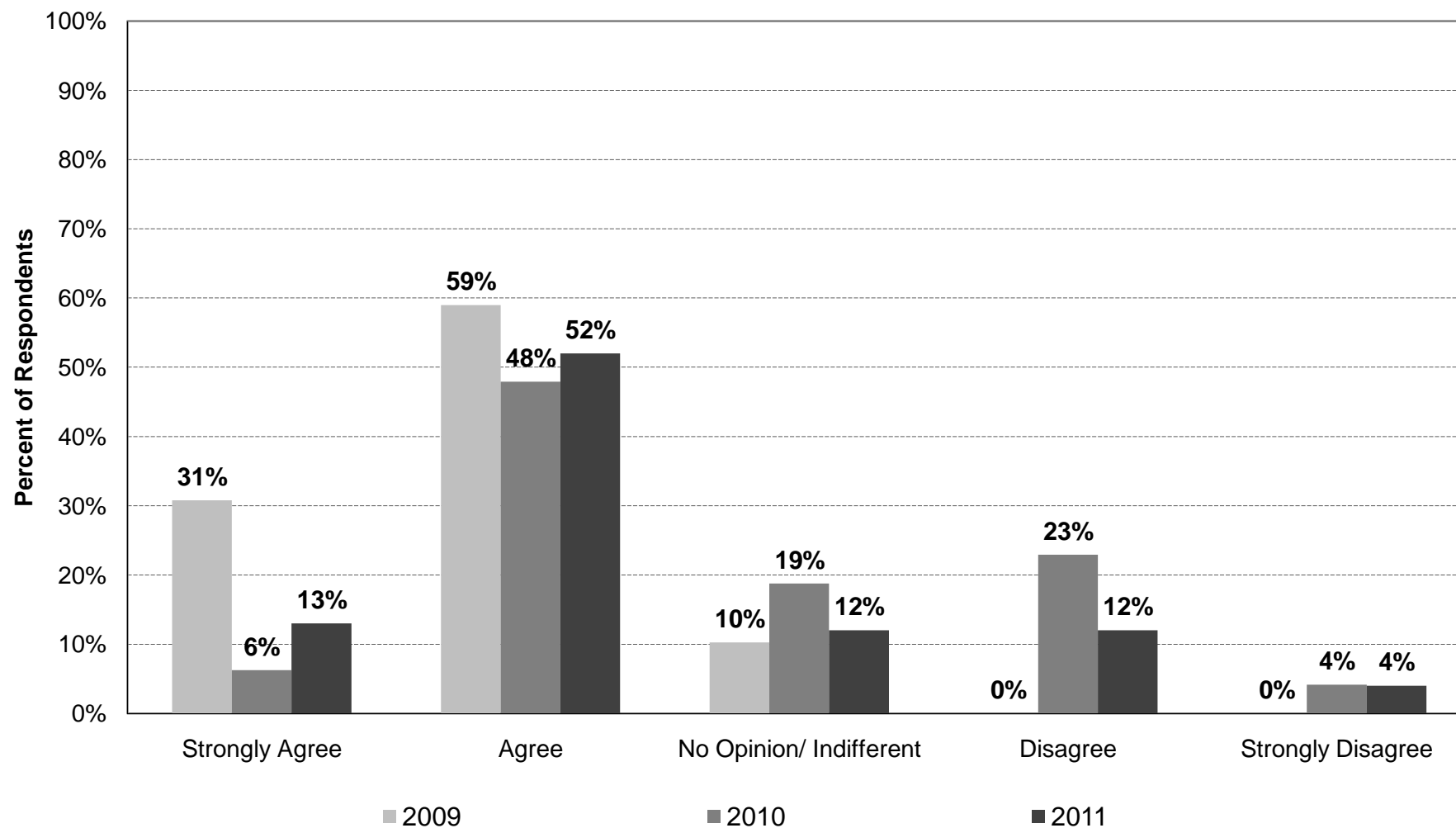
**Chart 3.23 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - SHP-DPT**



NA - Not Applicable, question not asked

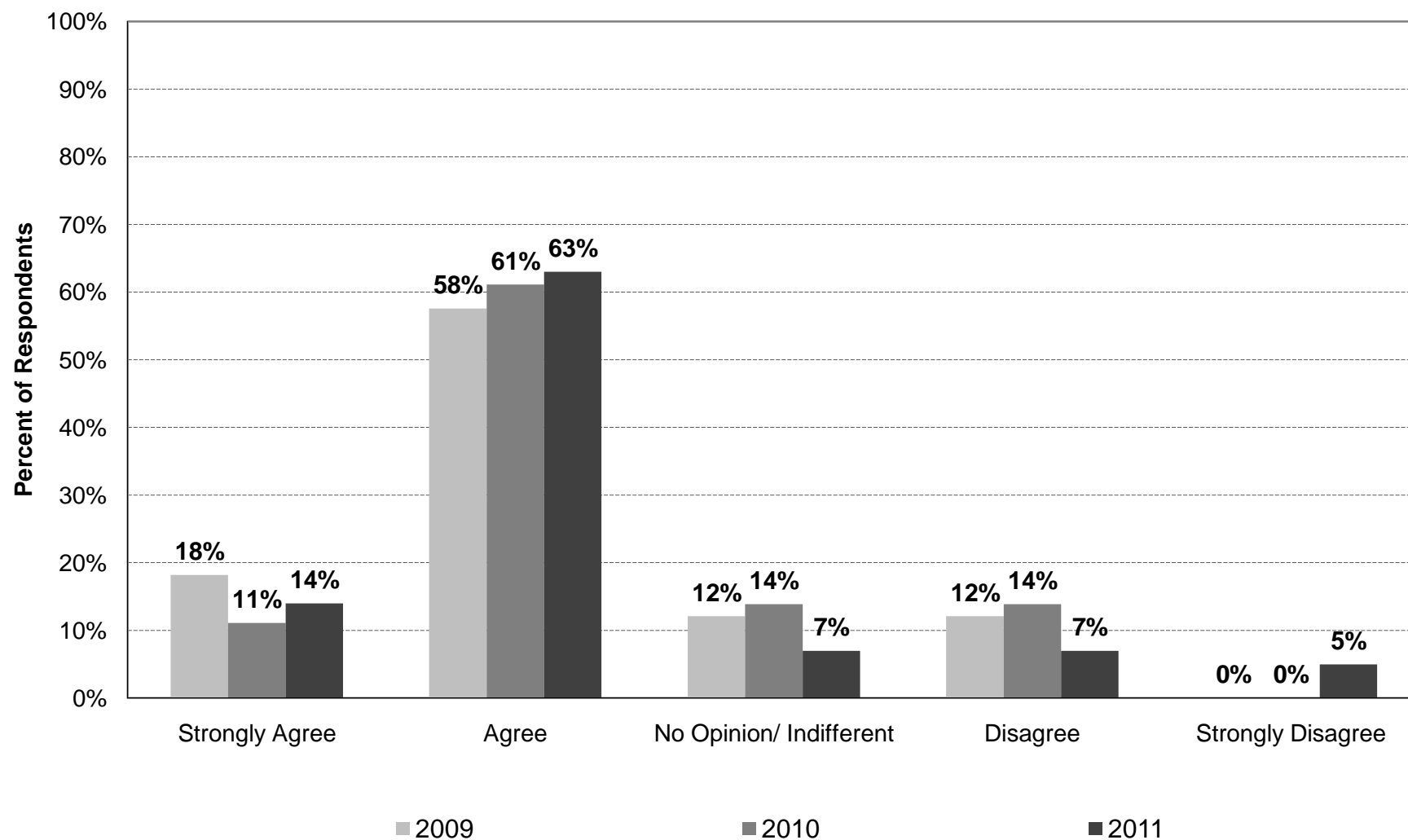
For more information, please see the tables associated with this topic.

**Chart 3.24 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.  
GSBS - Medical Science**



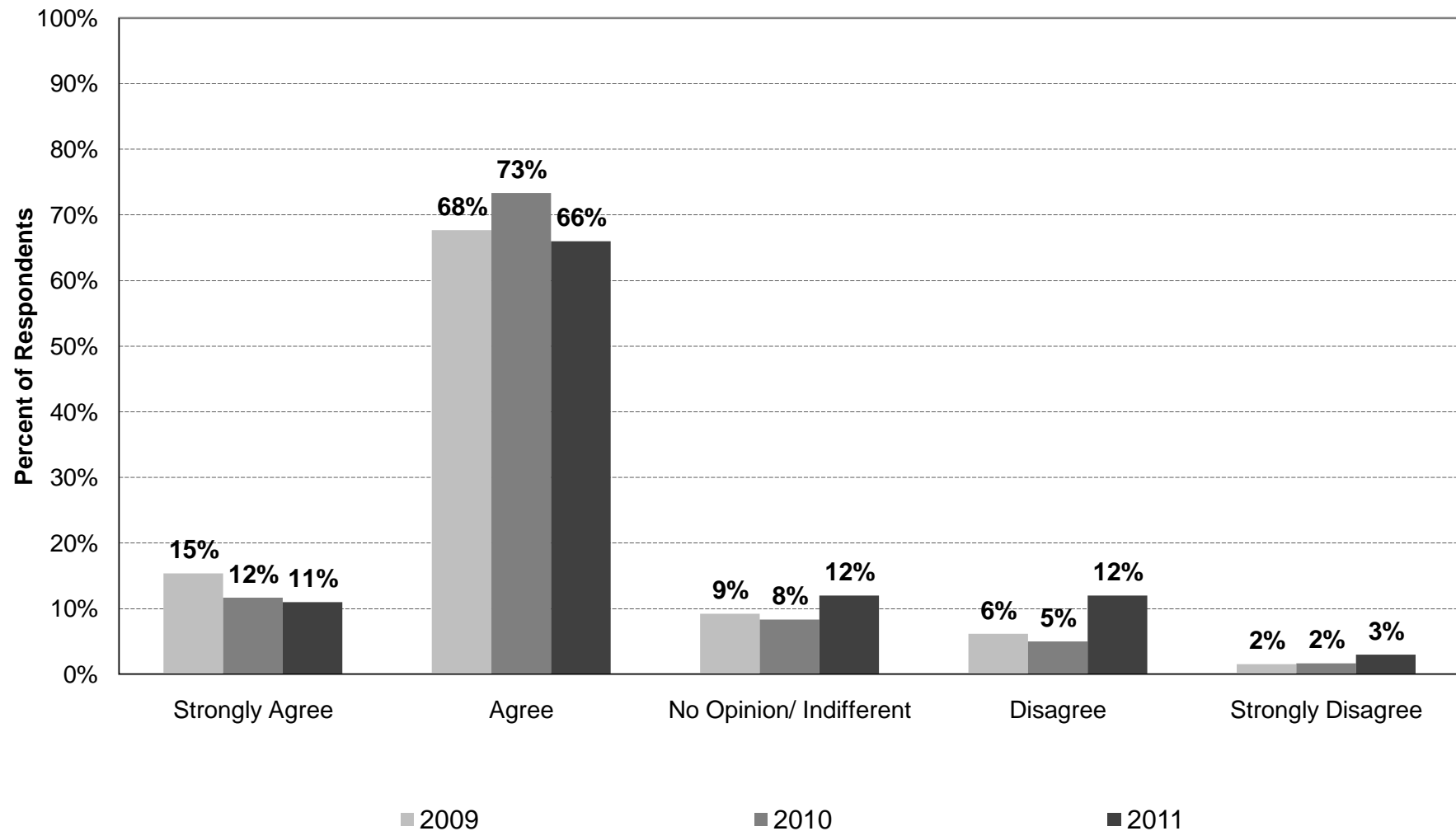
For more information, please see the tables associated with this topic.

**Chart 3.25 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - GSBS-MS**



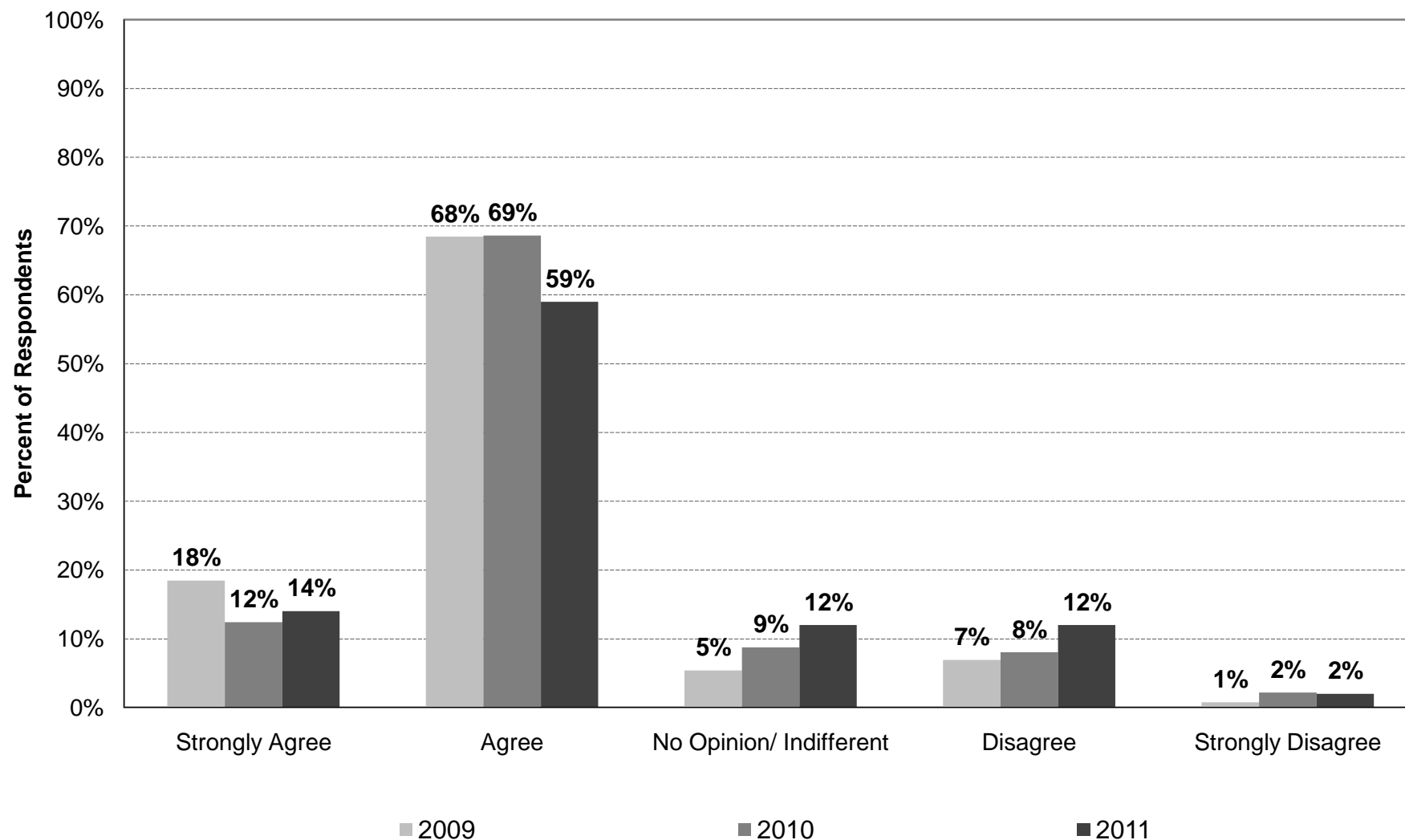
For more information, please see the tables associated with this topic.

**Chart 3.26 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.**  
**GSBS-PhD**



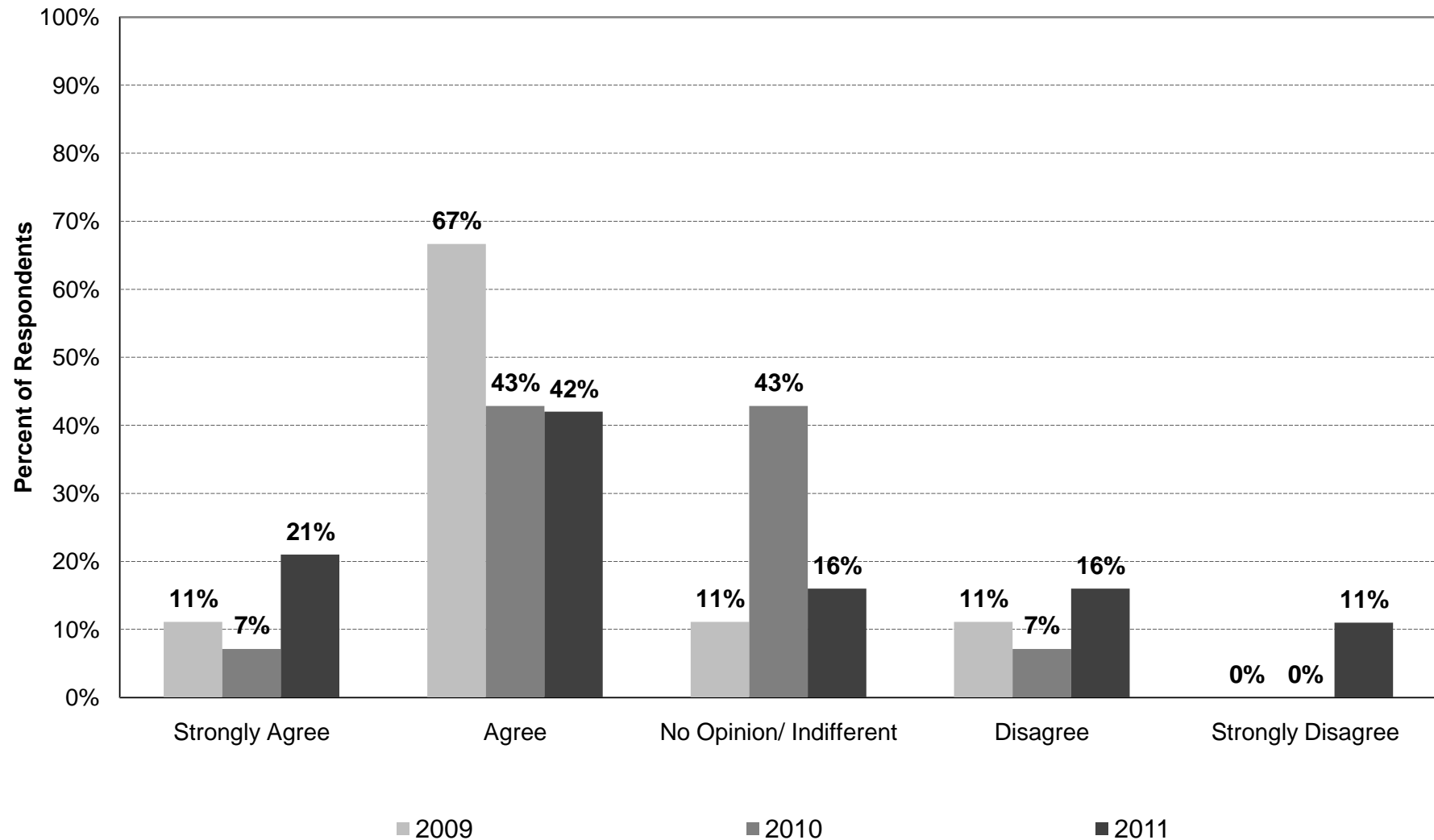
For more information, please see the tables associated with this topic.

**Chart 3.27 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - SPH-MPH**



For more information, please see the tables associated with this topic.

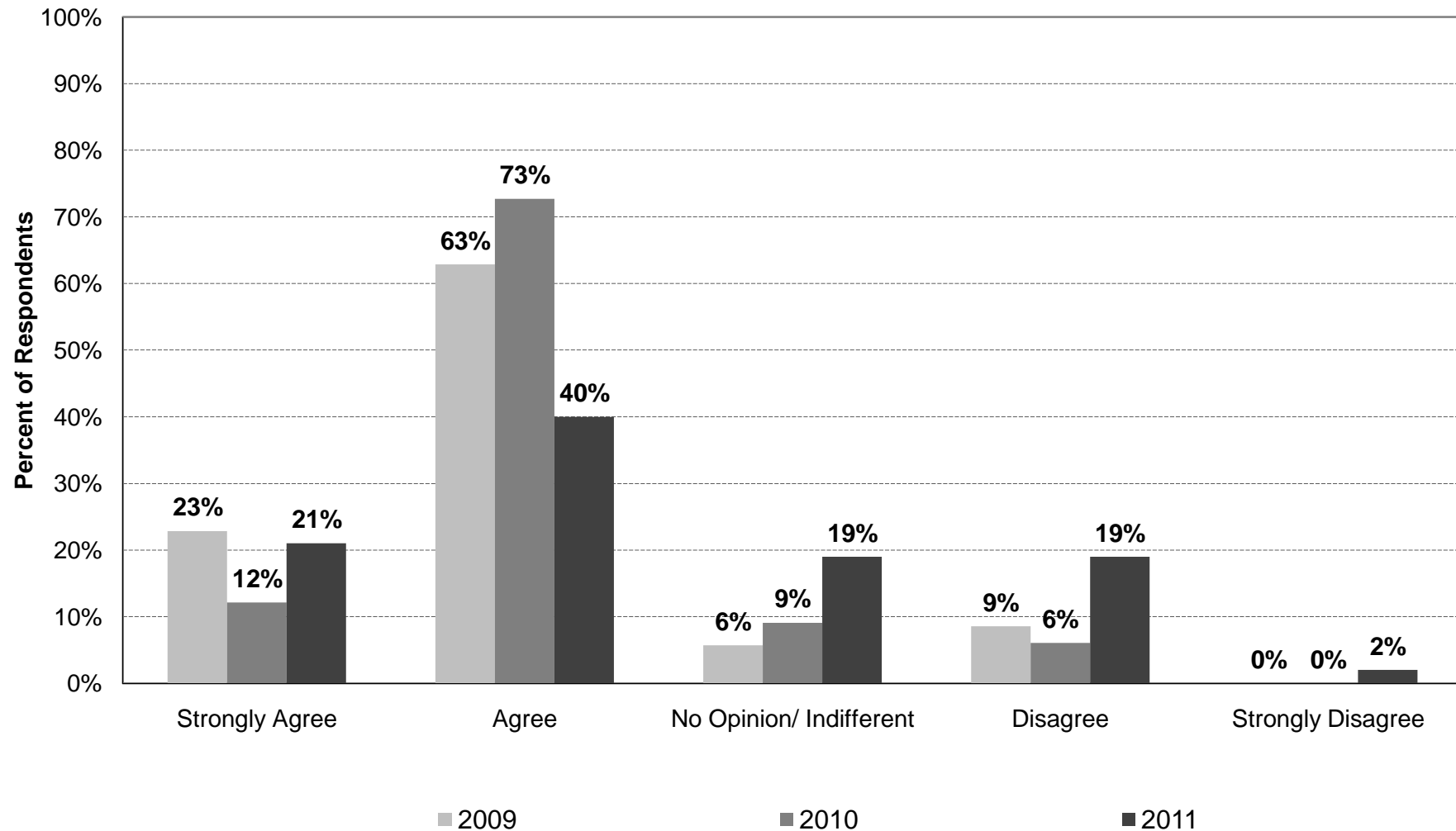
**Chart 3.28 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education. - SPH-MHA**



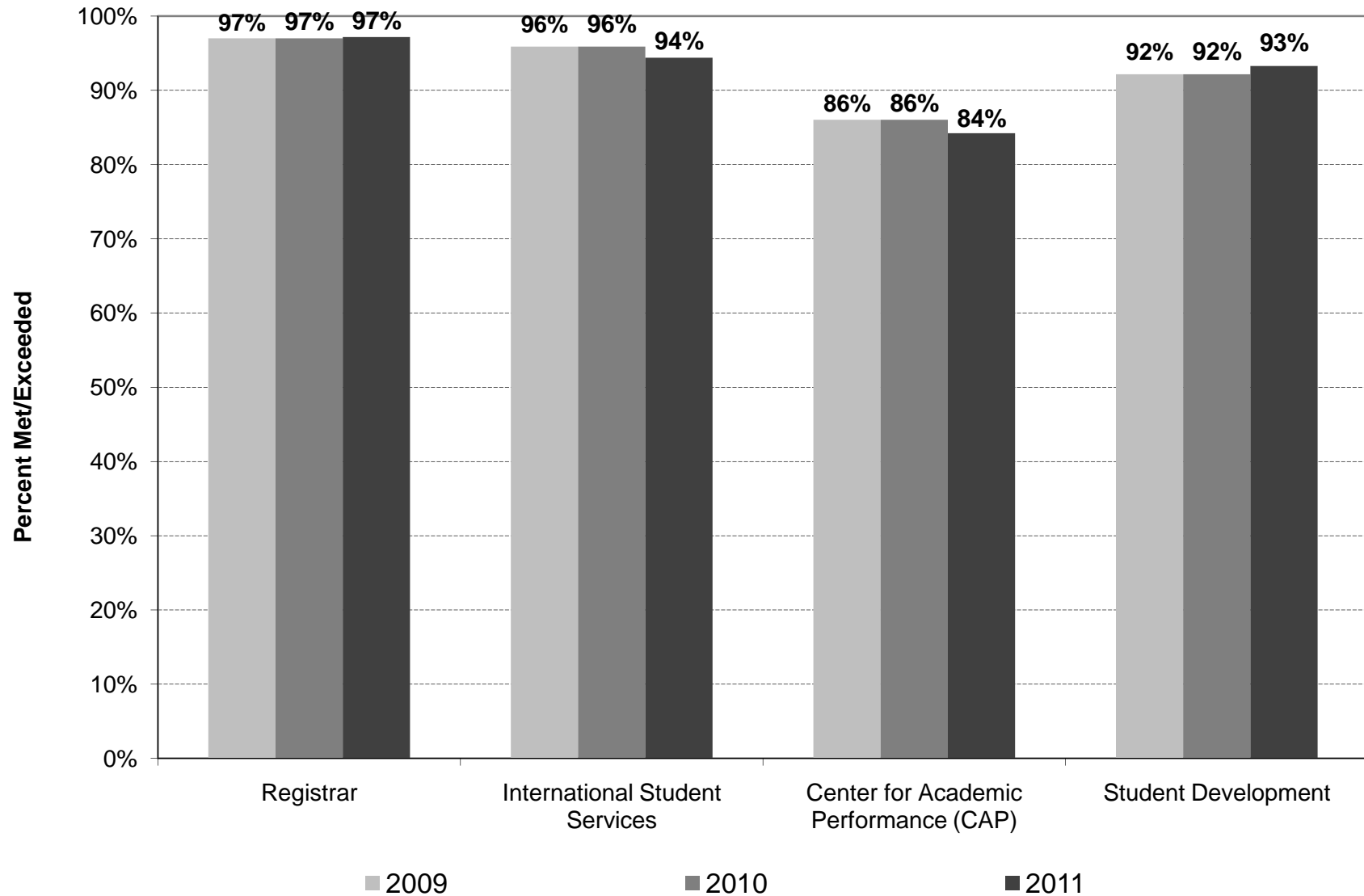
For more information, please see the tables associated with this topic.



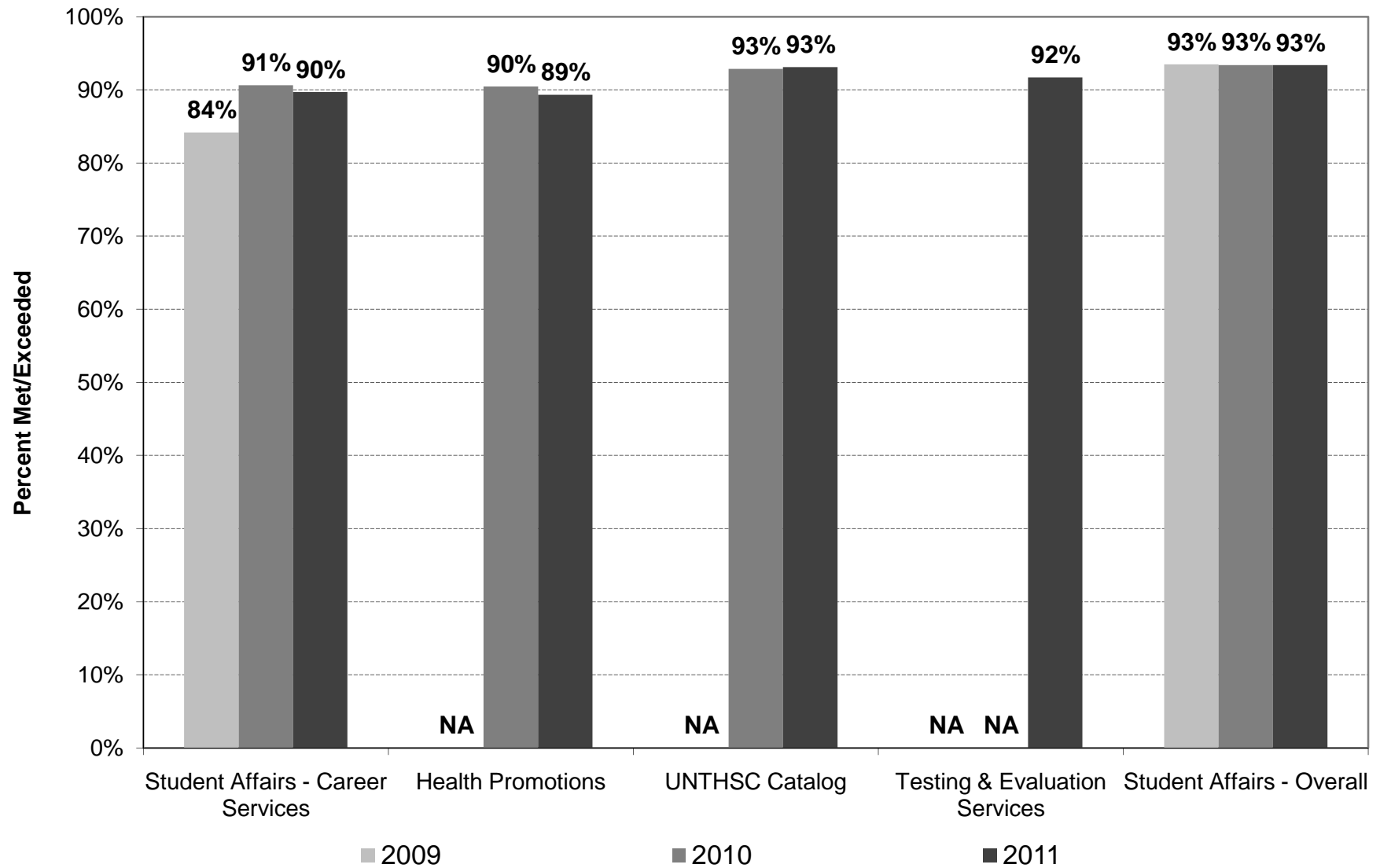
**Chart 3.29 - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.  
SPH - DrPH/PhD**



For more information, please see the tables associated with this topic.

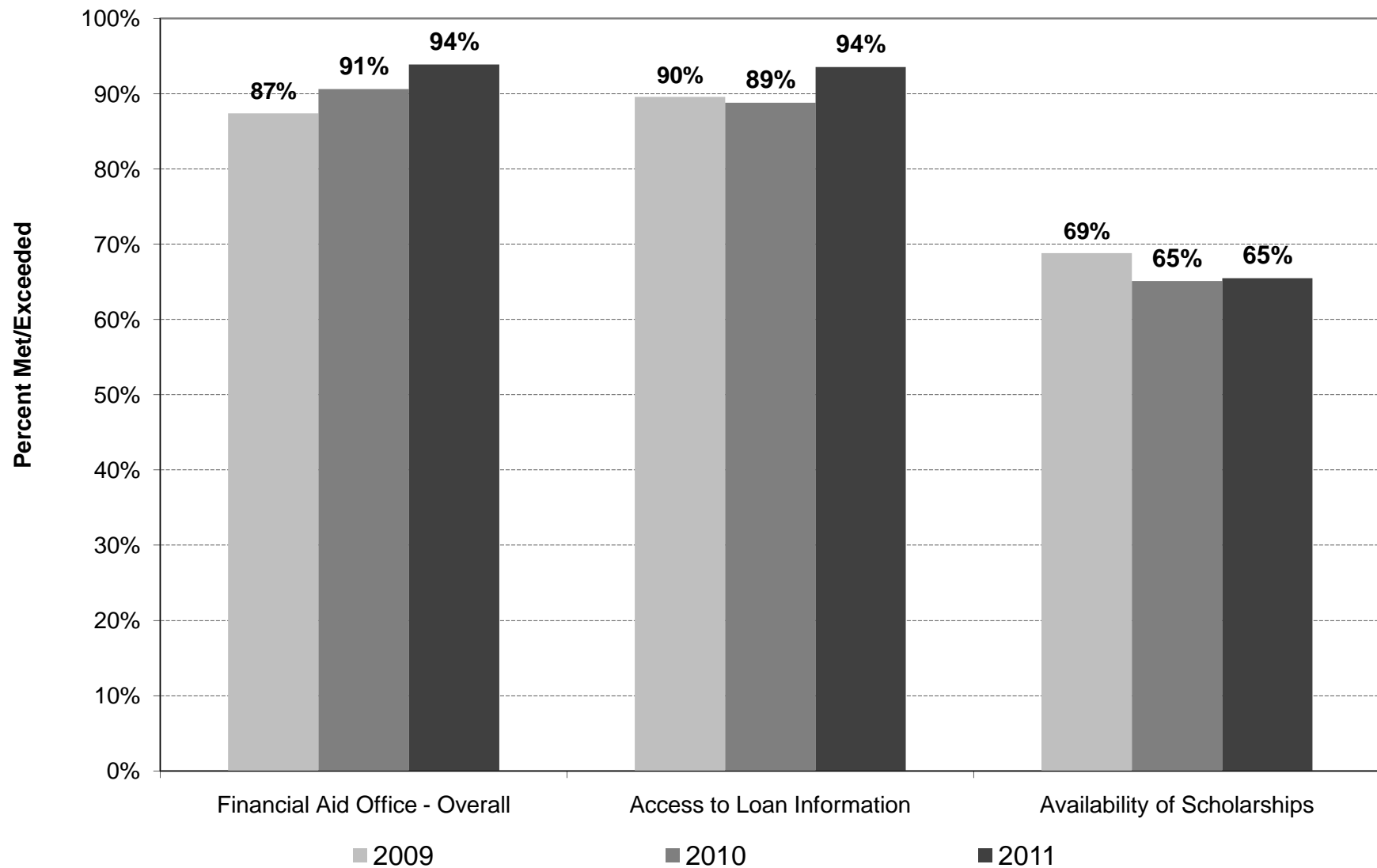
**Chart 4.1 - Student Affairs**

For more information, please see the tables associated with this topic.

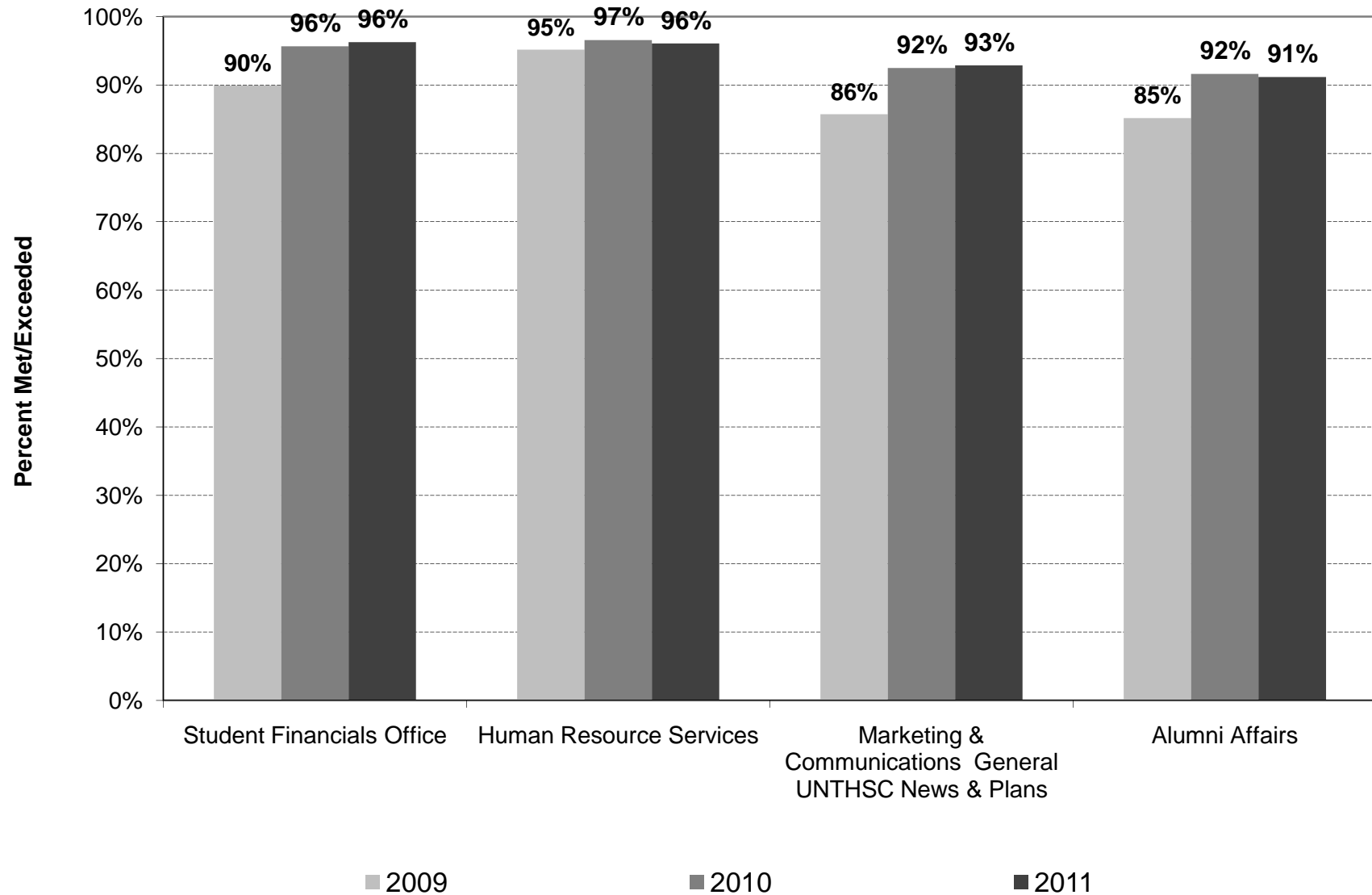
**Chart 4.2 - Student Affairs**

NA - Not Applicable, question not asked

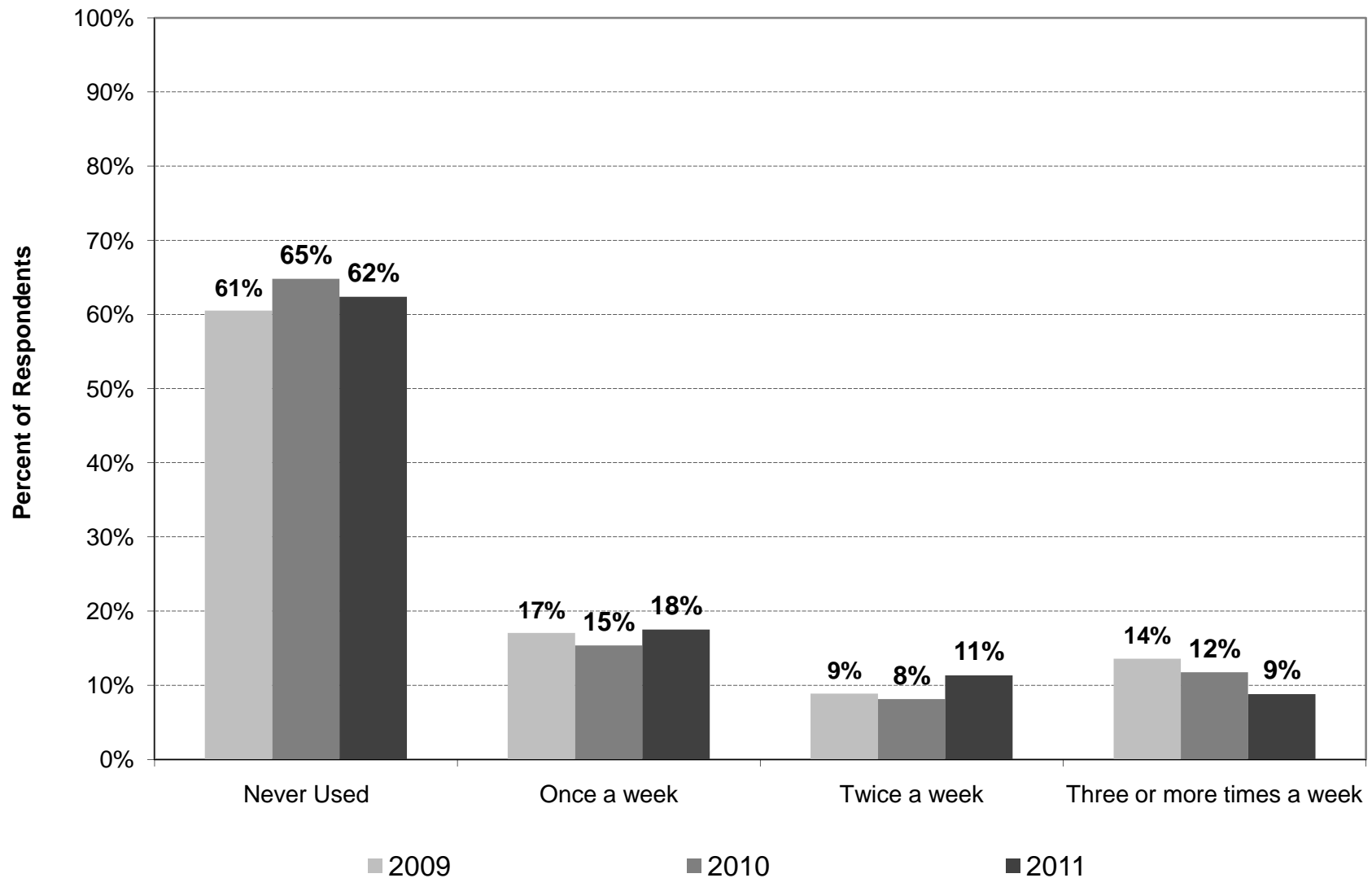
For more information, please see the tables associated with this topic.

**Chart 4.3 - Financial Aid**

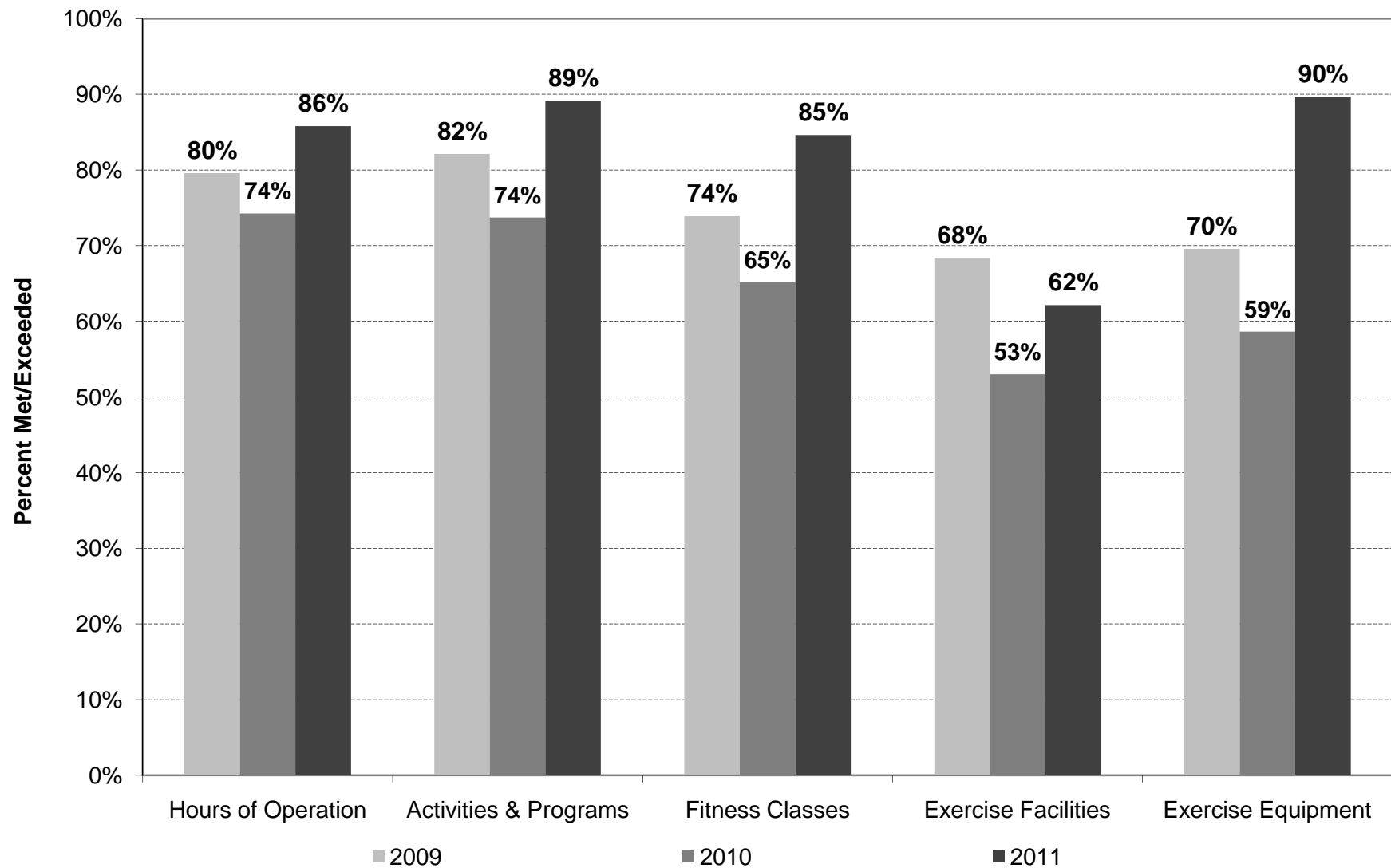
For more information, please see the tables associated with this topic.

**Chart 4.3 - Other Institutional Services and Offices**

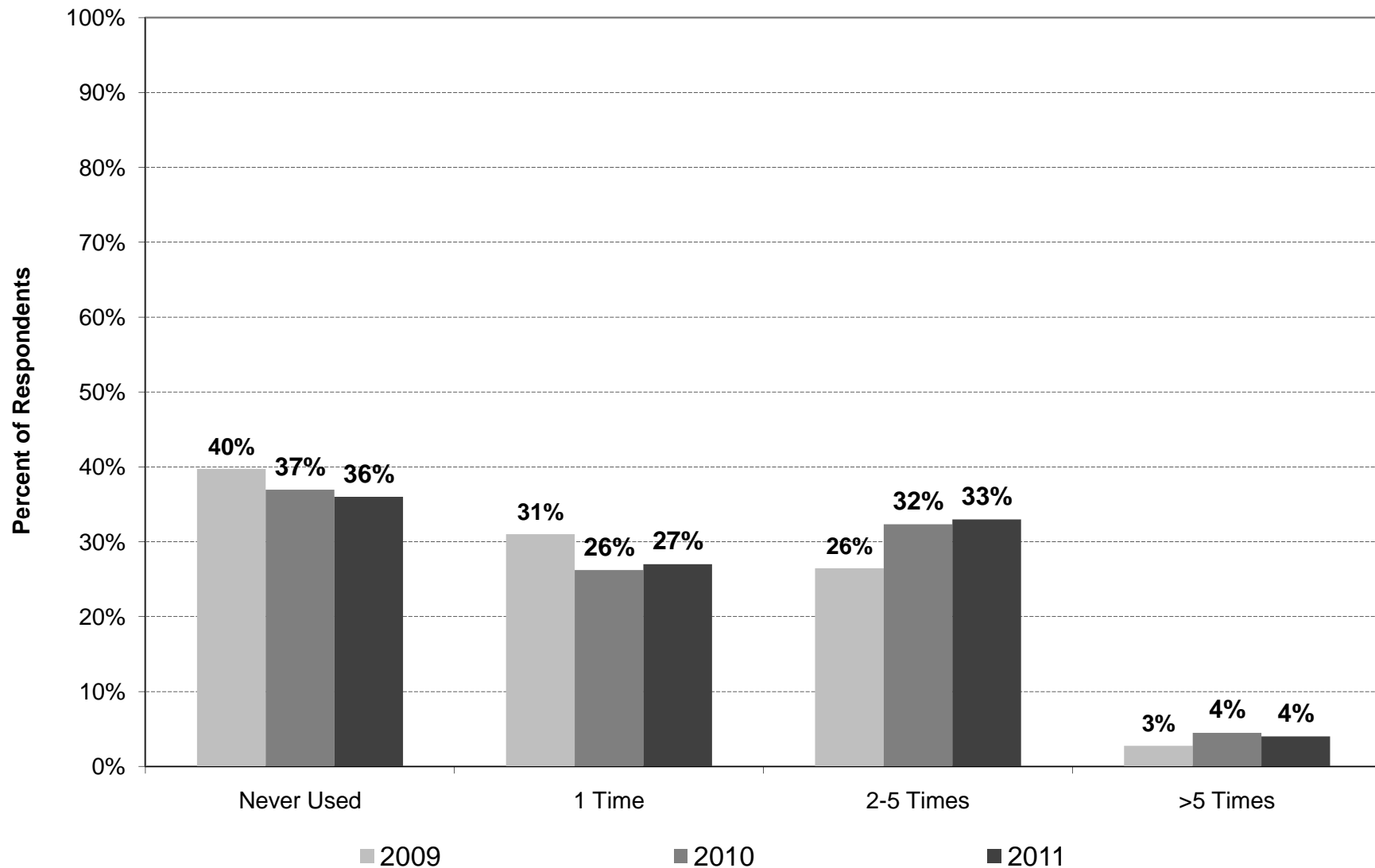
For more information, please see the tables associated with this topic.

**Chart 4.5 - Founders Activity Center: Frequency of Use**

For more information, please see the tables associated with this topic.

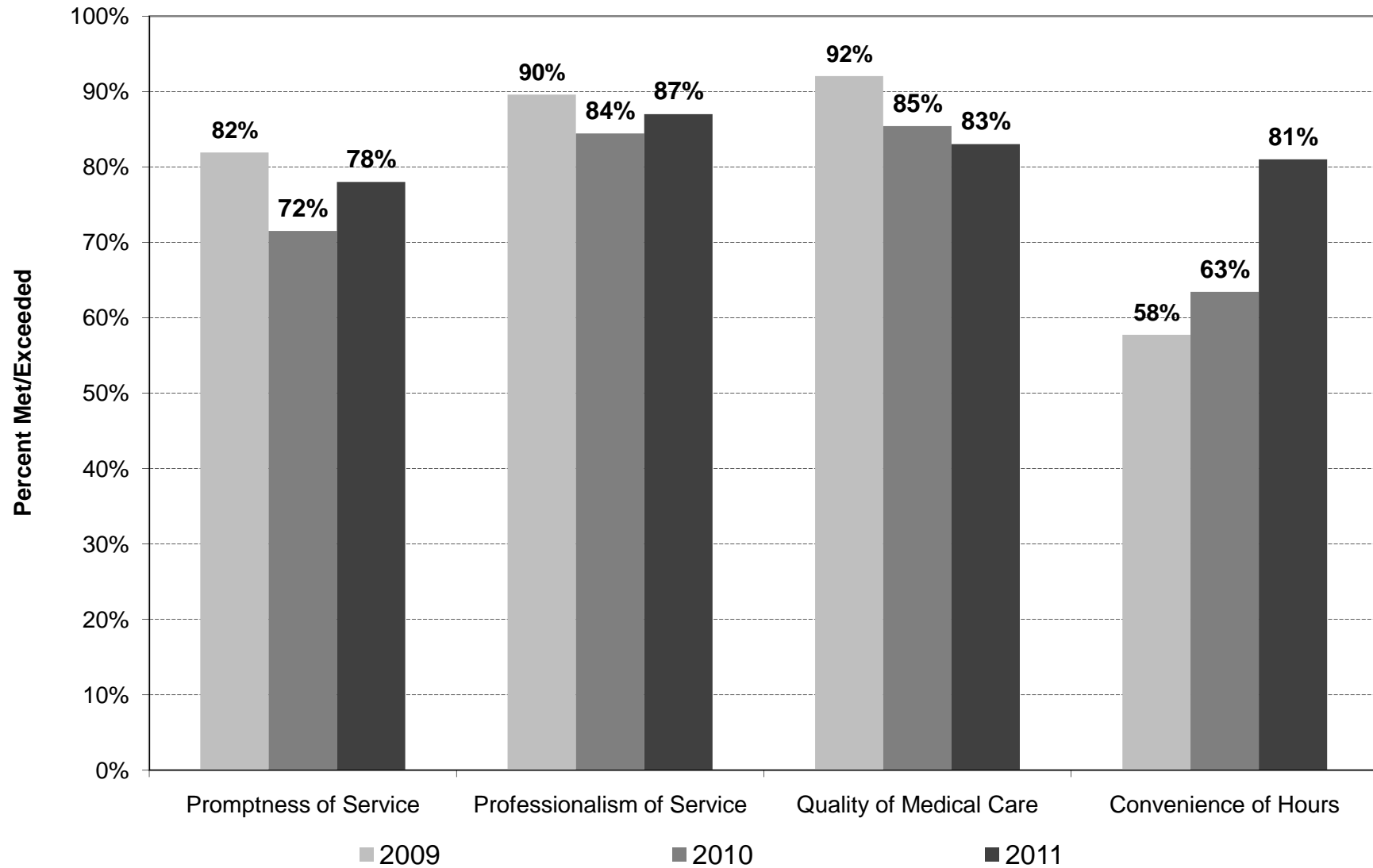
**Chart 4.6 - Founders Activity Center**

For more information, please see the tables associated with this topic.

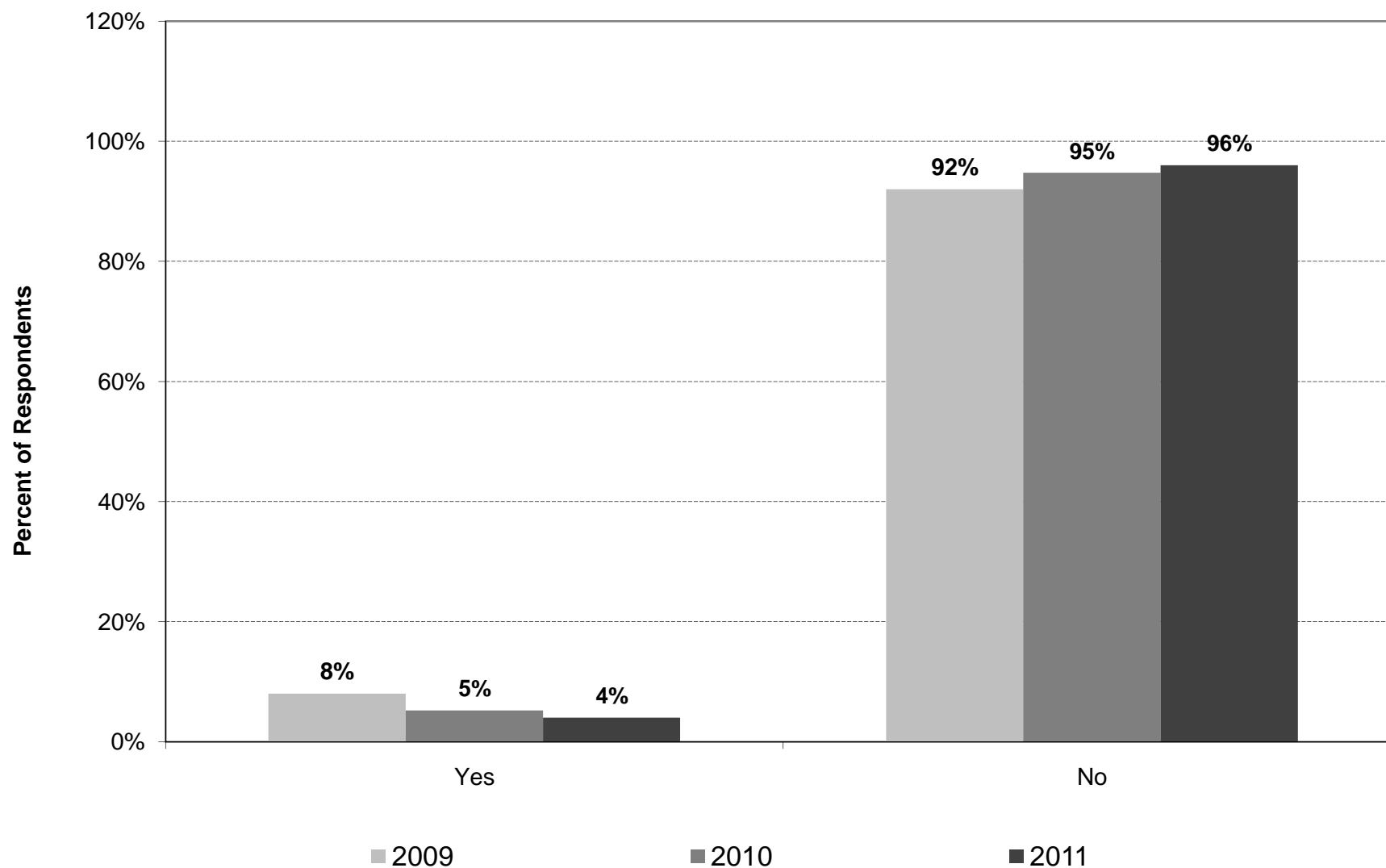
**Chart 5.1 - Student Health Clinic: Frequency of Use**

For more information, please see the tables associated with this topic.

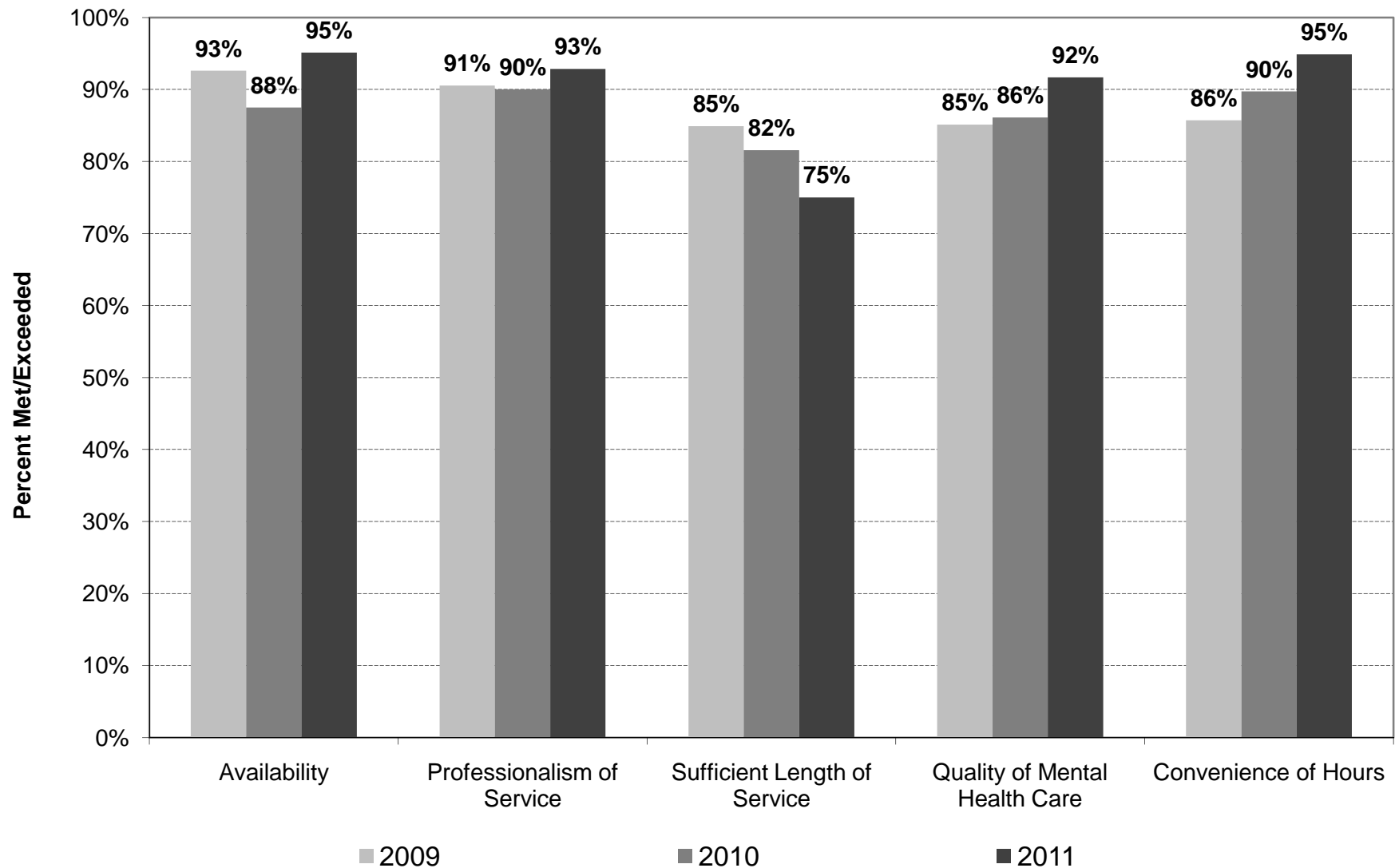


**Chart 5.2 - Student Health Clinic**

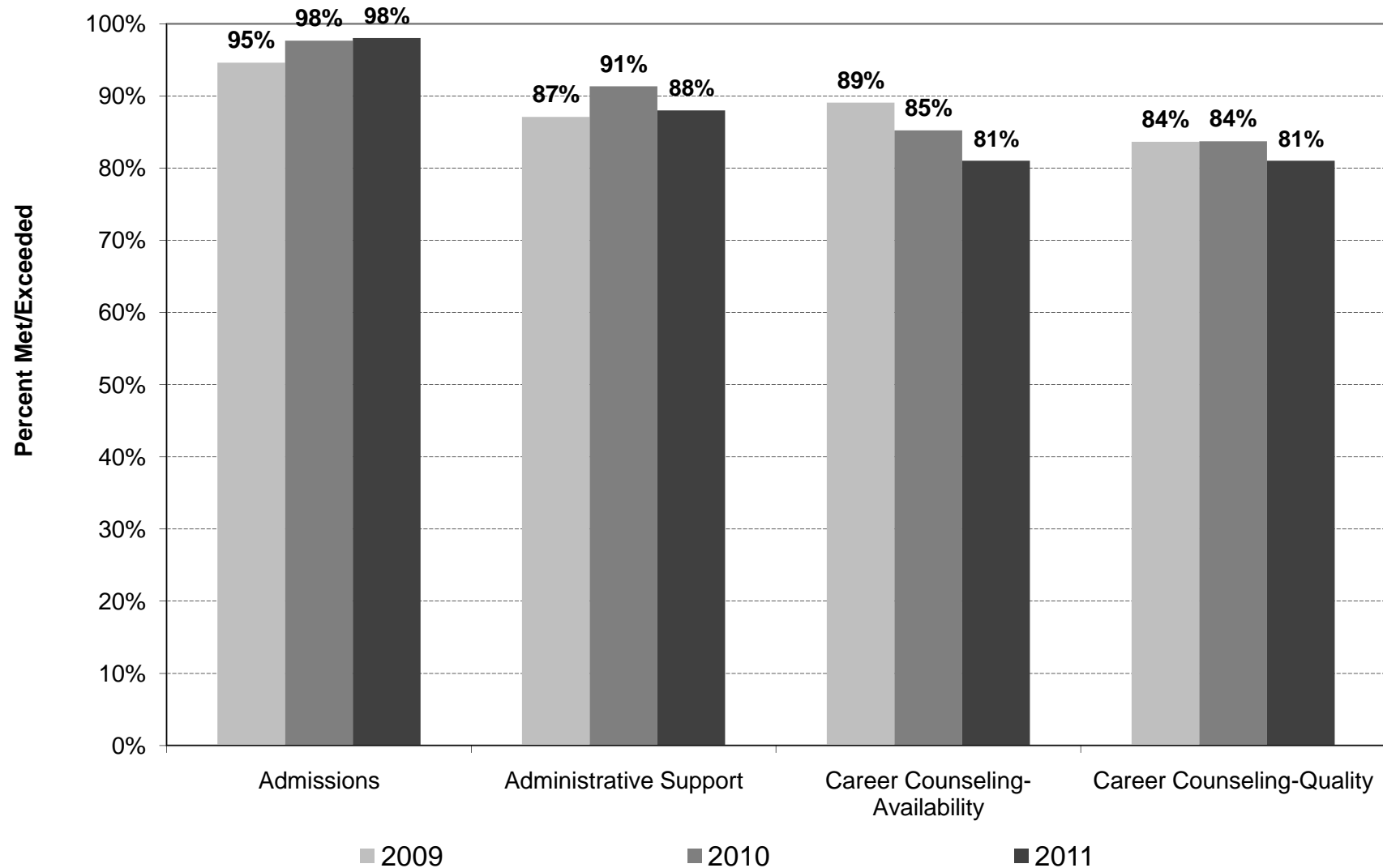
For more information, please see the tables associated with this topic.

**Chart 6.1 - Student Assistance Program (SAP): Used by Students**

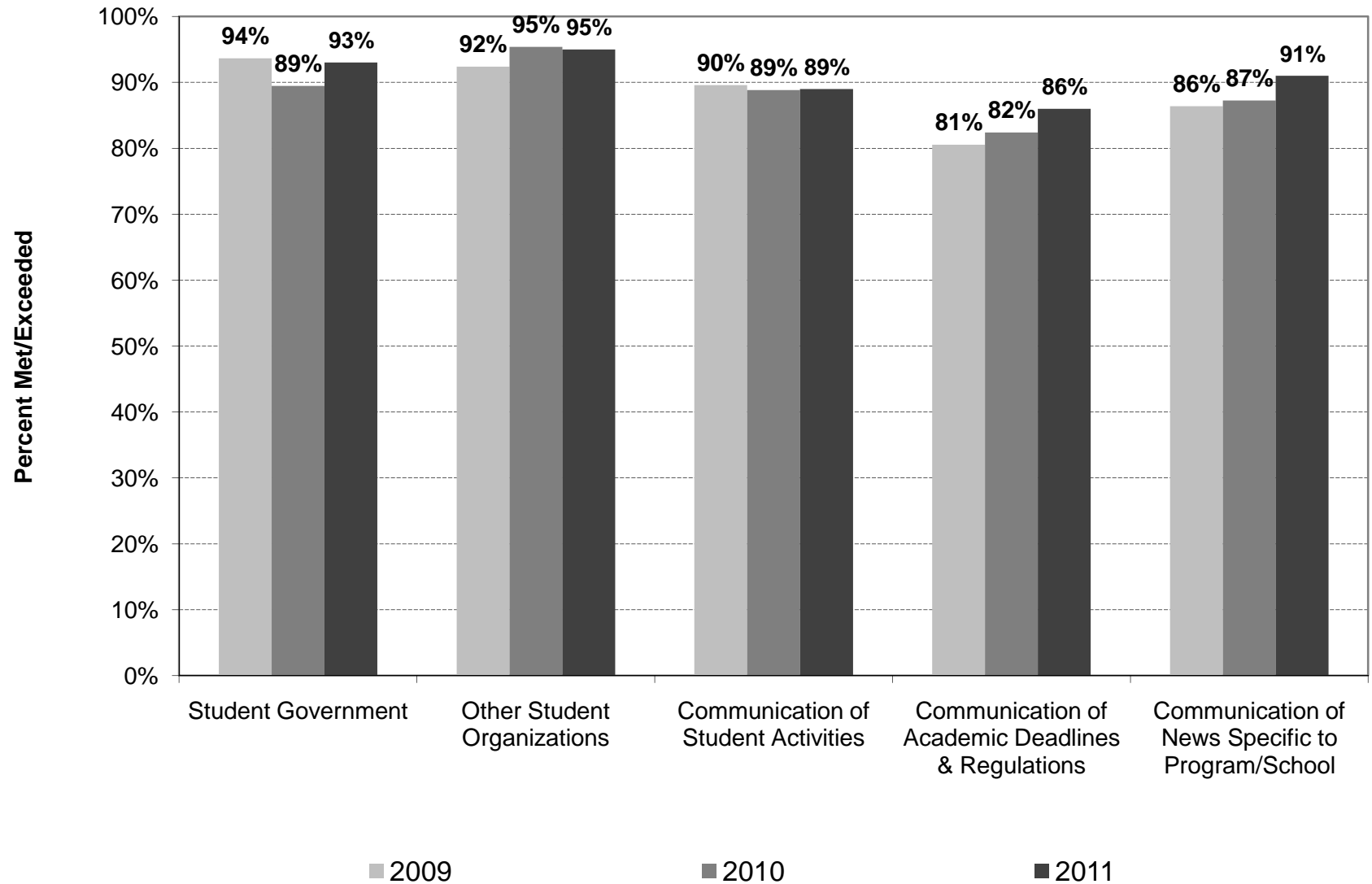
For more information, please see the tables associated with this topic.

**Chart 6.2 - Student Assistance Program (SAP)**

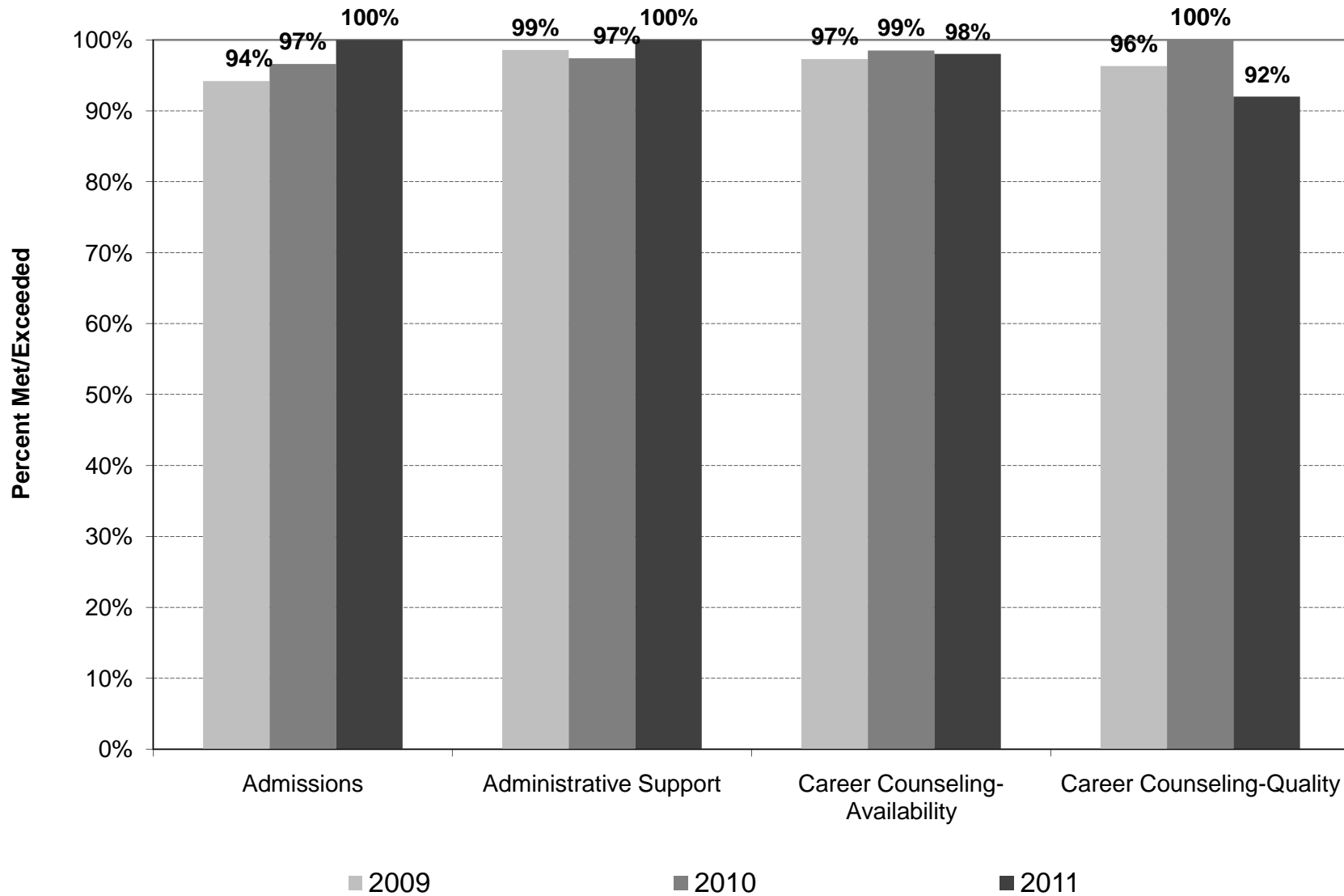
For more information, please see the tables associated with this topic.

**Chart 7.1 - Institutional Services Provided by Educational Program - TCOM-DO**

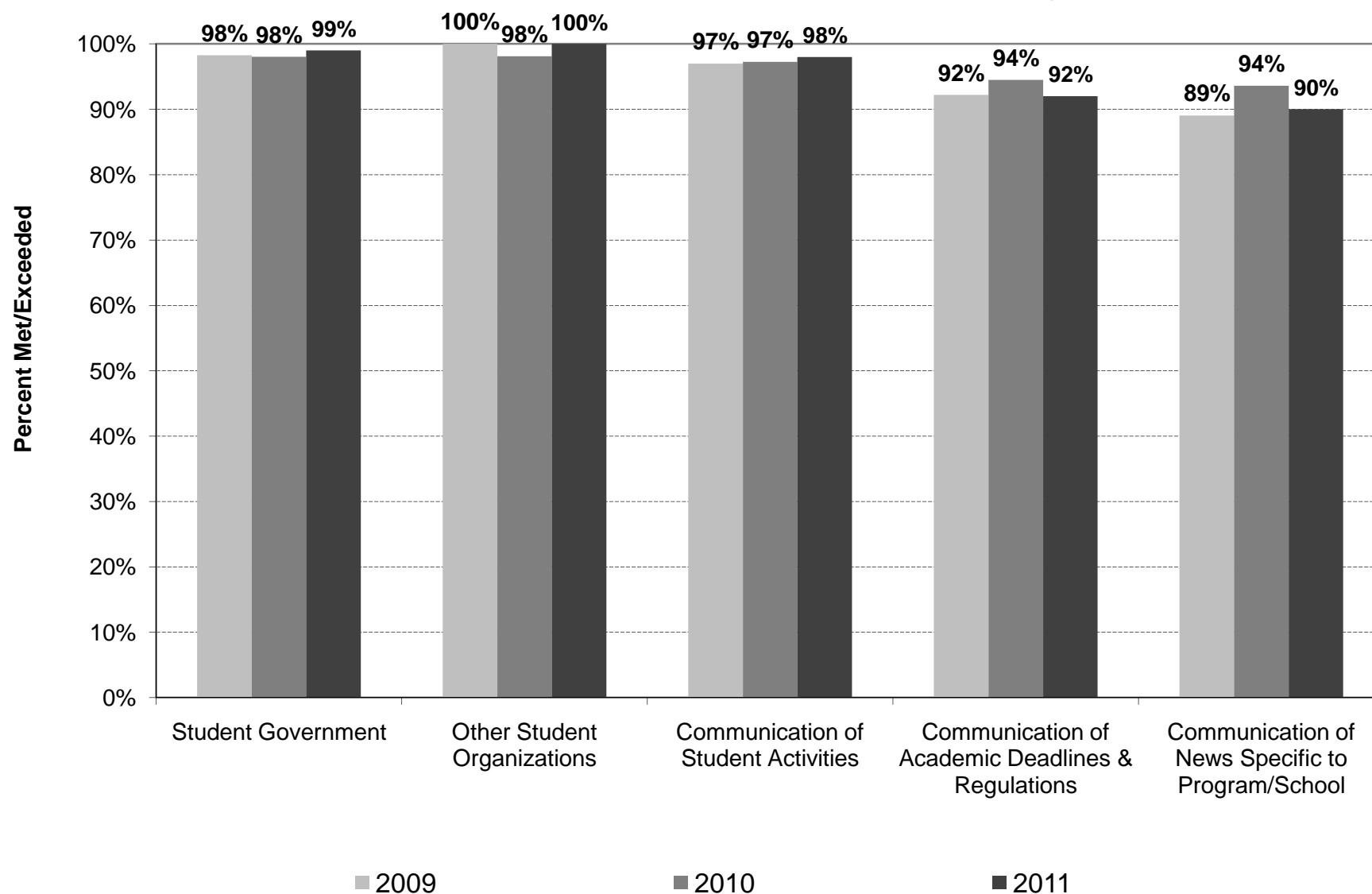
For more information, please see the tables associated with this topic.

**Chart 7.2 - Institutional Services Provided by Educational Program - TCOM-DO**

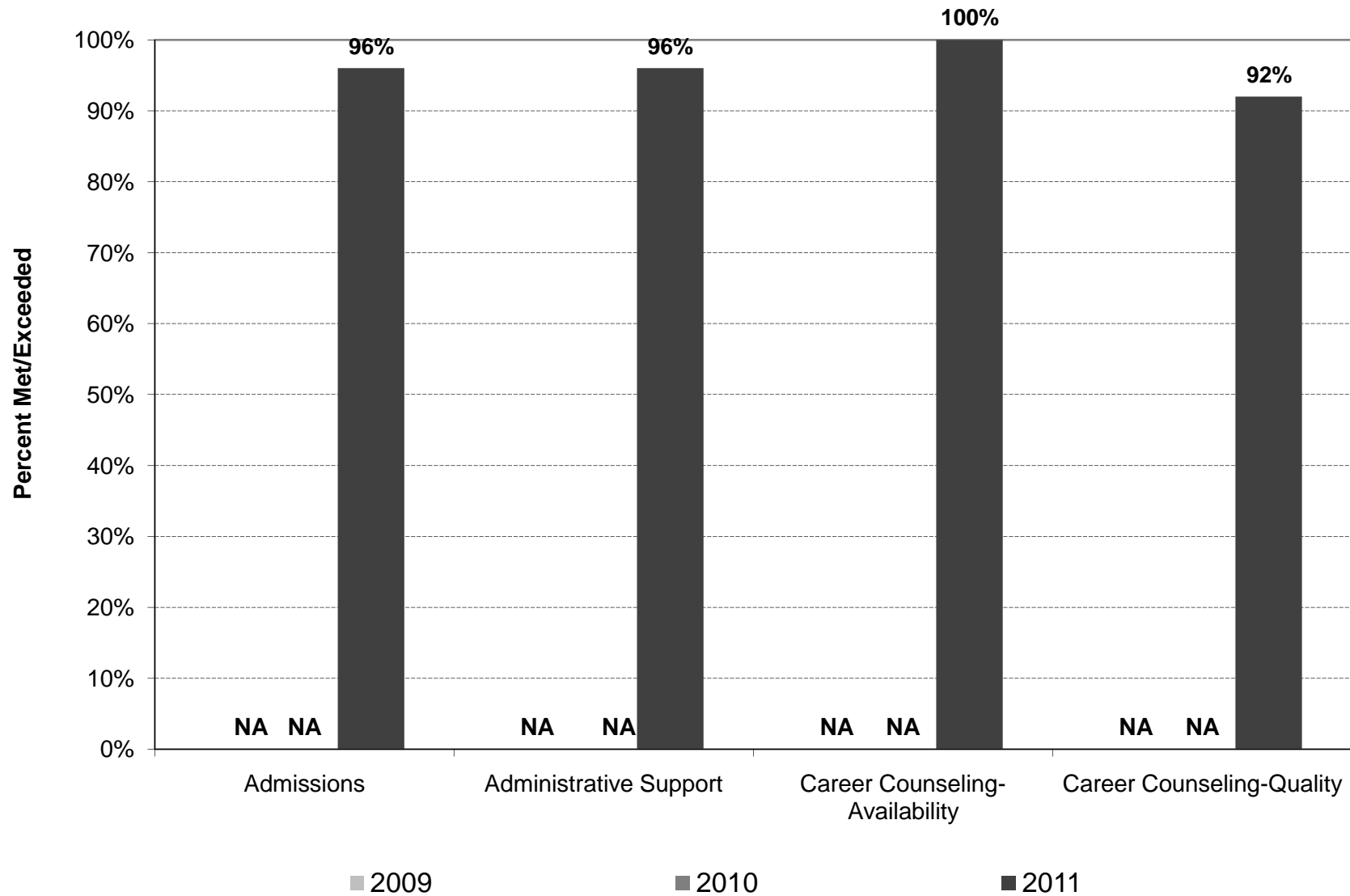
For more information, please see the tables associated with this topic.

**Chart 7.3 - Institutional Services Provided by Educational Program - SHP-MPAS**

For more information, please see the tables associated with this topic.

**Chart 7.4 - Institutional Services Provided by Educational Program - SHP-MPAS**

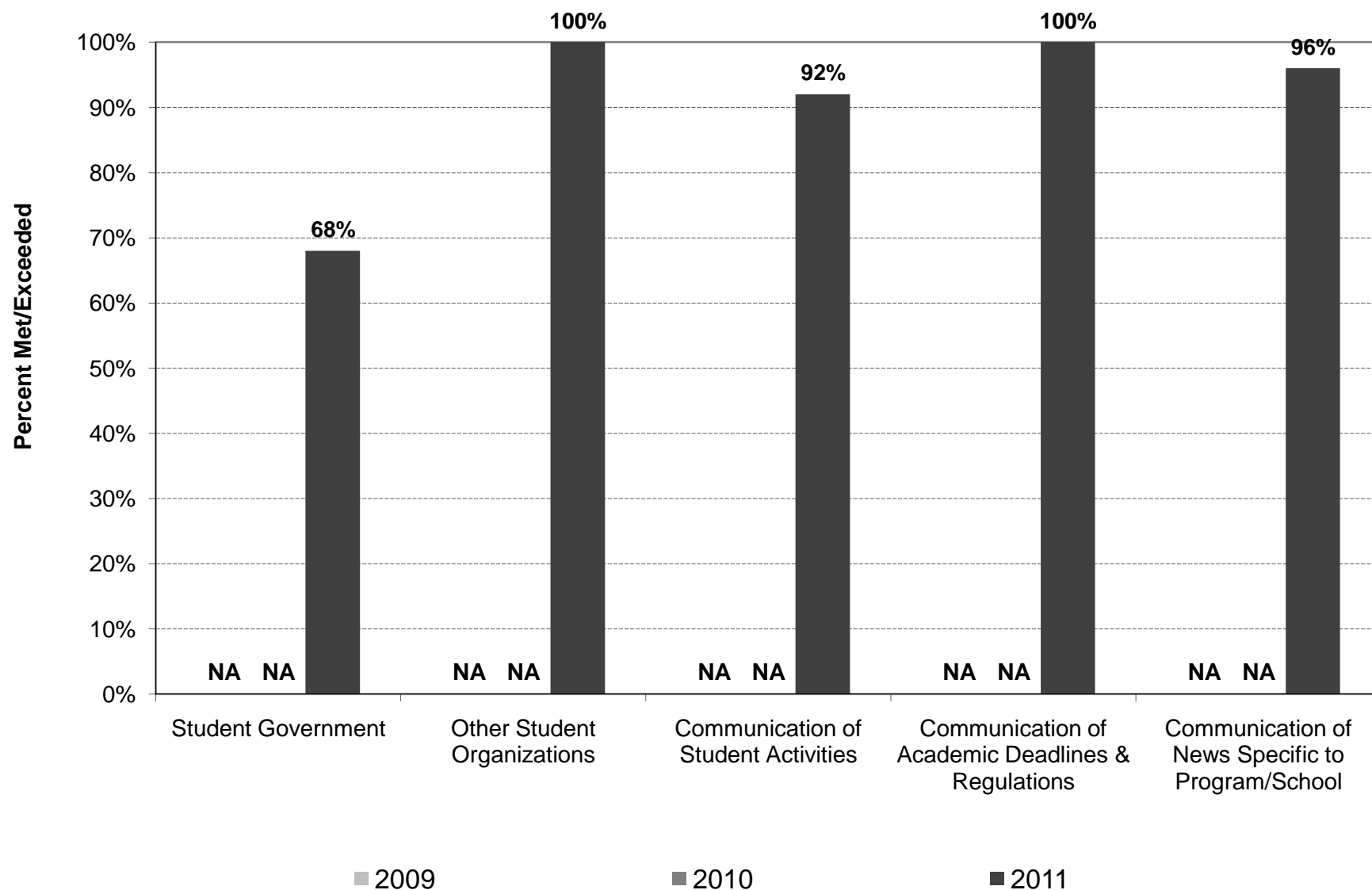
For more information, please see the tables associated with this topic.

**Chart 7.5 - Institutional Services Provided by Educational Program - SHP-DPT**

NA - Not Applicable, program did not exist

For more information, please see the tables associated with this topic.

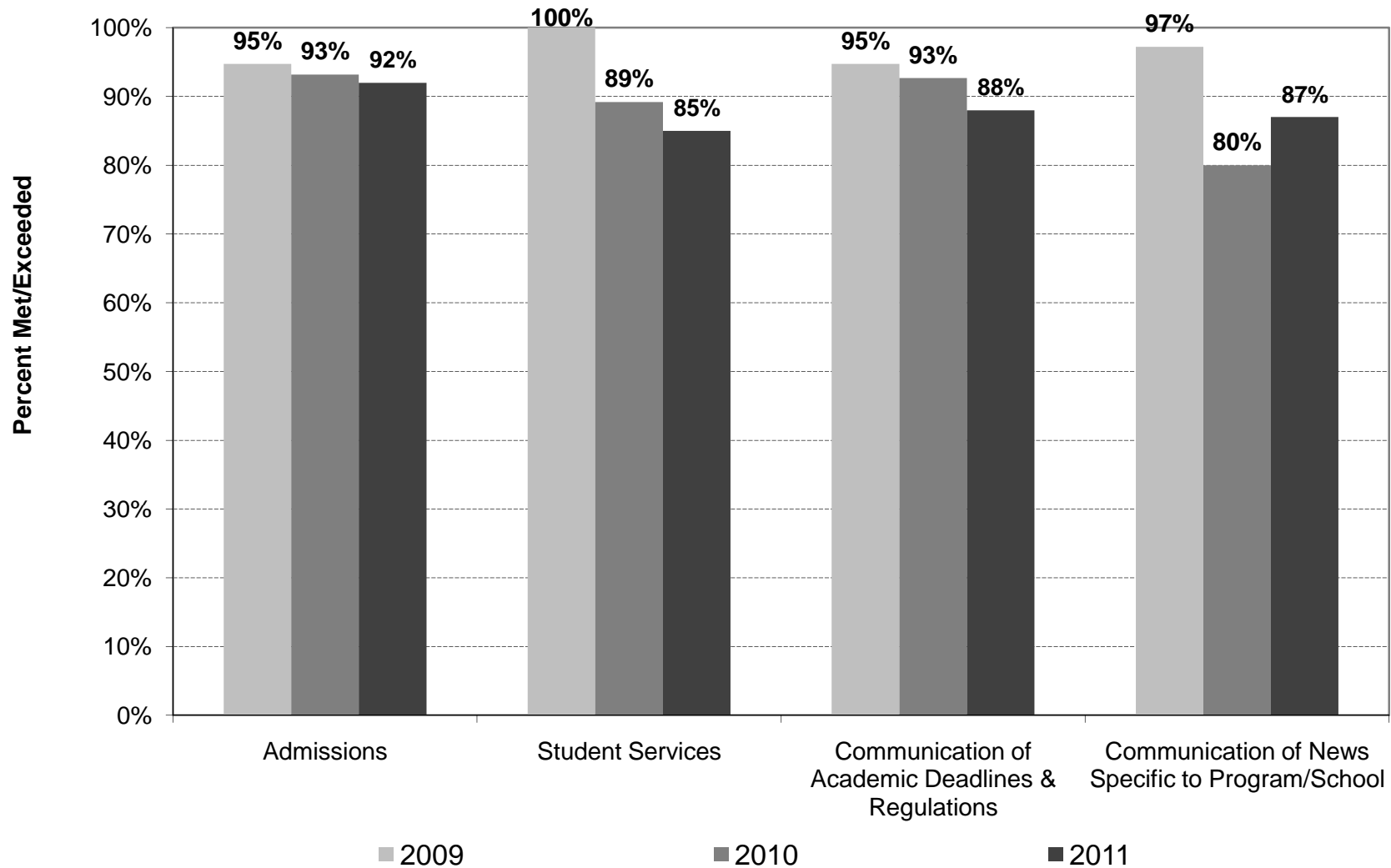


**Chart 7.6 - Institutional Services Provided by Educational Program - SHP-DPT**

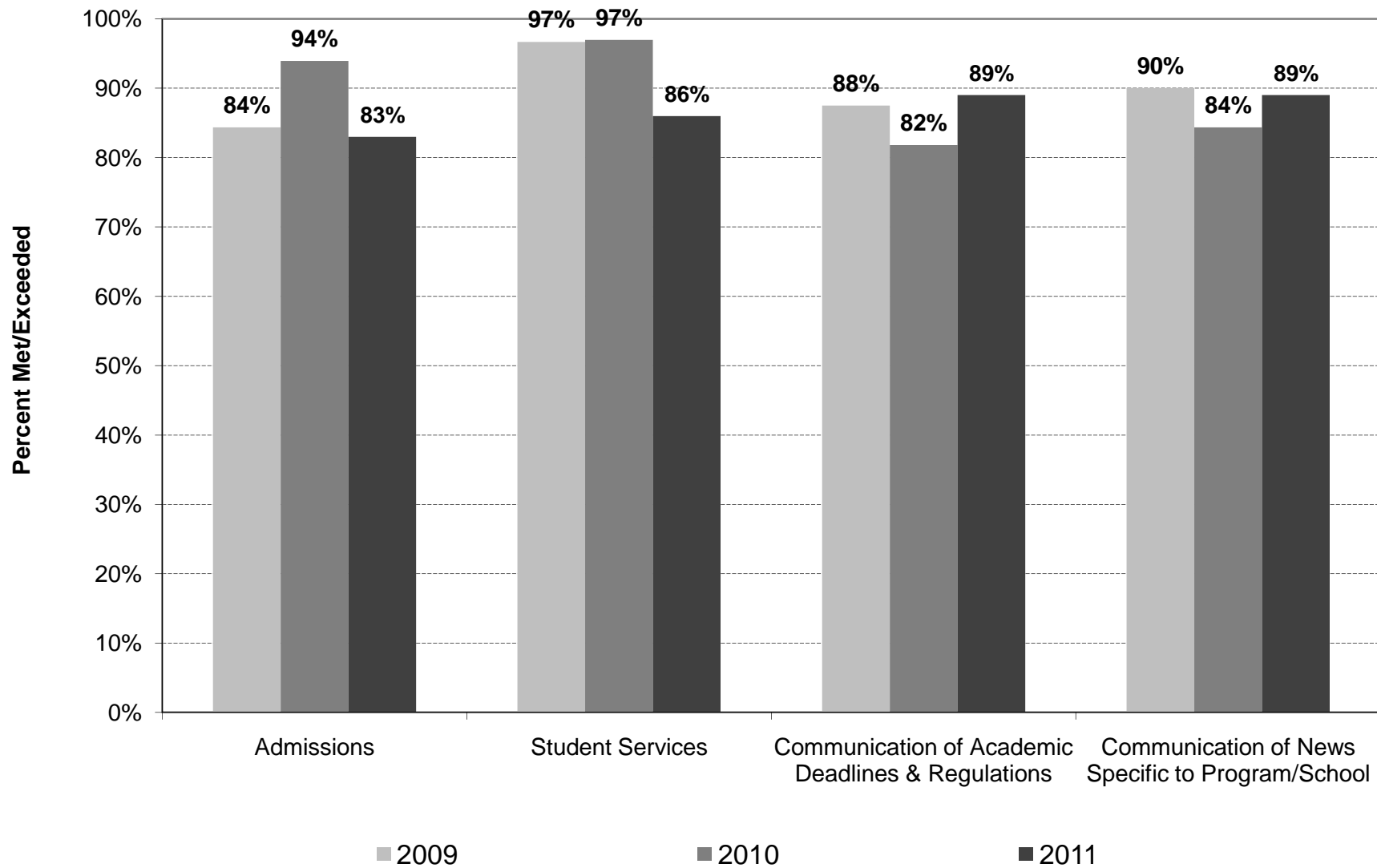
NA - Not Applicable, program did not exist

For more information, please see the tables associated with this topic.

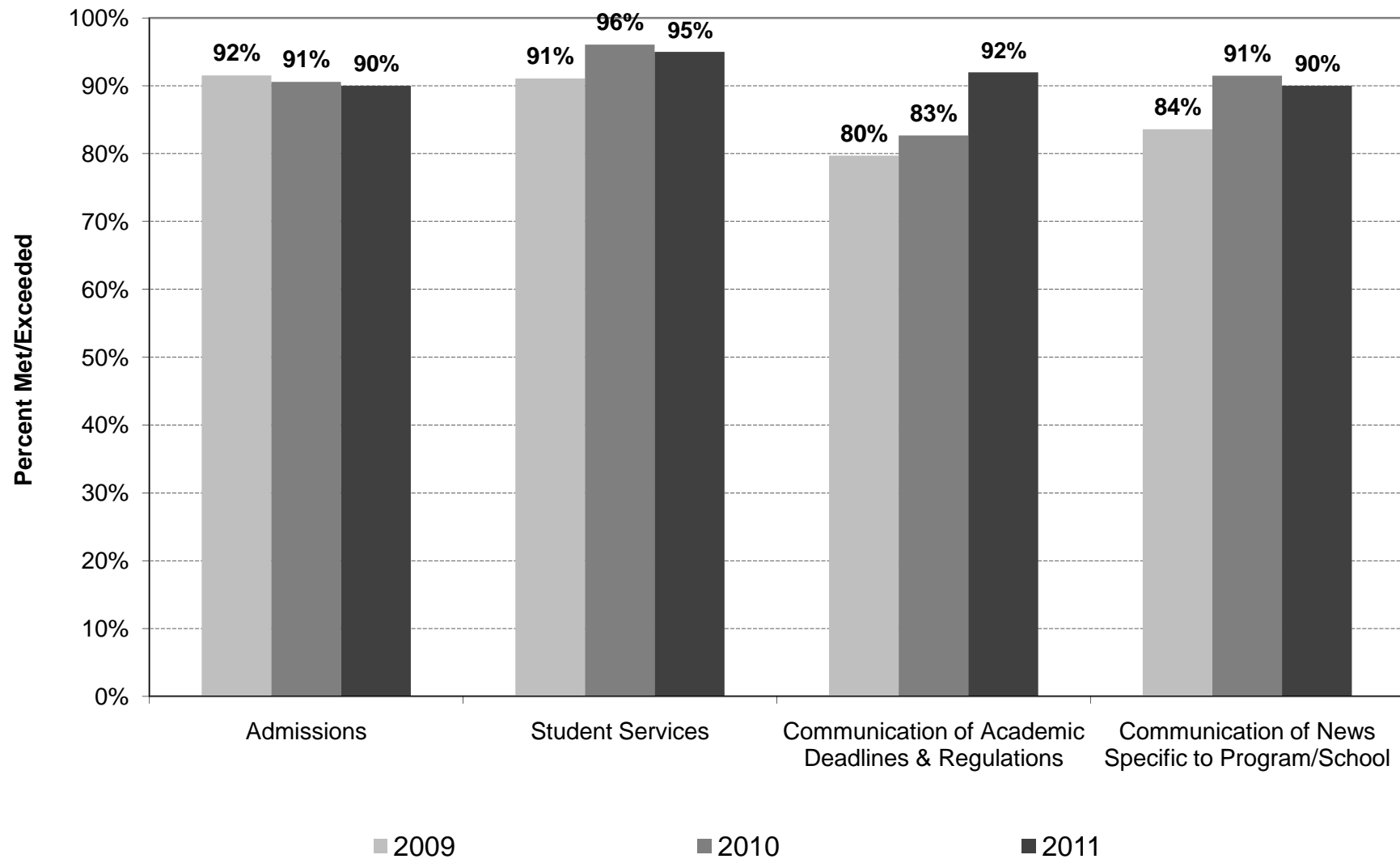
**Chart 7.7 - Institutional Services Provided by Educational Program -  
GSBS-Medical Science**



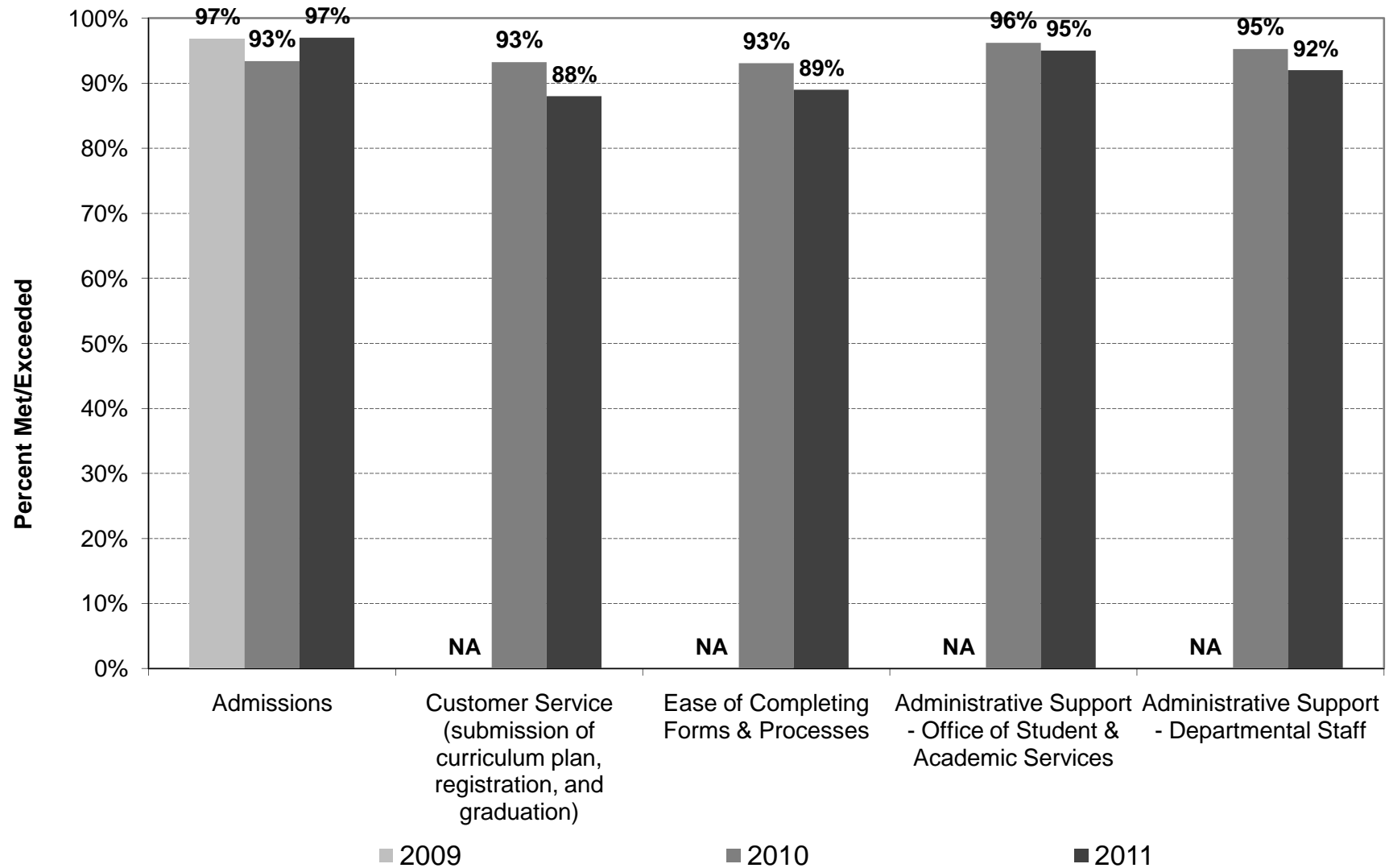
For more information, please see the tables associated with this topic.

**Chart 7.8 - Institutional Services Provided by Educational Program - GSBS-MS**

For more information, please see the tables associated with this topic.

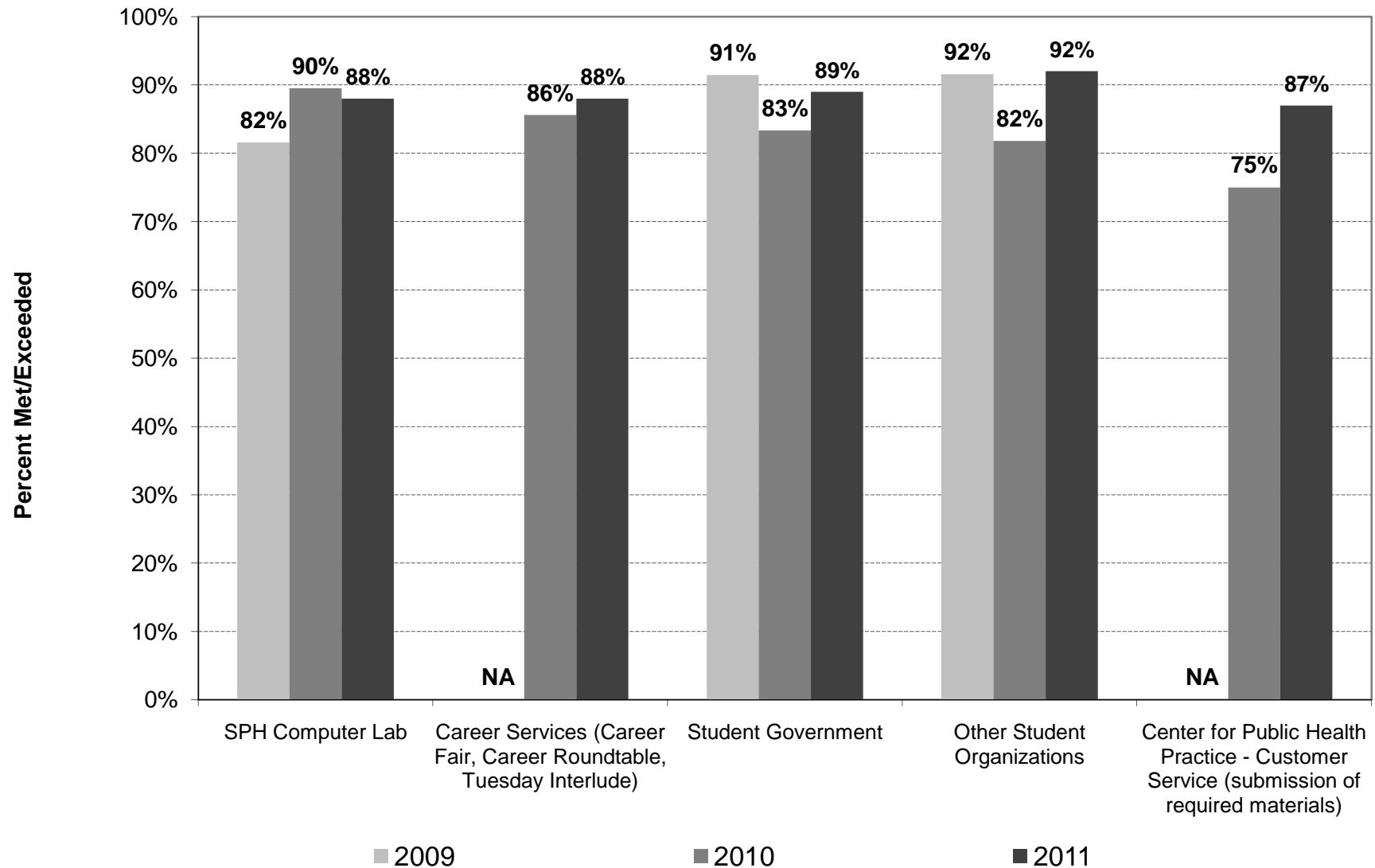
**Chart 7.9 - Institutional Services Provided by Educational Program - GSBS-PhD**

For more information, please see the tables associated with this topic.

**Chart 7.10 - Institutional Services Provided by Educational Program SPH-MPH**

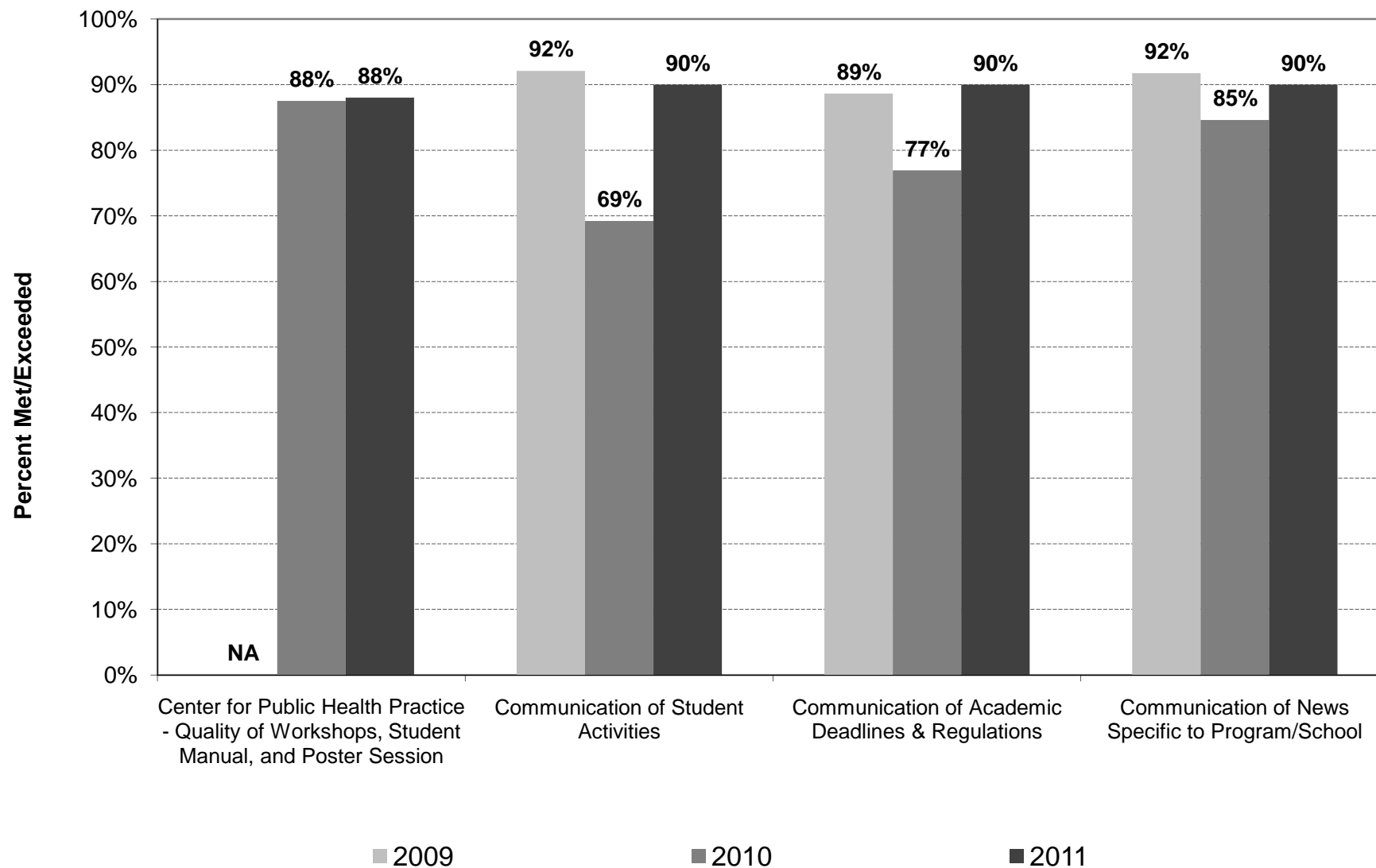
NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

**Chart 7.11 - Institutional Services Provided by Educational Program SPH-MPH**

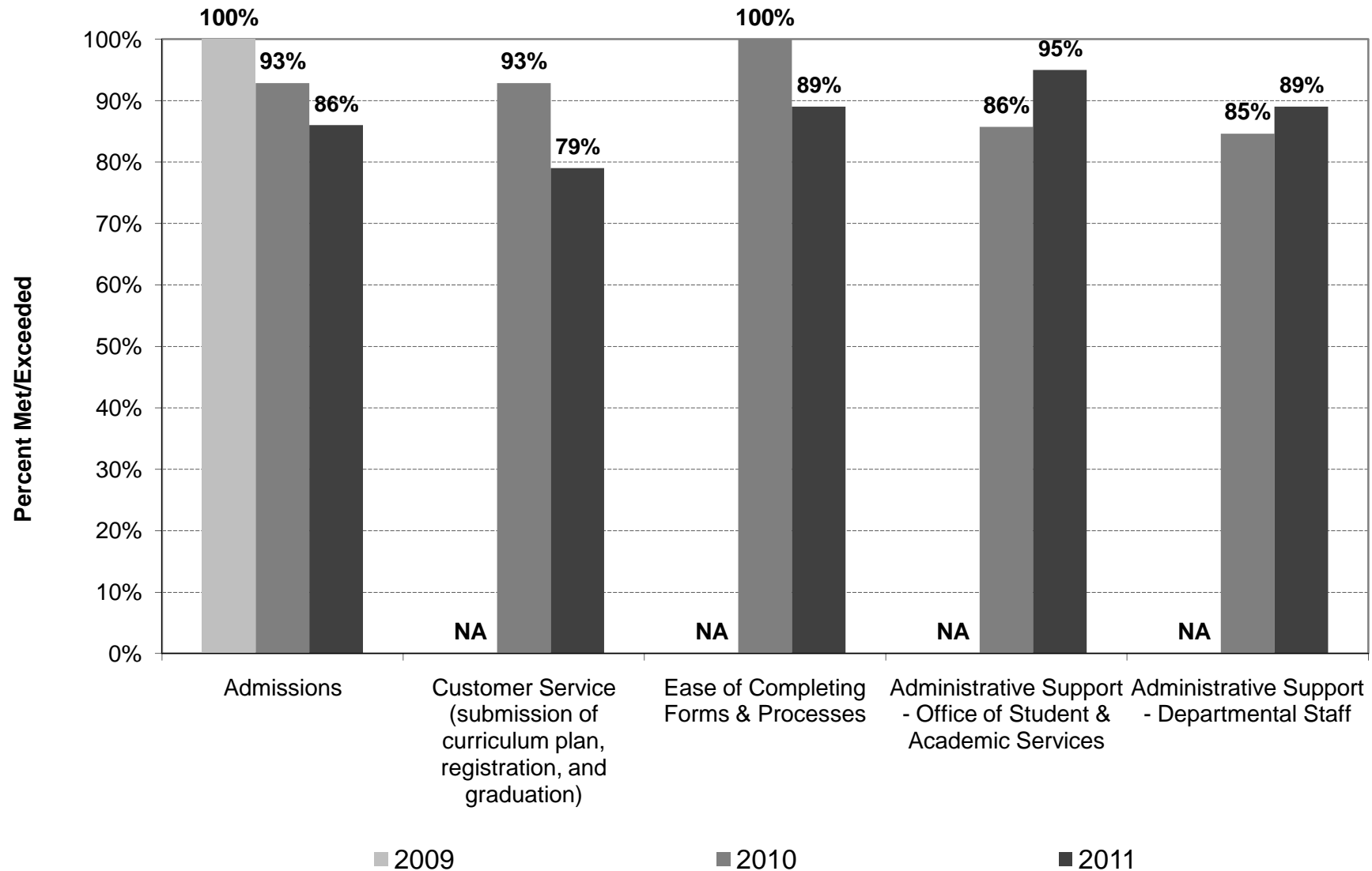
NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

**Chart 7.12 - Institutional Services Provided by Educational Program SPH-MPH**

NA - Not Applicable, question not asked

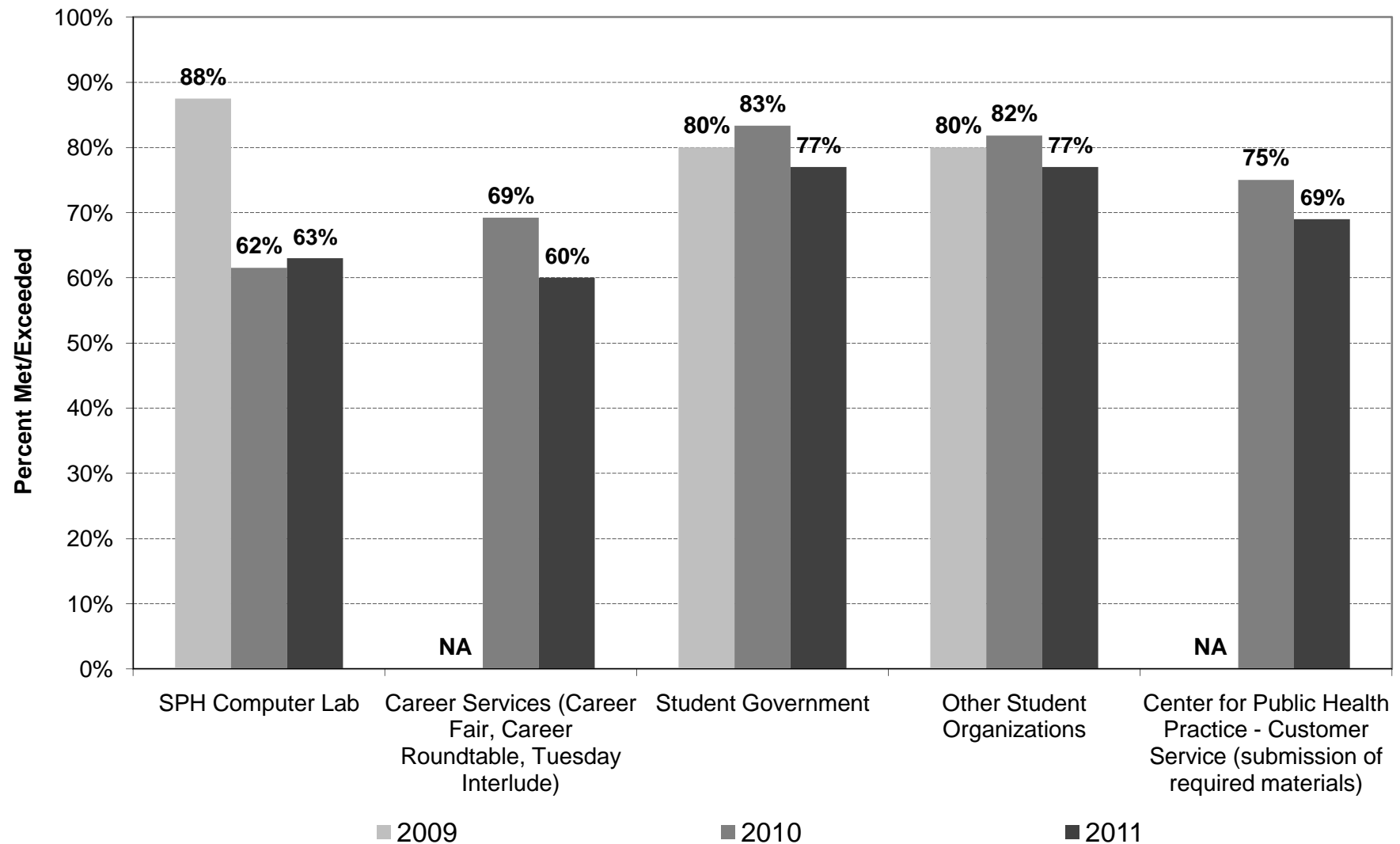
For more information, please see the tables associated with this topic.

**Chart 7.13 - Institutional Services Provided by Educational Program SPH-MHA**

NA - Not Applicable, question not asked

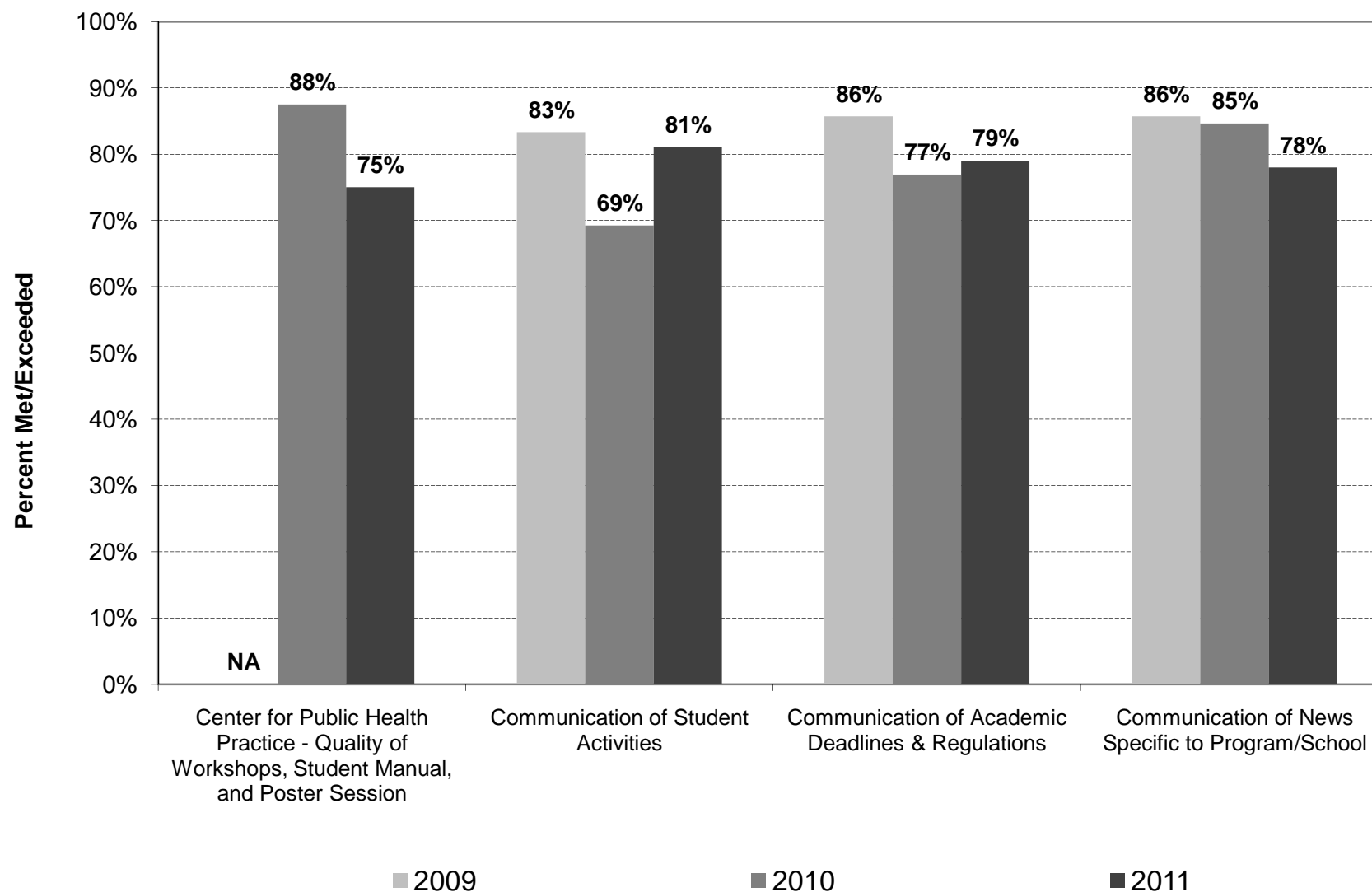
For more information, please see the tables associated with this topic.



**Chart 7.14 - Institutional Services Provided by Educational Program SPH-MHA**

NA - Not Applicable, question not asked

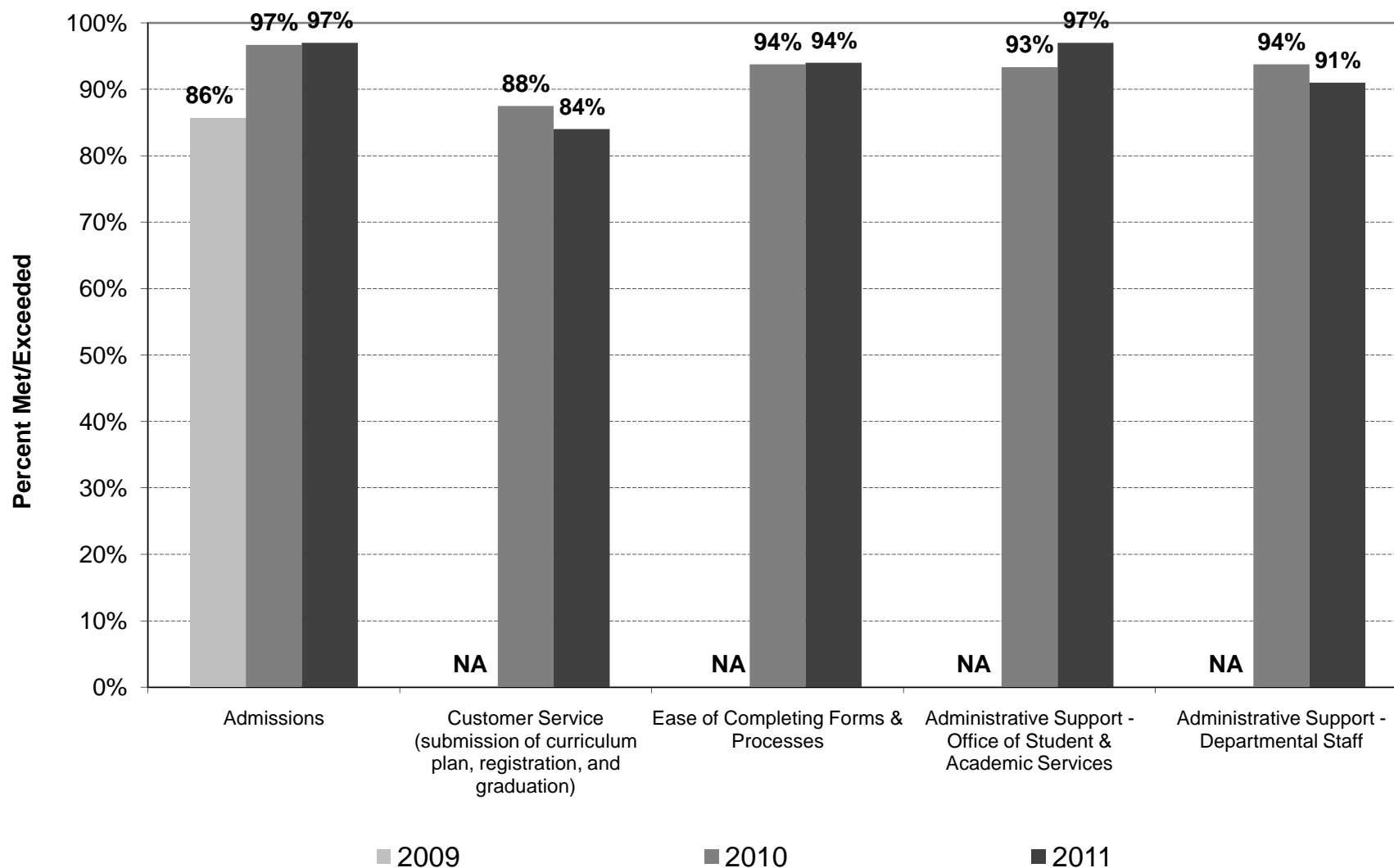
For more information, please see the tables associated with this topic.

**Chart 7.15 - Institutional Services Provided by Educational Program SPH-MHA**

NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

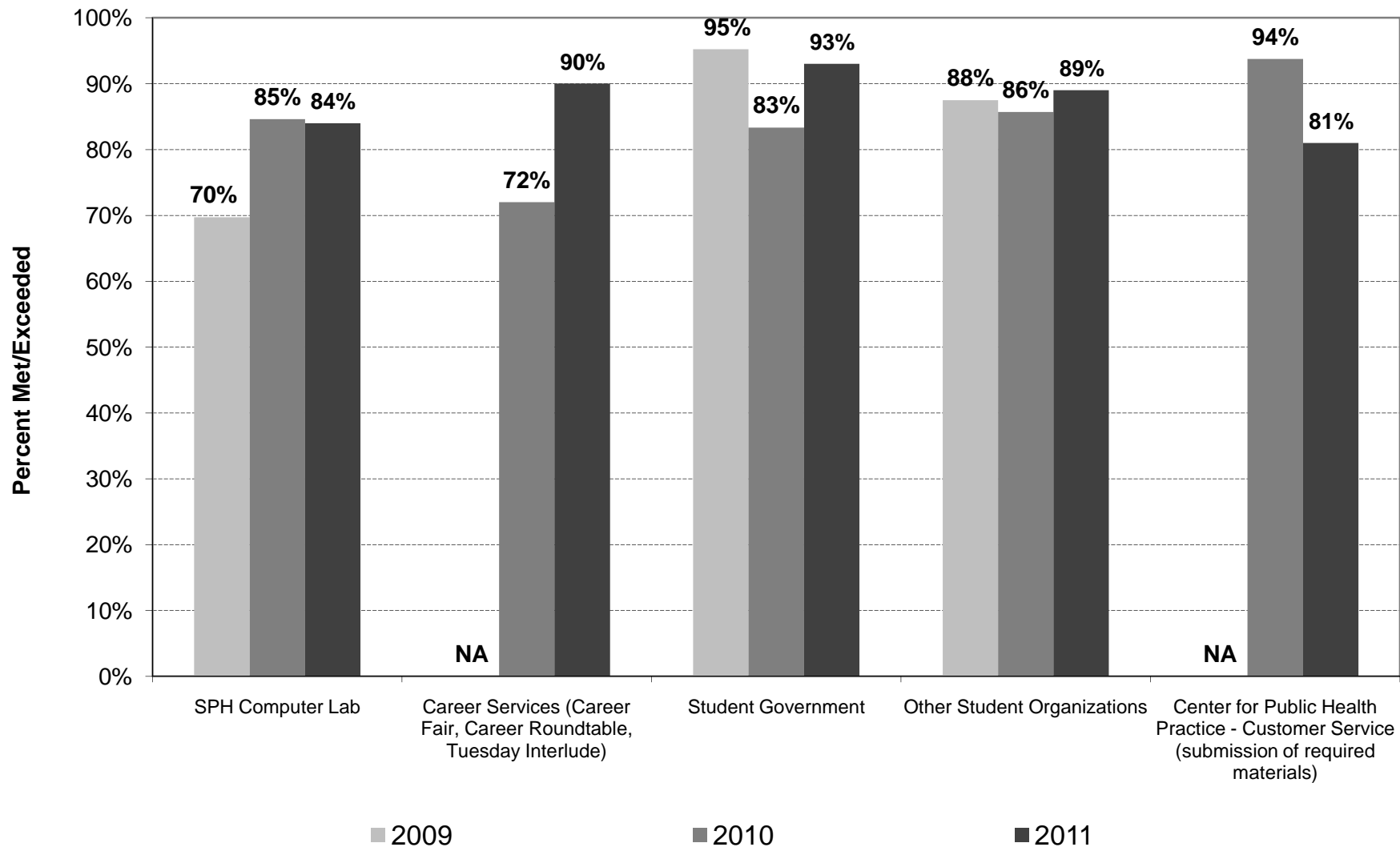
**Chart 7.16 - Institutional Services Provided by Educational Program  
SPH-DrPH/PhD**



NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

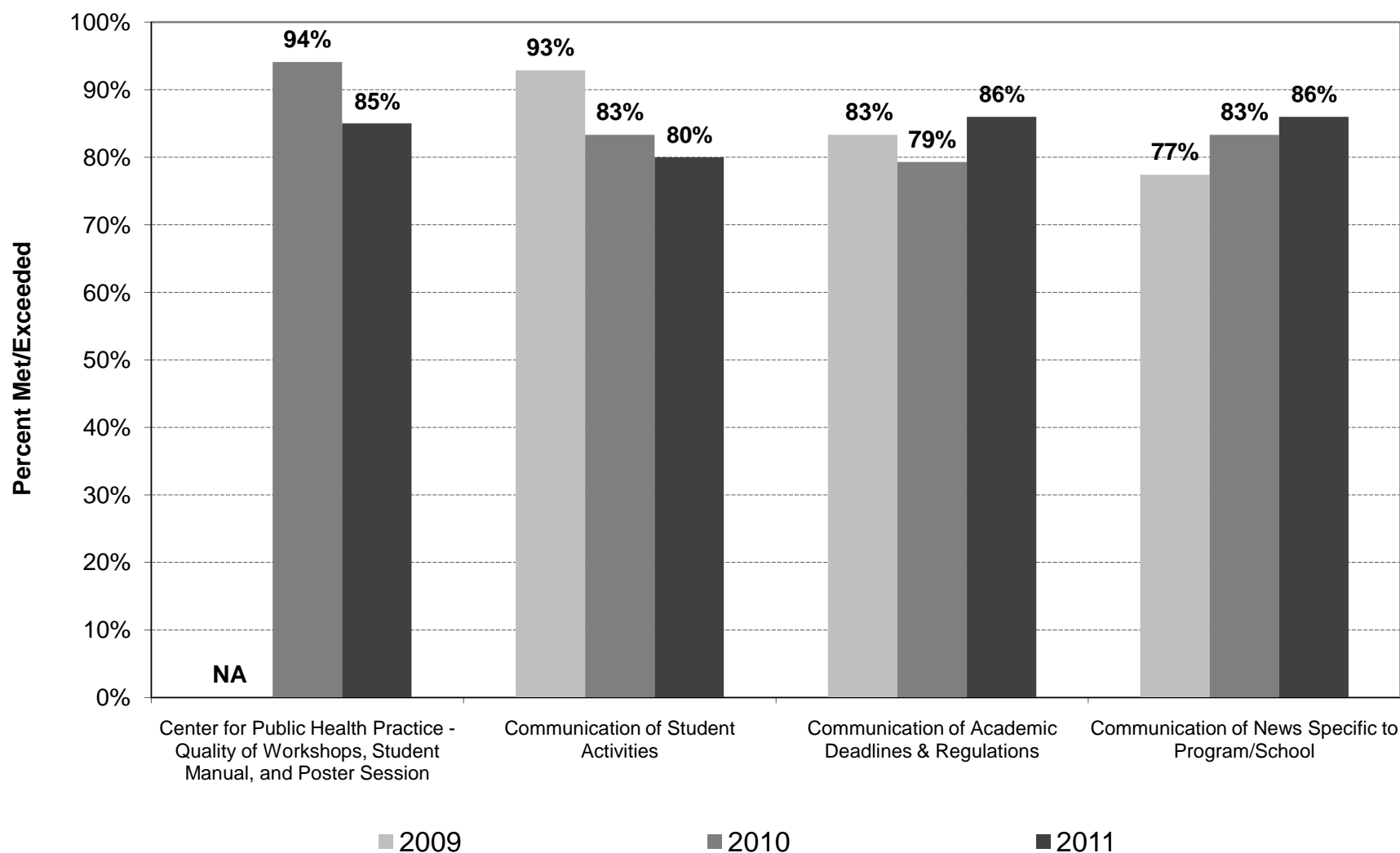
**Chart 7.17 - Institutional Services Provided by Educational Program  
SPH-DrPH/PhD**



NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.

**Chart 7.18 - Institutional Services Provided by Educational Program  
SPH-DrPH/PhD**



NA - Not Applicable, question not asked

For more information, please see the tables associated with this topic.



# Appendix C

## Survey

## Instrument





Welcome to UNTHSC's 2011 Student Satisfaction Survey. **Your responses are anonymous.** Please feel free to be candid, while being constructive, in your input. Following data analysis by the Office of Strategy and Measurement, the report will be distributed to UNTHSC's administrators for review and appropriate action, where needed. Your participation will move UNTHSC closer to our vision of ***Becoming a Top 10 Health Science Center***.

Some changes made as a result of last year's survey include:

- Placing the Student Health Clinic under the supervision of UNTHHealth
- Opening the Four Star Cafe' in the new MET building
- Fourth floor quiet space in Library made available 24/7

**Participating students in this year's survey are eligible for drawings for Target gift cards.**

**A \$250 donation will be made to the scholarship fund of any school that reaches a response rate of 50%.**

**Student Demographics**

\*What is your PRIMARY program? (check all that apply)

- ☐ TCOM - DO
  - ☐ SHP - PA
  - ☐ SHP - DPT
  - ☐ GSBS - Medical Sciences
  - ☐ GSBS - MS
  - ☐ GSBS - PhD
  - ☐ SPH - MPH
  - ☐ SPH - MHA
  - ☐ SPH - DrPH/PhD
- 

How many years have you been enrolled at UNTHSC?

- ☐ Less than 1
  - ☐ 1-2
  - ☐ 3-4
  - ☐ 5 or More
- 

\*What is your expected graduation year?

- ☐ 2011
  - ☐ 2012
  - ☐ 2013
  - ☐ 2014
  - ☐ 2015
  - ☐ 2016
  - ☐ 2017 or later
- 

What is your enrollment status?

- ☐ Full Time
  - ☐ Part Time
- 

What is your gender?

- ☐ Female
- ☐ Male

**Note: Questions marked with an " \* " require a response before you can continue.**

**Note: Questions marked with an " \* " require a response before you can continue.**

## Please Check Your Major

- ☐ Biochemistry and Molecular Biology
- ☐ Biomedical Sciences
- ☐ Biotechnology
- ☐ Cancer Biology
- ☐ Cardiovascular Science
- ☐ Cell Biology and Genetics
- ☐ Clinical Research and Education: Osteopathic Manipulative Medicine
- ☐ Clinical Research Management
- ☐ Forensic Genetics
- ☐ Integrative Physiology
- ☐ Microbiology and Immunology
- ☐ Neurobiology of Aging
- ☐ Primary Care Clinical Research
- ☐ Pharmacology and Neuroscience
- ☐ Physical Medicine
- ☐ Structural Anatomy
- ☐ Visual Sciences

Compared to your expectations for the institution, please rate the following institutional facilities and services.

Classrooms

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
AV equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outlets and Network Connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the facilities listed above?

Student Lounges

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Student Lounge on EAD First Floor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge on EAD Seventh Floor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge in CBH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Lounges in Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the facilities listed above?

Computing and Technology

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Printing/Copiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the facilities listed above?

Lewis Library

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>No Opinion</b>
Open sufficient hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conducive to quiet study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conducive to social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the print and electronic resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff able and willing to help me find what I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Computers - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Computers - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Outlets and Network Connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services/facilities listed above?

#### Laboratories

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>No Opinion</b>
Teaching Labs - Equipment Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Labs - Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Labs - Equipment Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Labs - Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services/facilities listed above?

#### Campus

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>No Opinion</b>
Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handicap Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services listed above?

### Campus Police

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the facilities listed above?

### Parking

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the facilities listed above?

### Food Service

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Stairway Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Java Lab Coffee Shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Four Star Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vending Machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services/facilities listed above?

**Compared to your expectations for the institution, how would you rate the following?**

Academics

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>No Opinion</b>	<b>Not Applicable</b>
Curriculum - Relevance of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Faculty Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and Instructor Evaluations - Adequate Measure of Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the areas listed above?

Indicate whether you agree or disagree with the following statement: (Scale: 5 = Strongly Agree to 1 = Strongly Disagree)

**Overall, I am satisfied with the quality of my education.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion / Indifferent</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Level of Agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why do you feel this way?

Compared to your expectations for the institution, how would you rate the following?

GSBS Academics

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion	Not Applicable
Quality of Guidance Provided by Major Professor/Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the areas listed above?



Compared to your expectations for the institution, how would you rate the following?

GSBS Academics

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion	Not Applicable
Quality of Guidance Provided by Major Professor/Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the areas listed above?

Compared to your expectations for the institution, how would you rate the following?

SPH Academics

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion	Not Applicable
Curriculum – Course Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum - Sequence of Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Evaluations - Adequate Measure of Course Satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Evaluations - Adequate Measure of Instructor Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the areas listed above?

Please provide recommendations for any additional improvements related to **Academics** in the School of Public Health.

Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health.

Indicate whether you agree or disagree with the following statement: (Scale: 5 = Strongly Agree to 1 = Strongly Disagree)

Overall, I am satisfied with the quality of my education.

	Strongly Agree	Agree	No Opinion / Indifferent	Disagree	Strongly Disagree
Level of Agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why do you feel this way?

Compared to your expectations for the institution, how would you rate the following?

TCOM & SHP Academics

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Quality of clinical sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of clinical sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching at clinical sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to preceptors at clinical sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of program clinical staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the area listed above?

**Compared to your expectations for the institution, how would you rate the following student services and programs?**

Student Affairs

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Registrar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Academic Performance (CAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNTHSC Catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing & Evaluation Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services listed above?

Financial Aid

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Financial Aid Office - Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Loan Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services listed above?

Other Institutional Services and Offices

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Student Financials Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resource Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing & Communications - General UNTHSC News & Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services listed above?

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\*How often have you used the Founders Activity Center in the last year?

- ☐ Three or More Times a Week
- ☐ Twice a Week
- ☐ Once a Week
- ☐ Never Use

Please indicate your overall level of satisfaction with the following institutional facilities and services.

Founders Activity Center

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Hours of Operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities & Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services/facilities listed above?

\*How often have you used the Student Health Clinic in the last year ?

- ☐ Never Used
- ☐ 1 Time
- ☐ 2-5 Times
- ☐ >5 Times

Please indicate your overall level of satisfaction with the following institutional facilities and services.

Student Health Clinic

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Promptness of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Medical Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services/facilities listed above?



\*Why have you not used the clinic in the last year?

(Choose all that apply)

- ☐ Hours of Operation
- ☐ Quality of Service
- ☐ Range of Services Available
- ☐ Had no need to use clinic
- ☐ Other

\*Have you used the Student Assistance Program (SAP counseling service) in the last year?

☐ Yes

☐ No

Please indicate your overall level of satisfaction with the following institutional facilities and services.

Student Assistance Program (SAP counseling service)

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient Length of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Mental Health Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the service listed above?

**Please indicate your overall level of satisfaction with the following services provided by your program.**

Student-Related Services Provided by Your School

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services - Customer Service (submission of curriculum plan, registration, and graduation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services - Ease of Completing Forms & Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support - Office of Student & Academic Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support - Departmental Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPH Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services (Career Fair, Career Roundtable, Tuesday Interlude)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Public Health Practice – Customer Service (submission of required materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Public Health Practice – Quality of Workshops, Student Manual, and Poster Session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide recommendations for any additional improvements related to the **Student-Related Services** provided by the School of Public Health.

Student-Related Services Provided by Your School

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Related Services Provided by Your School				
	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic and Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the services listed above?

Thank you for taking the survey. Please [click here to exit the survey site and enter our drawing](#) for special prizes. Your survey responses will remain anonymous.