2010 Student Satisfaction Survey
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Executive Summary

What is the Student Satisfaction Survey?

The UNTHSC Student Satisfaction Survey was administered in March and April of 2010 to evaluate student satisfaction, a primary measure associated with the UNTHSC Strategy Map.

The intent of the survey is to determine students' overall level of satisfaction with a variety of elements of campus life and determine which areas need 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).

Who participated in the survey?

The survey was administered online from March 22, 2010 to April 25, 2010. Of 801 students who participated in the survey, 349 were students within the TCOM-DO program, 121 in SHP-MPAS, 145 in GSBS, and 186 in SPH. The 801 students who responded represent a response rate of approximately 60%, down a point from 2009. However, due to increasing enrollment at UNTHSC, the relatively stable response rate represents an 11% increase in the number of actual participants responding over the previous year.

What were the results?

Results are presented in the order of the questions in the survey. Tables with scores and numbers of respondents for all questions may be reviewed within each survey section. Student comments are contained in Appendix A. Graphic charts for all questions may be found in Appendix B.

Institutional Facilities and Services

In the area of Institutional Facilities and Services, 16 of the 34 questions asked had Below Expectations scores under 10%. Nine other 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 Network Connections.

Academics

Within Academics, responses varied by program. Generally, Administrative Support and Curriculum were areas of strength while Faculty Advising and Course and Instructor Evaluations continued to be areas with opportunities for improvement.
Executive Summary

TCOM-DO students responded to six of eight questions with Below Expectations scores at or above 20%. However, six of eight questions showed improved scores over last year.

SHP-MPAS students responded to no questions with Below Expectations scores at or above 20%. Six questions saw scores improve from 2009, four of them by five or more points.

GSBS-Medical Science students responded to all questions with Below Expectations scores at or above 20%. All questions saw reduced scores, with seven of eight experiencing declines of five or more points from 2009.

GSBS-MS students responded to six of nine questions with Below Expectations scores at or above 20%. Eight of nine questions saw lower scores from the previous year, with all of those same questions experiencing declines of five or more points.

GSBS-PhD students responded to one question with Below Expectations scores at or above 20%: Availability of Classes. Six of nine questions saw scores improve, with three of those increasing by five or more points. No questions saw scores decline by at least five points from 2009.

SPH-MPH students responded to three questions with Below Expectations scores at or above 20%: Comprehensive Examination, Quality of Guidance Provided by Major Professor/ Mentor, and Availability of Classes. One question saw a score improve by five or more points over 2009.

SPH-MHA students responded to seven of eight questions (Relevance of Curriculum) with Below Expectations scores at or above 20%. One question saw a score improve by five or more points over 2009.

SPH-DrPH students responded to four of eight questions with Below Expectations scores at or above 20%. Three questions saw scores decline by at least five points from 2009.

SHP–MPAS saw average scores of at least 4.0 in response to the question: “Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.” TCOM-DO also saw an improved average score to the question. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.
Executive Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCOM-DO</td>
<td>3.58</td>
<td>3.59</td>
</tr>
<tr>
<td>SHP-MPAS</td>
<td>4.08</td>
<td>4.15</td>
</tr>
<tr>
<td>GSBS-Medical Science</td>
<td>4.21</td>
<td>3.29</td>
</tr>
<tr>
<td>GSBS-MS</td>
<td>3.82</td>
<td>3.69</td>
</tr>
<tr>
<td>GSBS-PhD</td>
<td>3.89</td>
<td>3.88</td>
</tr>
<tr>
<td>SPH-MPH</td>
<td>3.97</td>
<td>3.81</td>
</tr>
<tr>
<td>SPH-MHA</td>
<td>3.78</td>
<td>3.50</td>
</tr>
<tr>
<td>SPH-DrPH/PhD</td>
<td>4.00</td>
<td>3.91</td>
</tr>
</tbody>
</table>

The question upon which these scores are based was modified for 2009 to match the wording used by the Liaison Committee on Medical Education (LCME) in their survey, the results for which are now being used by the Texas Higher Education Coordinating Board’s annual “Accountability Report.”

Student Services and Programs

In Student Services and Programs, only Availability of Scholarships had a Below Expectations score at or above 20%. Career Services, Student Financials, Marketing and Communications, and Alumni Affairs saw scores improve by greater than five points from 2009, while no question saw scores decline by five or more points from 2009. Strengths continued to be the Registrar’s Office and Human Resources, while opportunities for improvement continued to include scholarship availability.

The Founders’ Activity Center was used by 35% of students who responded to the survey, a decrease of four points from the previous year. Students rated all six questions with Below Expectations scores at or above 20%, and all six scores decreased by five or more points.

Student Health Clinic

The Student Health Clinic was used by 37% of students who responded to the survey, a three point decrease from the previous year. Of those who did not use the clinic, 93% stated they had no need to use it. Promptness of Service and Convenience of Hours experienced Below Expectations scores above 20%. All four scores saw declines of five or more points.

Student Assistance Program (SAP)

The Student Assistance Program was used by 5% of the survey respondents. There were no questions with Below Expectations scores above 20%. No questions saw an improvement of five or more points, while Availability had a decline of five points.
Executive Summary

Student Services Provided by Individual Programs

In Student Services Provided by Individual Programs, TCOM-DO, SHP-MPAS, GSBS-MS, GSBS-PhD, and SPH-MPH students had no questions with Below Expectations scores at or above 20%. Within other programs:

The GSBS-Medical Science program rated Communication of News Specific to Program/School with Below Expectations scores at or above 20%.

The SPH-MPH program rated Career Counseling - Availability and Career Counseling - Quality with Below Expectations scores at or above 20%.

The SPH-MHA program rated five 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 five of eight programs experienced at least one question with an increase or decrease of at least five points from 2008, only Admissions, Communication of News Specific to Program/School, and the SPH Computer Lab saw increases of that degree among two or more programs. Three questions experienced a five or more point decline among more than one program: Student Government, Communication of Academic Deadlines & Regulations, and Communication of News Specific to Program/School.
Executive Summary

Student Comments

At the conclusion of each survey section, respondents were asked to suggest improvements. The student comments may be found in Appendix A.

Charts

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

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 approaches to address opportunities for improvement. The Office of Strategy and Measurement is positioned to assist responsible parties with process improvement strategies in those areas with the need or potential for improvement.
Introduction and Methodology

What is the Student Satisfaction Survey?

The UNTHSC Student Satisfaction Survey was administered in March and April of 2010 to evaluate student satisfaction, a primary measure associated with the UNTHSC Strategy Map. The survey was developed in 2007 by a committee of key administrative stakeholders, including Jerry Alexander, Ph.D., the Student Affairs Action Group (Thomas Moorman, EdD, Rynn Sloan, EdD, Carla Lee, Diane Wynn, and Michelle Porter), and the Office of Strategy and Measurement (OSM). The survey has been expanded in subsequent years following input from Carla Lee, Daniel Burgard, Diane Wynn, Thomas Moorman, and Rynn Ziller. As part of UNTHSC’s ongoing continuous improvement efforts, future surveys will be reviewed to determine what, if any, modifications are warranted before each year’s evaluation.

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.

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.”

Who participated in the survey?

The survey was launched as an online instrument by the Office of Strategy and Measurement (OSM) using CHECKBOX on March 22, 2010, and closed April 15, 2010. While the survey gathered anonymous input, limited demographic data was also collected. Of 801 students who participated in the survey, 349 were students within the TCOM-DO program, 121 in SHP-MPAS, 145 in GSBS, and 186 in SPH. The 801 students who responded represent an approximately 60% response rate (Table 1.1), and represent an 11% increase in the number of participants who responded to the survey in 2009. In addition, 55% of the survey respondents expect to graduate in either 2010 or 2011, suggesting that a significant portion of the pool has spent sufficient 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 46% of respondents male and 54% 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

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>2010 Respondents*</th>
<th>2010 Percent of Respondents</th>
<th>2010 Number Surveyed*</th>
<th>2010 Response Rate</th>
<th>2009 Response Rate</th>
<th>2008 Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCOM/DO</td>
<td>349</td>
<td>44%</td>
<td>666</td>
<td>52%</td>
<td>53%</td>
<td>31%</td>
</tr>
<tr>
<td>SHP/MPAS</td>
<td>121</td>
<td>15%</td>
<td>131</td>
<td>92%</td>
<td>69%</td>
<td>40%</td>
</tr>
<tr>
<td>GSBS/MS</td>
<td>49</td>
<td>6%</td>
<td>115</td>
<td>43%</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>GSBS/PhD</td>
<td>60</td>
<td>7%</td>
<td>103</td>
<td>58%</td>
<td>72%</td>
<td>42%</td>
</tr>
<tr>
<td>SPH/MPH</td>
<td>138</td>
<td>17%</td>
<td>216</td>
<td>64%</td>
<td>71%</td>
<td>32%</td>
</tr>
<tr>
<td>SPH/MHA</td>
<td>14</td>
<td>2%</td>
<td>14</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>SPH/DrPH-PhD</td>
<td>34</td>
<td>4%</td>
<td>56</td>
<td>61%</td>
<td>82%</td>
<td>28%</td>
</tr>
<tr>
<td>Totals</td>
<td>801</td>
<td>100%</td>
<td>1333</td>
<td>60%</td>
<td>61%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*The total for enrolled is less than the sum of the individual programs due to dual-degree students.

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

<table>
<thead>
<tr>
<th>Expected Graduation</th>
<th>2010 Respondents</th>
<th>2010 Percent of Respondents</th>
<th>2009 Respondents</th>
<th>2009 Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2009</td>
<td>NA</td>
<td>NA</td>
<td>211</td>
<td>29%</td>
</tr>
<tr>
<td>2010</td>
<td>244</td>
<td>30%</td>
<td>187</td>
<td>26%</td>
</tr>
<tr>
<td>2011</td>
<td>193</td>
<td>24%</td>
<td>190</td>
<td>26%</td>
</tr>
<tr>
<td>2012</td>
<td>191</td>
<td>24%</td>
<td>116</td>
<td>16%</td>
</tr>
<tr>
<td>2013</td>
<td>154</td>
<td>19%</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>2014</td>
<td>16</td>
<td>2%</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>0%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010 Respondents</th>
<th>2010 Percent of Respondents</th>
<th>2010 Number Surveyed*</th>
<th>2010 Response Rate</th>
<th>2009 Response Rate</th>
<th>2008 Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>369</td>
<td>46%</td>
<td>623</td>
<td>59%</td>
<td>58%</td>
<td>27%</td>
</tr>
<tr>
<td>Female</td>
<td>431</td>
<td>54%</td>
<td>710</td>
<td>61%</td>
<td>62%</td>
<td>36%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>&lt; 1%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Totals</td>
<td>801</td>
<td>100%</td>
<td>1333</td>
<td>60%</td>
<td>61%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Introduction and Methodology

Table 1.4 – Survey Participants by Full Time Status

<table>
<thead>
<tr>
<th>Status</th>
<th>2010 Respondents</th>
<th>2010 Percent of Respondents</th>
<th>2010 Number Surveyed</th>
<th>2010 Response Rate</th>
<th>2009 Response Rate</th>
<th>2008 Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>758</td>
<td>95%</td>
<td>1211</td>
<td>63%</td>
<td>62%</td>
<td>34%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>40</td>
<td>5%</td>
<td>122</td>
<td>33%</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>&lt; 1%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Totals</td>
<td>801</td>
<td>100%</td>
<td>1333</td>
<td>60%</td>
<td>61%</td>
<td>33%</td>
</tr>
</tbody>
</table>

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. “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. 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.

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 approaches to address opportunities for improvement. The Office of Strategy and Measurement is positioned to assist responsible parties with process improvement strategies in those areas with the need or potential for improvement.
Institutional Facilities and Services - Summary

Results

Table 2.1 displays detailed survey results for this section.

In the area of AV Equipment Classrooms, 87% of students responding to the question felt that classroom temperature Met or Exceeded Expectations, a decrease of six points. Comments on this topic commonly expressed need for better equipment, maintenance, and training. The percentage of Met or Exceeded Expectations responses for Maintenance (93%), and Cleanliness (92%) have remained over 90% the past three years. Classroom Temperature (73%) and Outlets and Network Connections (71%) saw stable percentages of students responding with Met or Exceeded Expectations. Comments on this issue centered on lack of adequate electrical and network connections.

The Student Lounges category included the following percentages for Met or Exceeded Expectations: EAD First Floor (82%), EAD Seventh Floor (86%), Lounges in CBH (92%), Study Lounges in Library (81%). The need for additional study lounge space continued to be a common theme among comments.

In the area of Computing and Technology, all three questions met or exceeded expectations for at least 77% of respondents. Email had a Met or Exceeded Expectations percentage of 77%, down seven points from 2009, Printing/Copiers scored a value of 83%, and Wireless Quality scored 83%. Continuing student concerns over high printer and copying prices was a common theme within the comments, along with complaints regarding the reliability of Pharos. Students also expressed concerns over wireless availability and reliability, and the conversion to Microsoft Live.

Library questions Met or Exceeded Expectations for at least 77% of respondents for all areas, including Open Sufficient Hours (90%), Building Conducive to Quiet Study (77%, down seven points), Building Conducive to Social Interaction (95%), Access to Print and Electronic Resources (91%), Staff Able and Willing to Help Find What I Need (98%), Computers - Quality (91%), Computers - Availability (91%), and Library Outlet and Network Connections (80%, down 12 points from 2009). Prevalent comment themes included the need for longer hours for all parts of the library, more study areas, quieter study areas, and additional outlets for computers.

Lab questions were split into Teaching and Research categories in 2009 and had the following percentages of Met or Exceeded Expectations for 2010: Teaching Labs – Equipment Quality (90%), Teaching Labs – Safety (98%), Research Labs - Equipment Quality (92%) and Research labs – Safety (96%). One theme noted in the comments was a request for more supplies and equipment.
Institutional Facilities and Services - Summary

Campus category scores have remained over 90% for the last four years, with Met or Exceeded Expectations scores of 96% for Maintenance, 95% for Cleanliness, and 95% 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 95% Met or Exceeded Expectations, while the Met or Exceeded Expectations score for Emergency Communications was 97%. The Campus Police category has scored over 90% Met or Exceeded Expectations for each of the four years of the survey. Two themes emerged in the comments, a request for increased visibility on campus and the complaint that too many tickets were being issued.

Parking Availability met or exceeded expectations for 44% of students, down 22 points from 2009. Parking Price met or exceeded expectations for 62% of those responding, down six points. 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 56% of respondents, Java Lab Coffee Shop for 73% of respondents and Vending Machines for 66%. Café comments focused on the lack of healthy options and no credit card option. Students also lamented the lack of a “real” cafeteria available throughout the day. High prices were also a concern for the Java Lab Coffee Shop, and many comments reflected a desire for longer hours.
## Institutional Facilities and Services - Summary

### Table 2.1 - Institutional Facilities & Services

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th></th>
<th>2009</th>
<th></th>
<th>2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td><strong>Classrooms</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AV Equipment</td>
<td>87%</td>
<td>13%</td>
<td>686</td>
<td>93%</td>
<td>7%</td>
<td>581</td>
</tr>
<tr>
<td>Maintenance</td>
<td>93%</td>
<td>7%</td>
<td>703</td>
<td>92%</td>
<td>8%</td>
<td>589</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>92%</td>
<td>8%</td>
<td>704</td>
<td>92%</td>
<td>8%</td>
<td>594</td>
</tr>
<tr>
<td>Classroom Temperature</td>
<td>73%</td>
<td>27%</td>
<td>699</td>
<td>72%</td>
<td>28%</td>
<td>586</td>
</tr>
<tr>
<td>Outlets and Network</td>
<td>71%</td>
<td>29%</td>
<td>696</td>
<td>73%</td>
<td>24%</td>
<td>573</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Lounges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAD First Floor</td>
<td>82%</td>
<td>18%</td>
<td>563</td>
<td>84%</td>
<td>16%</td>
<td>498</td>
</tr>
<tr>
<td>EAD Seventh Floor</td>
<td>86%</td>
<td>14%</td>
<td>380</td>
<td>87%</td>
<td>13%</td>
<td>275</td>
</tr>
<tr>
<td>Lounges in CBH</td>
<td>92%</td>
<td>8%</td>
<td>413</td>
<td>92%</td>
<td>8%</td>
<td>387</td>
</tr>
<tr>
<td>Study Lounges in Library</td>
<td>81%</td>
<td>19%</td>
<td>607</td>
<td>81%</td>
<td>19%</td>
<td>526</td>
</tr>
<tr>
<td><strong>Computing and Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing/Copiers</td>
<td>83%</td>
<td>17%</td>
<td>675</td>
<td>80%</td>
<td>20%</td>
<td>571</td>
</tr>
<tr>
<td>Groupwise/Email</td>
<td>77%</td>
<td>23%</td>
<td>705</td>
<td>84%</td>
<td>16%</td>
<td>590</td>
</tr>
<tr>
<td>Wireless Quality</td>
<td>83%</td>
<td>17%</td>
<td>692</td>
<td>86%</td>
<td>14%</td>
<td>563</td>
</tr>
<tr>
<td><strong>Lewis Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open sufficient hours</td>
<td>90%</td>
<td>10%</td>
<td>694</td>
<td>93%</td>
<td>7%</td>
<td>589</td>
</tr>
<tr>
<td>Building conducive to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quiet study</td>
<td>77%</td>
<td>23%</td>
<td>695</td>
<td>84%</td>
<td>16%</td>
<td>585</td>
</tr>
<tr>
<td>Building conducive to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social interaction</td>
<td>95%</td>
<td>5%</td>
<td>675</td>
<td>94%</td>
<td>6%</td>
<td>566</td>
</tr>
<tr>
<td>Access to print and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>electronic resources</td>
<td>91%</td>
<td>9%</td>
<td>678</td>
<td>92%</td>
<td>8%</td>
<td>585</td>
</tr>
<tr>
<td>Staff able and willing to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help find what I need</td>
<td>98%</td>
<td>2%</td>
<td>682</td>
<td>98%</td>
<td>2%</td>
<td>570</td>
</tr>
<tr>
<td>Library Computers –</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td>91%</td>
<td>9%</td>
<td>611</td>
<td>87%</td>
<td>13%</td>
<td>546</td>
</tr>
<tr>
<td>Library Computers –</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability</td>
<td>91%</td>
<td>9%</td>
<td>611</td>
<td>90%</td>
<td>10%</td>
<td>543</td>
</tr>
<tr>
<td>Library Outlets and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network Connections</td>
<td>80%</td>
<td>20%</td>
<td>669</td>
<td>92%</td>
<td>8%</td>
<td>561</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
# Institutional Facilities and Services - Summary

## Table 2.1 – Cont.
<table>
<thead>
<tr>
<th>Institutional Facilities &amp; Services</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>Met/ Exceeded</td>
</tr>
<tr>
<td><strong>Laboratories</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Labs - Equipment Quality</td>
<td>90%</td>
<td>10%</td>
<td>448</td>
</tr>
<tr>
<td>Teaching Labs - Safety</td>
<td>98%</td>
<td>2%</td>
<td>437</td>
</tr>
<tr>
<td>Research Labs - Equipment Quality</td>
<td>92%</td>
<td>8%</td>
<td>320</td>
</tr>
<tr>
<td>Research Labs - Safety</td>
<td>96%</td>
<td>4%</td>
<td>314</td>
</tr>
<tr>
<td>Equipment Quality</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Safety</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Campus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>96%</td>
<td>4%</td>
<td>697</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>95%</td>
<td>5%</td>
<td>700</td>
</tr>
<tr>
<td>Handicap Access</td>
<td>95%</td>
<td>5%</td>
<td>398</td>
</tr>
<tr>
<td><strong>Campus Police</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>95%</td>
<td>5%</td>
<td>593</td>
</tr>
<tr>
<td>Emergency Communications</td>
<td>97%</td>
<td>3%</td>
<td>537</td>
</tr>
<tr>
<td><strong>Parking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability</td>
<td>44%</td>
<td>56%</td>
<td>655</td>
</tr>
<tr>
<td>Price</td>
<td>62%</td>
<td>38%</td>
<td>630</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairway Café</td>
<td>56%</td>
<td>44%</td>
<td>565</td>
</tr>
<tr>
<td>Java Lab Coffee Shop</td>
<td>73%</td>
<td>27%</td>
<td>642</td>
</tr>
<tr>
<td>Vending Machines</td>
<td>66%</td>
<td>34%</td>
<td>606</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Academics - Summary

TCOM – DO

Results

As listed in Table 3.1, respondents reporting Met or Exceeded Expectations increased for in 2010 for six of eight questions, including: Curriculum (84%, up three points from 2009), Quality of Teaching (71%, up one point from 2009), Quality of Faculty Advising (67%, up three points from 2009), Course and Instructor Evaluations – Adequate Measure of Quality (75%, up nine points from 2009), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (63%, up four points from 2009), and Program Teaching/Graduate Assistants (81%, up one point from 2009). Two measures continued downward trends for 2010: Administrative Support (75%, down one point from 2009), and Program Clinical Staff (77%, down three points from 2009). Results for all eight questions were lower in 2010 than in 2008. The percent of students rating Course and Instructor Evaluations – Adequate Measure of Quality as Below Expectations decreased to 25% in 2010 from 36% in 2009.

As shown in Table 3.9, 70% of DO students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 3.59. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1. 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 touched on several areas, with the largest number of comments focusing on concerns raised about the quality of teaching faculty, followed by curriculum, and general concerns, such as nonresponsiveness to issues brought forth in the course and instructor evaluations.
### Academics - Summary

#### Table 3.1

<table>
<thead>
<tr>
<th>TCOM-DO - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Curriculum, Relevance of</td>
<td>84%</td>
<td>16%</td>
<td>339</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>71%</td>
<td>29%</td>
<td>336</td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td>67%</td>
<td>33%</td>
<td>279</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>75%</td>
<td>25%</td>
<td>313</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>63%</td>
<td>37%</td>
<td>300</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>75%</td>
<td>25%</td>
<td>309</td>
</tr>
<tr>
<td>Program Clinical Staff</td>
<td>77%</td>
<td>23%</td>
<td>326</td>
</tr>
<tr>
<td>Program Teaching/Graduate Assistants</td>
<td>81%</td>
<td>19%</td>
<td>231</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Academics - Summary

SHP – MPAS

Results

Responses to all eight questions had scores of 89% or higher in 2010 for Met or Exceeded Expectations (Table 3.2), including: Curriculum (98%, an increase of six points from 2009), Quality of Teaching (90%, an increase of three points from 2009), Quality of Faculty Advising (91%, a one point increase from 2009), Course and Instructor Evaluations – Adequate Measure of Quality (96%, an eight point increase from 2009), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (89%, a 24 point increase from 2009), Administrative Support (93%, a four point decrease from 2009), Program Clinical Staff (95%), and Program Teaching/Graduate Assistants (96%, a five point increase from 2009). Below expectation ratings decreased more than five points for three questions: Curriculum (2%, down six points from 2009), Course and Instructor Evaluations – Adequate Measure of Quality (4%, down eight points), and Course and Instructor Evaluations – Used Effectively to Improve Curriculum (4%, down five points).

Ninety-three percent of Physician Assistant students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 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 3.9). 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, organization, and communication followed closely by comments on number and quality of faculty.
# Academics - Summary

<table>
<thead>
<tr>
<th>Table 3.2</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHP-MPAS - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</strong></td>
<td>Met/Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Curriculum, Relevance of</td>
<td>98%</td>
<td>2%</td>
<td>120</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>90%</td>
<td>10%</td>
<td>119</td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td>91%</td>
<td>9%</td>
<td>114</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>96%</td>
<td>4%</td>
<td>116</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>89%</td>
<td>11%</td>
<td>113</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>93%</td>
<td>7%</td>
<td>113</td>
</tr>
<tr>
<td>Program Clinical Staff</td>
<td>95%</td>
<td>5%</td>
<td>108</td>
</tr>
<tr>
<td>Program Teaching/Graduate Assistants</td>
<td>96%</td>
<td>4%</td>
<td>84</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Academics - Summary

GSBS – Medical Science

Results

As noted in Table 3.3, the percentage of Met or Exceeded responses to all eight questions were lower in 2010, including: Relevance of Curriculum (80%, down two points from 2009), Quality of Teaching (29%, down 60 points from 2009), Quality of Faculty Advising (49%, down 36 points from 2009), Course and Instructor Evaluations - Adequate Measure of Quality (67%, down 22 points from 2009), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (47%, down 47 points from 2009), Administrative Support (54%, down 41 points from 2009), Program Teaching/Graduate Assistants (78%, down 18 points from 2008), and Quality of Guidance Provided by Major Professor/Mentor (46%, down 33 points from 2009).

Fifty-four percent of Medical Science students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, down 46 points from 2009, with an average score of 3.29. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.9). 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 touched mainly on concerns regarding teaching and program support.
### Academics - Summary

<table>
<thead>
<tr>
<th>GSBS- Medical Science</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please indicate your overall level of satisfaction with the following institutional facilities and services.</strong></td>
<td><strong>Comparison to My Level of Expectation:</strong></td>
<td><strong>Comparison to My Level of Expectation:</strong></td>
<td><strong>Comparison to My Level of Expectation:</strong></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Curriculum, Relevance of</td>
<td>80%</td>
<td>20%</td>
<td>49</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>29%</td>
<td>71%</td>
<td>49</td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td>49%</td>
<td>51%</td>
<td>37</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>67%</td>
<td>33%</td>
<td>48</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>47%</td>
<td>53%</td>
<td>34</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>54%</td>
<td>46%</td>
<td>41</td>
</tr>
<tr>
<td>Program Teaching/Graduate Assistants</td>
<td>78%</td>
<td>22%</td>
<td>36</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor</td>
<td>46%</td>
<td>54%</td>
<td>41</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Academics - Summary

GSBS – MS

Results

As noted in Table 3.4, the percentage of Met or Exceeded responses to eight of nine questions had lower scores for Met or Exceeded Expectations in 2010, including: Curriculum (64%, a 21 point decrease from 2009), Quality of Teaching (58%, a twenty-six point decrease from 2009), Quality of Faculty Advising (82%, a 6 point decrease from 2009), Course and Instructor Evaluations - Adequate Measure of Quality (74%, a 13 point decrease from 2009), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (70%, a 20 point decrease from 2009), Administrative Support (80%, a 17 point decrease from 2009), Program Teaching/Graduate Assistants (81%, an 11 point decrease from 2009), and Quality of Guidance Provided by Major Professor/Mentor (79%, a 15 point decrease from 2009). Availability of Classes remained at 94%, the same as 2009.

Seventy-two percent of MS students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, a two point decrease from 2009, with an average score of 3.69. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.9). The question was modified from previous years to match a Liaison Committee on Medical Education (LCME) question used in new state reporting requirements.

Student comments touched mainly on the curriculum.
### Table 3.4

<table>
<thead>
<tr>
<th>GSBS-MS - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Relevance of</td>
<td>Met/Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>36%</td>
<td>36</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>58%</td>
<td>42%</td>
<td>36</td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td>82%</td>
<td>18%</td>
<td>34</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>74%</td>
<td>26%</td>
<td>35</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>70%</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>80%</td>
<td>20%</td>
<td>30</td>
</tr>
<tr>
<td>Program Teaching/Graduate Assistants</td>
<td>81%</td>
<td>19%</td>
<td>27</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor</td>
<td>79%</td>
<td>21%</td>
<td>33</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>94%</td>
<td>6%</td>
<td>32</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **bold**.
Academics - Summary

GSBS – PhD

Results

As noted in Table 3.5, six of nine questions had increased percentages of Met or Exceeded Expectations responses in 2010, including: Quality of Teaching (89%, a three point increase from 2009), Quality of Faculty Advising (84%, a nine point increase from 2009), Course and Instructor Evaluations - Adequate Measure of Quality (91%, a three point increase from 2009), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (82%, a four point increase from 2009), Administrative Support (95%, a five point increase from 2009), and Program Teaching/Graduate Assistants (98%, an 11 point increase from 2009). The percentage of Met of Exceeded Expectations responses decreased or held even for three questions: Curriculum (85%, down four points from 2009), Quality of Guidance Provided by Major Professor/Mentor (83%, a one point decrease from 2009), and Availability of Classes (71%, even with 2009).

Eighty-five percent of PhD students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, a two point increase from 2009, with an average score of 3.88. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.9). 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.

The most common themes among student comments concerned the curriculum and general comments about advising and mentoring, and overall program quality.
## Academics - Summary

### Table 3.5

<table>
<thead>
<tr>
<th>GSBS-PhD - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Relevance of</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>15%</td>
<td>55</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>89%</td>
<td>11%</td>
<td>56</td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td>84%</td>
<td>16%</td>
<td>58</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>91%</td>
<td>9%</td>
<td>53</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>82%</td>
<td>18%</td>
<td>50</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>95%</td>
<td>5%</td>
<td>56</td>
</tr>
<tr>
<td>Program Teaching/Graduate Assistants</td>
<td>98%</td>
<td>2%</td>
<td>42</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor</td>
<td>83%</td>
<td>17%</td>
<td>58</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>71%</td>
<td>29%</td>
<td>56</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Academics - Summary

SPH – MPH

Results

Wording to three questions was modified in 2010 from 2009, one question was dropped, and two questions were added. As noted in Table 3.6, the percentage of Met or Exceeded Expectations responses for all eight were 77% or higher, including: Curriculum & Course Content (88%), Sequence of Courses (84%), Quality of Teaching (82%, same as in 2009), Course and Instructor Evaluations – Adequate Measure of Course Satisfaction (88%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (81%), Comprehensive Examination (77%), Quality of Guidance Provided by Major Professor/Mentor (79%, a nine point decrease from 2009), and Availability of Classes (79%, a 16 point increase from 2009).

Eighty-one percent of MPH students responded that, overall, they Agreed or Strongly agreed they were satisfied with the quality of their education, down five points from 2009, with an average score of 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 3.9). 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.

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

## Table 3.6

<table>
<thead>
<tr>
<th>SPH-MPH - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below n</td>
<td>Met/ Exceeded</td>
</tr>
<tr>
<td>Curriculum, Relevance of</td>
<td>NA</td>
<td>NA</td>
<td>89% 11% 127</td>
</tr>
<tr>
<td>Curriculum &amp; Course Content</td>
<td>88% 12% 137</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sequence of Courses</td>
<td>84% 16% 136</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>82% 18% 137</td>
<td>82% 18% 126</td>
<td>76% 24% 55</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>NA</td>
<td>NA</td>
<td>85% 15% 116</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>NA</td>
<td>NA</td>
<td>76% 24% 105</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Course Satisfaction</td>
<td>88% 12% 126</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Instructor Performance</td>
<td>81% 19% 125</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>77% 23% 73</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)</td>
<td>79% 21% 117</td>
<td>88% 12% 121</td>
<td>79% 21% 48</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>79% 21% 135</td>
<td>63% 37% 123</td>
<td>31% 69% 52</td>
</tr>
</tbody>
</table>

*Increases/decreases of 5 percentage points or more from previous year are in BOLD.*
Academics - Summary

SPH – MHA

Results

Wording to three questions was modified in 2010 from 2009, one question was dropped, and two questions were added. As noted in Table 3.7, four of eight questions for MHA students had Met or Exceeded Expectations response percentages of 70% or greater, including: Curriculum & Course Content (71%), Sequence of Courses (93%), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (79%), and Quality of Guidance Provided by Major Professor/Mentor (79%, a 12 point increase from 2009).

Questions with Met or Exceeded Expectations scores below 70% included Quality of Teaching (50%, a 28 point decrease from 2009), Course and Instructor Evaluations - Adequate Measure of Instructor Performance (57%), Comprehensive Examination (60%), and Availability of Classes (64%, a three point decrease from 2009).

It should be noted that while 100% of MHA students participated in the survey, the entire population of this program is fourteen students.

Fifty percent of MHA students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, a 28 point decrease from 2009, with an average score of 3.50. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.9).

The most common themes among student comments related to concerns regarding teaching, academic integrity, and program organization.
# Academics - Summary

<table>
<thead>
<tr>
<th>SPH-MHA - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Relevance of</td>
<td>Met/Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>89%</td>
</tr>
<tr>
<td>Curriculum &amp; Course Content</td>
<td>71%</td>
<td>29%</td>
<td>14</td>
</tr>
<tr>
<td>Sequence of Courses</td>
<td>93%</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>50%</td>
<td>50%</td>
<td>14</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Course Satisfaction</td>
<td>79%</td>
<td>21%</td>
<td>14</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Instructor Performance</td>
<td>57%</td>
<td>43%</td>
<td>14</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>60%</td>
<td>40%</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)</td>
<td>79%</td>
<td>21%</td>
<td>14</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>64%</td>
<td>36%</td>
<td>14</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in BOLD.
Academics - Summary

SPH – DrPH

Results

Wording to three questions was modified in 2010 from 2009, one question was dropped, and two questions were added. As noted in Table 3.8, the percentage of responses to seven of eight questions was 75% or above for Met or Exceeded Expectations in 2010: Curriculum & Course Content (78%), Sequence of Courses (75%), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (94%), Quality of Teaching (81%, a 13 point decrease from 2009), Course and Instructor Evaluations - Adequate Measure of Instructor Performance (90%), Comprehensive Examination (92%), Quality of Guidance Provided by Major Professor/Mentor (77%, a five point decrease from 2009), and Availability of Classes (53%, a ten point decrease from 2009).

Eighty-five percent of DrPH students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 3.91. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.9). 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.

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

**Table 3.8**

<table>
<thead>
<tr>
<th>SPH-DrPH - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Relevance of</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Curriculum &amp; Course Content</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sequence of Courses</td>
<td>78%</td>
<td>22%</td>
<td>32</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>75%</td>
<td>25%</td>
<td>32</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td>81%</td>
<td>19%</td>
<td>31</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td>69%</td>
<td>31%</td>
<td>29</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Course Satisfaction</td>
<td>67%</td>
<td>33%</td>
<td>27</td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Instructor Performance</td>
<td>94%</td>
<td>6%</td>
<td>31</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>92%</td>
<td>8%</td>
<td>13</td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)</td>
<td>77%</td>
<td>23%</td>
<td>30</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>53%</td>
<td>47%</td>
<td>32</td>
</tr>
</tbody>
</table>

*Increases/decreases of 5 percentage points or more from previous year are in **BOLD.***
## Academics - Summary

**Table 3.9** - Indicate whether you agree or disagree with the following statement:
Overall, I am satisfied with the quality of my education.

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

### 2010 Results (n=801)

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

### 2009 Results (n=714)

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

* Based on Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1
Student Services and Programs - Summary

Results

As noted in Table 4.1, all the areas within Student Affairs had Met or Exceeded Expectations scores of greater than 86%, including Registrar (97%), International Student Services (96%), Center for Academic Performance (CAP) (86%), Student Development (92%), Career Services (91%, up seven points from 2009), Health Promotions (90%), UNTHSC Catalog (93%), 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 91%, Access to Loan Information scored 89% 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 92%, including: Student Financials (96%, up six points), Human Resources (97%), Marketing and Communications (92%, up six points), and Alumni Affairs (92%, up six points). Common themes among the comments included the need for more transparency concerning campus hot topics from the Communications office and better alumni relations.

The Founders’ Activity Center was not used by 65% of respondents, up four points from 2009 and twelve points from 2008. An additional 23% used the FAC fewer than three times a week (Table 8.1).

As noted in Table 8.2, the Founders’ Activity Center Met or Exceeded Expectations percentages include: Hours of Operation (74%, down six points from 2009), Activities and Programs (72%, down eight points), Fitness Classes (65%, down nine points), Exercise Facilities (53%, down five points), and Exercise Equipment (59%, down eleven points).

The key themes raised in the comments included the desire for longer hours, more space, and more equipment.
## Student Services and Programs - Summary

### Table 4.1 - Student Affairs

<table>
<thead>
<tr>
<th>Service</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Affairs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>97%</td>
<td>3%</td>
<td>704</td>
</tr>
<tr>
<td>International Student Services</td>
<td>96%</td>
<td>4%</td>
<td>315</td>
</tr>
<tr>
<td>Center for Academic Performance (CAP)</td>
<td>86%</td>
<td>14%</td>
<td>608</td>
</tr>
<tr>
<td>Student Development</td>
<td>92%</td>
<td>8%</td>
<td>587</td>
</tr>
<tr>
<td>Student Affairs - Career Services</td>
<td>91%</td>
<td>9%</td>
<td>545</td>
</tr>
<tr>
<td>Health Promotions</td>
<td>90%</td>
<td>10%</td>
<td>523</td>
</tr>
<tr>
<td>UNTHSC Catalog</td>
<td>93%</td>
<td>7%</td>
<td>504</td>
</tr>
<tr>
<td>Student Affairs - Overall</td>
<td>93%</td>
<td>7%</td>
<td>681</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office - Overall</td>
<td>91%</td>
<td>9%</td>
<td>671</td>
</tr>
<tr>
<td>Access to Loan Information</td>
<td>89%</td>
<td>11%</td>
<td>643</td>
</tr>
<tr>
<td>Availability of Scholarships</td>
<td>65%</td>
<td>35%</td>
<td>633</td>
</tr>
<tr>
<td><strong>Other Institutional Services and Offices</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Financials Office</td>
<td>96%</td>
<td>4%</td>
<td>621</td>
</tr>
<tr>
<td>Human Resource Services</td>
<td>97%</td>
<td>3%</td>
<td>492</td>
</tr>
<tr>
<td>Marketing &amp; Communications - General UNTHSC News &amp; Plans</td>
<td>92%</td>
<td>8%</td>
<td>519</td>
</tr>
<tr>
<td>Alumni Affairs</td>
<td>92%</td>
<td>8%</td>
<td>369</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD.**
Student Services and Programs - Summary

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

<table>
<thead>
<tr>
<th></th>
<th>2010 (n=801)</th>
<th>2009 (n=722)</th>
<th>2008 (n=365)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Used</td>
<td>65%</td>
<td>61%</td>
<td>53%</td>
</tr>
<tr>
<td>Once a week</td>
<td>15%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Twice a week</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Three or more times a week</td>
<td>12%</td>
<td>14%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table 4.3 - Founders' Activity Center

<table>
<thead>
<tr>
<th>Founders' Activity Center</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Hours of Operation</td>
<td>74%</td>
<td>26%</td>
<td>272</td>
</tr>
<tr>
<td>Activities &amp; Programs</td>
<td>74%</td>
<td>26%</td>
<td>232</td>
</tr>
<tr>
<td>Fitness Classes</td>
<td>65%</td>
<td>35%</td>
<td>195</td>
</tr>
<tr>
<td>Exercise Facilities</td>
<td>53%</td>
<td>47%</td>
<td>266</td>
</tr>
<tr>
<td>Exercise Equipment</td>
<td>59%</td>
<td>41%</td>
<td>266</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student Health Clinic

Results

The majority of respondents (63%) 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 84% or more of students who used its services in two categories, including Professionalism (84%), and Quality of Care (85%). All the questions saw a decrease of six points or greater in the percentage of Met or Exceeded Expectations responses (Table 5.3).

An additional question was added this year for students asking why they did not use the clinic. The overwhelming majority (93%) had no need, while 8% cited Hours of Operation, 5% Have Own Insurance/Physician, 4% Quality of Service, and 2% 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?

<table>
<thead>
<tr>
<th></th>
<th>2010 (n=801)</th>
<th>2009 (n=722)</th>
<th>2008 (n=365)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Used</td>
<td>37%</td>
<td>40%</td>
<td>27%</td>
</tr>
<tr>
<td>1 Time</td>
<td>26%</td>
<td>31%</td>
<td>19%</td>
</tr>
<tr>
<td>2-5 Times</td>
<td>32%</td>
<td>26%</td>
<td>38%</td>
</tr>
<tr>
<td>&gt;5 Times</td>
<td>4%</td>
<td>3%</td>
<td>16%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had no need to use clinic</td>
<td>93%</td>
</tr>
<tr>
<td>Hours of Operation</td>
<td>8%</td>
</tr>
<tr>
<td>Quality of Service</td>
<td>4%</td>
</tr>
<tr>
<td>Range of Services Available</td>
<td>2%</td>
</tr>
<tr>
<td>Other: Have own insurance/physician (most common answer)</td>
<td>5%</td>
</tr>
</tbody>
</table>
Student Health Clinic

Table 5.3 - Student Health Clinic

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness of Service</td>
<td>72% 28% 488</td>
<td>82% 18% 420</td>
<td>83% 17% 255</td>
</tr>
<tr>
<td>Professionalism of Service</td>
<td>84% 16% 488</td>
<td>90% 10% 422</td>
<td>86% 14% 256</td>
</tr>
<tr>
<td>Quality of Medical Care</td>
<td>85% 15% 480</td>
<td>92% 8% 414</td>
<td>88% 12% 253</td>
</tr>
<tr>
<td>Convenience of Hours</td>
<td>63% 37% 481</td>
<td>58% 42% 407</td>
<td>67% 33% 244</td>
</tr>
</tbody>
</table>

Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:

- Met/Exceeded
- Below

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student Assistance Program (SAP) Counseling Service

Results

The Student Assistance Program (SAP) Counseling Service was used by 5% of students responding to the 2010 survey, a three point decrease from the previous year (Table 6.1).

SAP questions had Met or Exceeded Expectations percentages over 82% in Availability (88%, a five point decrease from 2009), Professionalism of Service (90%), Sufficient Length of Service (82%), Quality of Mental Health Care (86%) and Convenience of Hours (90%) (Table 6.2).

Key themes in the nine comments received were general appreciation for the program, need for a greater number of visits, and scheduling appointments.

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

<table>
<thead>
<tr>
<th></th>
<th>2010 (n=801)</th>
<th>2009 (n=722)</th>
<th>2008 (n=365)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>95%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 6.2 - SAP Counseling Service

Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Availability</td>
<td>88%</td>
<td>13%</td>
<td>40</td>
</tr>
<tr>
<td>Professionalism of Service</td>
<td>90%</td>
<td>10%</td>
<td>40</td>
</tr>
<tr>
<td>Sufficient Length of Service</td>
<td>82%</td>
<td>18%</td>
<td>38</td>
</tr>
<tr>
<td>Quality of Mental Health Care</td>
<td>86%</td>
<td>14%</td>
<td>36</td>
</tr>
<tr>
<td>Convenience of Hours</td>
<td>90%</td>
<td>10%</td>
<td>39</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in BOLD.
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 (91%), Career Counseling-Availability (85%), Career Counseling-Quality (84%), Student Government (94%, a five point decrease), Other Student Organizations (95%), Communication of Student Activities (89%), Communication of Academic Deadlines and Regulations (82%), and Communication of News Specific to Program/School (87%).

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

<table>
<thead>
<tr>
<th>Table 7.1 - TCOM - DO</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Admissions</td>
<td>98%</td>
<td>2%</td>
<td>300</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>91%</td>
<td>9%</td>
<td>277</td>
</tr>
<tr>
<td>Career Counseling-Availability</td>
<td>85%</td>
<td>15%</td>
<td>196</td>
</tr>
<tr>
<td>Career Counseling-Quality</td>
<td>84%</td>
<td>16%</td>
<td>184</td>
</tr>
<tr>
<td>Student Government</td>
<td>89%</td>
<td>11%</td>
<td>285</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>95%</td>
<td>5%</td>
<td>281</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td>89%</td>
<td>11%</td>
<td>295</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>82%</td>
<td>18%</td>
<td>301</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>87%</td>
<td>13%</td>
<td>314</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD.**
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 (97%), Administrative Support (97%), Career Counseling-Availability (99%), Career Counseling-Quality (100%), Student Government (98%), Other Student Organizations (98%), Communication of Student Activities (97%), Communication of Academic Deadlines and Regulations (94%), and Communication of News Specific to Program/School (94%, up five points from 2009).

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

<table>
<thead>
<tr>
<th>Table 7.2 - SHP - MPAS</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Admissions</td>
<td>97%</td>
<td>3%</td>
<td>117</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>97%</td>
<td>3%</td>
<td>115</td>
</tr>
<tr>
<td>Career Counseling-Availability</td>
<td>99%</td>
<td>1%</td>
<td>67</td>
</tr>
<tr>
<td>Career Counseling-Quality</td>
<td>100%</td>
<td>0%</td>
<td>60</td>
</tr>
<tr>
<td>Student Government</td>
<td>98%</td>
<td>2%</td>
<td>101</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>98%</td>
<td>2%</td>
<td>106</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td>97%</td>
<td>3%</td>
<td>109</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>94%</td>
<td>6%</td>
<td>109</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>94%</td>
<td>6%</td>
<td>109</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student-Related Services Provided by Your Educational Program - Summary

GSBS - Medical Science

Results

As noted in Table 7.3, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (93%), Student Services (89%, down 11 points from 2009), Communication of Academic Deadlines & Regulations (93%), and Communication of News Specific to Program/School (80%, down 17 points from 2009).

Communication (website, Facebook, email) was the major theme that emerged from the comments.

<table>
<thead>
<tr>
<th>Table 7.3 - GSBS - Medical Science</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Admissions</td>
<td>93%</td>
<td>7%</td>
<td>44</td>
</tr>
<tr>
<td>Student Services</td>
<td>89%</td>
<td>11%</td>
<td>37</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>93%</td>
<td>7%</td>
<td>41</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>80%</td>
<td>20%</td>
<td>40</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **bold**.
Student-Related Services Provided by Your Educational Program - Summary

GSBS – MS

Results

As noted in Table 7.4, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (94%, up ten points from 2009), Student Services (97%), Communication of Academic Deadlines and Regulations (82%, down six points from 2009), and Communication of News Specific to Program/School (84%, down six points from 2009).

Lack of communications during admissions and with other programs and schools were the focus of the two comments received from the students.

<table>
<thead>
<tr>
<th>Table 7.4 - GSBS - MS</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Admissions</td>
<td>94%</td>
<td>6%</td>
<td>33</td>
</tr>
<tr>
<td>Student Services</td>
<td>97%</td>
<td>3%</td>
<td>33</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>82%</td>
<td>18%</td>
<td>33</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>84%</td>
<td>16%</td>
<td>32</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in BOLD.
Student-Related Services Provided by Your Educational Program - Summary

GSBS - PhD

Results

As noted in Table 7.5, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (91%), Student Services (96%, up five points from 2009), Communication of Academic Deadlines and Regulations (83%), and Communication of News Specific to Program/School (91%, up seven points from 2009).

Communications regarding deadlines was the primary theme in the limited comments.

<table>
<thead>
<tr>
<th>Table 7.5 - GSBS - PhD</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/ Exceeded</td>
<td>Below</td>
<td>n</td>
</tr>
<tr>
<td>Admissions</td>
<td>91% 9%</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>96% 4%</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>83% 17%</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>91% 9%</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student-Related Services Provided by Your Educational Program - Summary

SPH – MPH

Results

As noted in Table 7.6, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (93%), Customer Service (93%), Ease of Completing Forms & Processes (93%), Administrative Support - Office of Student & Academic Services (96%), Administrative Support – Departmental Staff (95%), SPH Computer Lab (90%, up eight points from 2009), Career Services (86%), Student Government (93%), Other Student Organizations (94%), Center for Public Health Practice - Customer Service (87%), Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session (89%) Communication of Student Activities (90%), Communication of Academic Deadlines and Regulations (90%), and Communication of News Specific to Program/School (95%).

Communication and dissemination of information was the major theme among the comments, followed by need for computer lab upgrades, and a call for more student activities.
### Student-Related Services Provided by Your Educational Program - Summary

**Table 7.6 - SPH - MPH**

Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/</td>
<td>Below</td>
<td>Met/</td>
</tr>
<tr>
<td></td>
<td>Exceeded</td>
<td>n</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Admissions</td>
<td>93%</td>
<td>7%</td>
<td>136</td>
</tr>
<tr>
<td>Customer Service (submission of curriculum plan, registration, and graduation)</td>
<td>93%</td>
<td>7%</td>
<td>133</td>
</tr>
<tr>
<td>Ease of Completing Forms &amp; Processes</td>
<td>93%</td>
<td>7%</td>
<td>130</td>
</tr>
<tr>
<td>Administrative Support - Office of Student &amp; Academic Services</td>
<td>96%</td>
<td>4%</td>
<td>132</td>
</tr>
<tr>
<td>Administrative Support - Departmental Staff</td>
<td>95%</td>
<td>5%</td>
<td>126</td>
</tr>
<tr>
<td>SPH Computer Lab</td>
<td>90%</td>
<td>10%</td>
<td>124</td>
</tr>
<tr>
<td>Career Services (Career Fair, Career Roundtable, Tuesday Interlude)</td>
<td>86%</td>
<td>14%</td>
<td>118</td>
</tr>
<tr>
<td>Student Government</td>
<td>93%</td>
<td>7%</td>
<td>112</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>94%</td>
<td>6%</td>
<td>112</td>
</tr>
<tr>
<td>Center for Public Health Practice - Customer Service (submission of required materials)</td>
<td>87%</td>
<td>13%</td>
<td>116</td>
</tr>
<tr>
<td>Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session</td>
<td>89%</td>
<td>11%</td>
<td>110</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td>90%</td>
<td>10%</td>
<td>128</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>90%</td>
<td>10%</td>
<td>132</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>95%</td>
<td>5%</td>
<td>133</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student-Related Services Provided by Your Educational Program - Summary

SPH - MHA

Results

As noted in Table 7.7, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (93%), Customer Service (93%), Ease of Completing Forms & Processes (100%), Administrative Support - Office of Student & Academic Services (86%), Administrative Support – Departmental Staff (85%), SPH Computer Lab (62%, down 16 points from 2009), Career Services (69%), Student Government (83%), Other Student Organizations (82%), Center for Public Health Practice - Customer Service (75%), Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session (88%) Communication of Student Activities (69%, down 14 points from 2009), Communication of Academic Deadlines and Regulations (77%, down nine points from 2009), and Communication of News Specific to Program/School (85%).

No clear themes emerged in the limited comments.
### Table 7.7 - SPH - MHA

Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>2010</th>
<th></th>
<th></th>
<th>2009</th>
<th></th>
<th></th>
<th>2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>93%</td>
<td>7%</td>
<td>14</td>
<td>100%</td>
<td>0%</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Customer Service (submission of curriculum plan, registration, and graduation)</td>
<td>93%</td>
<td>7%</td>
<td>14</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Ease of Completing Forms &amp; Processes</td>
<td>100%</td>
<td>0%</td>
<td>14</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative Support - Office of Student &amp; Academic Services</td>
<td>86%</td>
<td>14%</td>
<td>14</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative Support - Departmental Staff</td>
<td>85%</td>
<td>15%</td>
<td>13</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>SPH Computer Lab</td>
<td><strong>62%</strong></td>
<td><strong>38%</strong></td>
<td>13</td>
<td><strong>88%</strong></td>
<td><strong>13%</strong></td>
<td>8</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Career Services (Career Fair, Career Roundtable, Tuesday Interlude)</td>
<td>69%</td>
<td>31%</td>
<td>13</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student Government</td>
<td>83%</td>
<td>17%</td>
<td>12</td>
<td>80%</td>
<td>20%</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>82%</td>
<td>18%</td>
<td>11</td>
<td>80%</td>
<td>20%</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Center for Public Health Practice - Customer Service (submission of required materials)</td>
<td>75%</td>
<td>25%</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session</td>
<td>88%</td>
<td>13%</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td><strong>69%</strong></td>
<td><strong>31%</strong></td>
<td>13</td>
<td>83%</td>
<td>17%</td>
<td>6</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>77%</td>
<td>23%</td>
<td>13</td>
<td>86%</td>
<td>14%</td>
<td>7</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>85%</td>
<td>15%</td>
<td>13</td>
<td>86%</td>
<td>14%</td>
<td>7</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**.
Student-Related Services Provided by Your Educational Program - Summary

SPH – DrPH

Results

As noted in Table 7.8, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (97%, an eleven point increase from 2009), Customer Service (88%), Ease of Completing Forms & Processes (94%), Administrative Support – Office of Student & Academic Services (93%), Administrative Support – Departmental Staff (94%), SPH Computer Lab (85%, up 15 points from 2009), Career Services (72%), Student Government (83%, a twelve point decrease from 2009), Other Student Organizations (86%), Center for Public Health Practice - Customer Service (94%), Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session (94%) Communication of Student Activities (83%, down ten points from 2009), Communication of Academic Deadlines and Regulations (79%), and Communication of News Specific to Program/School (83%, up six points from 2009).

Student government and career fairs were the focus of the five comments received from SPH doctoral students.
### Table 7.8 - SPH – DrPH/PhD

<table>
<thead>
<tr>
<th>Service Description</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>97%</td>
<td>3%</td>
<td>86%</td>
</tr>
<tr>
<td>Customer Service (submission of curriculum plan, registration, and graduation)</td>
<td>88%</td>
<td>13%</td>
<td>NA</td>
</tr>
<tr>
<td>Ease of Completing Forms &amp; Processes</td>
<td>94%</td>
<td>6%</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative Support - Office of Student &amp; Academic Services</td>
<td>93%</td>
<td>7%</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative Support - Departmental Staff</td>
<td>94%</td>
<td>6%</td>
<td>NA</td>
</tr>
<tr>
<td>SPH Computer Lab</td>
<td>85%</td>
<td>15%</td>
<td>70%</td>
</tr>
<tr>
<td>Career Services (Career Fair, Career Roundtable, Tuesday Interlude)</td>
<td>72%</td>
<td>28%</td>
<td>NA</td>
</tr>
<tr>
<td>Student Government</td>
<td>83%</td>
<td>17%</td>
<td>95%</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>86%</td>
<td>14%</td>
<td>88%</td>
</tr>
<tr>
<td>Center for Public Health Practice - Customer Service (submission of required materials)</td>
<td>94%</td>
<td>6%</td>
<td>NA</td>
</tr>
<tr>
<td>Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session</td>
<td>94%</td>
<td>6%</td>
<td>NA</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td>83%</td>
<td>17%</td>
<td>93%</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>79%</td>
<td>21%</td>
<td>83%</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>83%</td>
<td>17%</td>
<td>77%</td>
</tr>
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</table>

Increases/decreases of 5 percentage points or more from previous year are in **bold**.
Appendix A

Comments
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 (n= 312)**

A supply of batteries needs to be kept in the classroom for the microphones.

The recordings made in Everett are virtually inaudible. Something must be done to check and tune the equipment regularly.

A break room for the PA students

A lot of the seats are broken in the lecture halls.

A lot of the tech stuff just seems out of date for what the school is trying to be. granted there are novelties like iclicker and touchscreens in the hallways, but it seems like time and effort could be better spent on updating school website and av equip.

The buildings could use more electrical outlets and network outlets to go with the laptops we are supposed to be using.

Add computer power outlets in the classroom.

be considerate to the fact that with changing seasons in Texas,and the diversity of the classroom students,there is need to regulate heating and cooling.its either too cold in summer or not warm enough in winter.having 65 in summer is too cold for some like those from Africa!!!!

add more outlets

Alcon Auditorium definitely needs more outlets available for students. Students should not have to bring their own surge protectors to class in order to keep their computer alive. The clicker doesnt work 50% of the time and the dry erase markers available in the classroom barely work, so the people in the back can never see when the professor uses them. Do a better job recording lectures if the technology is available. Med Sci was told that we would have recorded lectures, but the lectures were only recorded some of the time due to "technology problems", so students just started recording it on their own.

A computer by the printer to print out notes would be helpful in CBH.

allow video of lectures instead of just audio recordings
Comments – Institutional Facilities and Services

Almost all students use laptops in some classes and there seem to never be enough outlets.

Ants take over the first row in Luibel and our professors need new laser pointers as the two provided are almost always non-functioning appropriate!

At the front of Luibel, there are often ants.

AV equipment often has minor malfunctions (pointers or clickers do not work more than half the time for the professors, which slows down the lecture) There were ant infestations in the classrooms and outside in the atrium occasionally.

AV-- lectures should be recorded Maintenance- clean up should be after midnight especially at the library Temp-- needs to be better monitored

batteries for the roaming microphone are frequently run down and then faculty and students are scrambling for more AA's. They should be more easily accessible. (But I realize they might "disappear" if they are too available...)

Better connectivity, especially in common areas. Better seating for common areas.

Better layout of classrooms (so you don't bump into other students when passing through the aisles, room needed for backpacks, laptops).

Better lecture-recording services (audio and video) which can be provided to students online via DOSAF or other online medium.

Better maintenance of classroom temperature. Sometimes it gets very hot-- mostly when seasons are changing. For example transitioning into spring, it is very hot in Luibel. Possibly making sure the air conditioning (as appropriate to the season) is definitely running during times when class is in session.

Better microphones for speakers. The current ones die at least 1-2 times a week.

Better temperature control. It tends to uncomfortably hot or cold in Luibel.

Better wireless access in classrooms... especially Everett and Luibel. Also, the audio visual equipment usually is out of batteries or not working.

bigger chairs

CBH 220 does not have enough outlets for the number of students.
Comments – Institutional Facilities and Services

CBH 220 needs more outlets so that students may plug in their computers.

CBH 220 needs more outlets to plug in our computers!!!

CBH 220 needs more outlets, we all scramble in the mornings to find power. We have self designated people who bring in power strips.

CBH 220 seems to be a newer room that has been built. Attempting to hold class for 100 Med Sci students in this room is unbelievably annoying. Many students bring their own power strips to class every day so that we can plug out laptops in. Though it is annoying that there are not enough plugs, how you not just update the room with a seat by seat, built-in power strip across the floor so that you don't have to have cords strewn everywhere as well as have enough plugs. This would be a VERY simple addition to the room.

CBH classrooms lack enough outlets for student use

CBH classrooms need power outlets at every seat. It's just ridiculous what we have to do everyday to use our computers in class. Not only do we create tripping hazards with all the wires, but we are certainly overloading individual circuits.

CBH has no power outlets in the lecture halls

CBH is too cold sometimes!

CBH lecture halls on the 2nd floor doesn't have enough outlets for laptops.

CHB class rooms do not have enough outlets for students to have their computers plugged in during lecture. I would suggest providing more extension cords or having desks with outlets in them (similar to the ones in Luibel Hall)

Class rooms in CBH are very cold!!

Class rooms temps varies and typically is below 70f. Not enough outlets for cbh. Need recyling in classroom.

classroom temp control should be provided.

classroom temp= much lower in CBH240 network wifi coverage is not good in CBH, need the cord to access on laptop inside the labs

classroom temperature is never consistent. a/c is on when it's cold outside and the heater is on when it's 70 degrees outside. the solution is heaters in winter and a/c in hot weather
Comments – Institutional Facilities and Services

Classroom temperature is too low sometimes...

Classroom temperature is usually very humid and warm in Beyer Hall. It would be more pleasant if it could be somewhat cool and not humid. In some rooms, there is not enough outlets. Increasing the number of outlets in those rooms would be better.

Classroom temperature is well-controlled in CBH. It varies more and could be improved in EAD.

classroom temperature, especially for Luibel is never comfortable. too hot and steamy in the winter and the AC is too cold for the warmer days. Improve the AC units and

classroom temperature. Internet wireless connection is slow, seems like bandwidth is used up very fast, when everyone is trying to download the class powerpoint at the same time, its very slow.

Classrooms need more outlets in the desk areas. It is inconvenient to have them only along the walls.

Clean up the ant problem in Luibel.

Consistency of services. Equipment is good enough. Making sure audio is working for and throughout a lecture is professional. There are many places to sit and work in the atrium stairwell, etc., but network connection is poor.

Construction going on in 7th floor during the day is a bit of a disturbance.

Continuous dedication to improving the physical learning environment.

Don't keep classrooms so cold
dont keep the temprature very cool in library and in the lecture hall during the summer months.

EAD 506 and Beyer are often coldHaving an aisle in the middle of the rows of seats in 506 would be helpfulElectrical plugs underneath desks (rather than on floor in front of) in 506 would be helpful

ead elevator

Electrical outlets that are more accessible for laptop computers would be nice.

Every classroom should have electrical outlets available to the individual seats. The auditoriums in the cbh building create a tripping hazard when people try to plug their laptops into the outlets on the wall crossing the walkway.

except there are no outlets in the CBH building.
**Comments – Institutional Facilities and Services**

Faculty should be trained on how to actually use the AV equipment so that we don't have to waste classroom time for them to figure out how to use it or wait for an IT representative to arrive.

Finding outlets is sometimes very difficult, especially in classrooms in the CBH.

fire all janitors and subcontract out to people who actually work

fix it

Floors are not swept enough and trash pickup is not done well, some trash cans are skipped!

For night classes, IT does not have the necessary computer equipment ready at class start times. For two classes, instructors often have to call and remind the IT dept. to bring necessary supplies.

Frequently in Library and classrooms temperature was much low. It hurts (feels cold) when it's a winter. Make it higher when it's winter.

Frequently, it's too hot or too cold in Luibel.

Fresh paint would do wonders in the classrooms, library study rooms, and the area outside the java cafe.

Get new AV equipment for Luibel. Get outlets for the 4th floor library cubicles.

getting the temperature right in Luibell Hall is probably a tough task due to its size. One side of the room always seems to be hot while the other side always seems cold.

Give the professors seminars on how to run the computer systems.

Have a program in place to record the lectures.

Have batteries readily available for the microphone in Everett.

Have more access.

Have more outlets or provide a better wiring system so that we can have mini fridges & microwaves in the classroom since we are in there up to 8hrs a day.

Have working lasers/clickers with different colors to accommodate for color-blind students at all times and do maintainence checks on these. Once a professor, during our lecture, commented on our professionalism as a school based on the laser clicker running out of battery as he was trying to lecture. I didn't like that.
Comments – Institutional Facilities and Services

Heavy heavy heavy improvements could be made to facilitate the medical education program in terms of Audio/Video. The current lecture-recording-system is incredibly substandard in comparison to various medical and dental institutions across the state and health science centers nationwide... Also, a green laser pointer that is consistently reliable would be a highly affective teaching teaching tool. Both could be considered a small investment of unmeasurable returns.

I am currently in Baytown for 3rd and 4th year, so I don't use the campus.

I am no longer taking courses in a classroom setting so I am not aware of the current condition of the classrooms.

I believe a better thermostat system would improve the classroom and library room conditions. It is impossible to anticipate the temperature in the classroom or the rooms in the library. There is no contact information as to who to call in case of temperature regulation in either place.

I don't if it's a server problem or our actual computers, but I lose my internet connection a lot for no reason while sitting in class or in the library.

I don't understand why it's so difficult for the AV systems to be working in the classrooms, when it's the only job of like 3 people on campus. Most all the janitors are lazy. Especially Glen. He does absolutely nothing but sit on his rear for 6 out of the 8 hours he's at work EVERY day.

I feel it is good the way it is.

I feel that significant delays before lectures could be avoided if professors were given a brief overview of the AV equipment, as there have been many days when a professor has had to wait for an IT technician to load or begin their presentation. Alternately, perhaps a handful of students from each class could be trained and would be able to assist any presenter who is having difficulty working the equipment. Classroom temperatures are generally comfortable, but there have been several days when the classroom has been uncomfortably hot, to the point that concentration is impaired.

I found that many rooms did not have adequate outlets for laptops leading to many students not being able to use their laptops for class because it ran out of batteries. Furthermore, depending on where the student sat in the room determined whether there was good network connection or not. Please improve on expanding the network coverage area and getting more outlets into the rooms.

I have a laptop and multiple classrooms didn't have enough outlets.
Comments – Institutional Facilities and Services

I have had positive experiences with the facilities listed above. I know Classroom Temp can be tricky because the weather outside is unpredictable. I was hoping there could be more control in individual rooms, at least have control over a certain range, like we can move the temps around but let us stay between 65-75. We have been in rooms colder or hotter than the temp outside and even the professors get anxious. Last thing we need are grumpy professors...esp as they sit in their offices grading exams.

I have noticed that there are not enough computer plug in connections for student laptops in some of the classrooms.

I think details are overlooked. Like floor signs that have fallen in the stairwell will be unhung and still lying on the floor for weeks at a time. Some of the coverings of couches in the women bathrooms look old and not very clean. I think the couches in the bathroom are nice just some of the coverings are not.

I think that the biggest concern is that half of the internet outlets in the library do not work. The study carrels on the 4th floor in the library are a great place to study, but no one can use the space because none of the carrels have outlets. It is a complete waste of space. IT needs to address this issue immediately. Also, I have never been part of an institution that has so many network outages. Frankly, it is embarrassing. The basic needs of students need to be taken into consideration. This includes having a server that can handle the stress of the growing number of students.

I think there should always be working microphones and working laser pointers available for the professors. A lot of time is wasted figuring out if there is a working laser pointer. The laser should also be a very bright green or red so that it is visible.

i think they are good

I think they are great already!

I was very surprised at the lack of outlets, given the technological advance. I have to carry a extension cord to class in order for us to have enough outlets.

I would prefer if any maintenance/construction that was going to be loud would only happen when class is not in session because it is very distracting.

I would recommend tudent microphones placed on the tables at luibel so that everyone can hear questions and input without students having to yell across the room. I remember seeing this at my interview at the San Antonio HSC and really liked the idea.

If CBH 220 will continue to be used as a regular classroom it needs more power outlets as well as ethernet connections.
Comments – Institutional Facilities and Services

If you claim that you’re going to record lectures and post them online, I suggest you take the necessary actions to accomplish this. The outlet problem in CBH220 is also a problem, but it can be resolved with power strips attached to the outlet. Normally, a few students will bring them from home to share with the class.

Improve lighting near the white board, can be helpful when professors use the board.

improve network speed and connection availability

Improve the wireless in the library and classrooms.

In all facilities, the hallways are treated like storage areas. Luibel needs major cleaning and maintenance. The chairs are sagging, stained, and creak.

In CBH 220, the projector is fading, and is blurry around the edges. There are very few outlets in CBH 220. For a class room seating 120 students, it is fun compromise to keep your computer running.

In CBH there are not enough outlets for everyone to use their laptops.

In EAD 506 there were two seats that had come unbolted from their support arms . . . and they stayed that way most of the school year (until spring break, when I went to Ace Hardware and bought replacement nuts and washers, and came in with my own tools to effect repairs). There needs to be a well-established, well-advertised method of reporting needed repairs.

In many of the classrooms there are no outlets for laptops!

In the CBH there needs to be more available plugs for laptops in the classrooms.

Increase # of outlets to make laptop use easier

Increase the amount of power outlets in CBH-220. The room was very poorly designed, even when compared to Everett and Beyer Halls.

Increase the plug outlets so that class rooms are more accessible to students needing to plug in laptops.

It is always freezing in the classrooms and the library classroom!

It is always very hot in Luibel. Hot or cold, but never comfortable. Why can’t we have video posted of lectures?

It is difficult to adequately address these components to the classroom with one choice. AV equipment and air temperature are not consistently maintained in Luibel Hall. There are days when there is overwhelming heat in the room, and the main doors must be
Comments – Institutional Facilities and Services

propped open for fresh air. And more times than not, AV equipment such as laser pointers and slide advancers don't function well. This is especially embarrassing when we have a guest speaker. Also, on too many mornings, the lecturer is not assisted by a member of the AV team, unless they are called. This delays lectures and quizzes.

It is HOT in Luibel. Uncomfortably warm during the winter, and uncomfortably cold during the summer. The network requires a login at minimum once a day, sometimes more than once a day. This seems excessive. Can't the system store the cookie or password or whatever for a couple weeks at least?

It seems like there are many areas of the campus that are either over-heated or over-cooled. Luibel and Everett were always notorious for this problem. Many of the study rooms on the 4th floor of the library stay terribly cold-to the point where people just won't use them. And now I find places in the PCC that are very warm or very cold and you hear the HVAC system constantly blowing. With all the changes on the third and forth floors of the library there are many new places to study but very few of them have electrical outlets which are essential. Again this is probably why they are not being utilized.

It tends to get very warm in the back of Luibel. The A/C vents might not be working up there.

It will be helpful to have a easily accessible white board besides the projector screen.

It would be helpful in the desk areas in classrooms had the same outlets and network connection as are in the library tables on the main library floor. This way we can also eliminate the tripping hazard of power cables strewn across the floor between the desks and wall outlets.

It would be most helpful to have more outlets both in the classrooms (possibly on each desk) and in the library( especially on the reading tables). Most students have laptops on campus because the computer laboratory is small chiefly unavailable because of scheduled trainings and classes, yet we have very limited outlets to plug our portable devices.

It would be nice if classrooms utilized by SPH students had desks that had electrical outlets, similar to those that are in the lecture halls used by DO students.

It would be nice if Everett was disinfected more often. At the beginning of the yr there was many flies flying around that was quite distracting... maybe there could be a wipe down of the desks once a week. In Luibel it was always cold but in Everett it sometimes became too warm. small space, many people
Comments – Institutional Facilities and Services

It would be very nice if in addition to voice recordings get video recordings. Also, please make sure that there are pointers and lasers that work because it is extremely hard to see what the professor is pointing to with the weak red pointer that is normally used, the green one is much easier to follow but a lot of the times both of them are out of batteries.

It's all working fine

It's almost always too cold in the classrooms. It's much better than last year, though. There should be a way to plug in a laptop to a power source at each seat, especially in the bigger lecture halls like in CBH.

It's too cold-they even run the air conditioner in the winter! we never took off out coats. For ppl with laptops, i know that in the CBH classrooms there were not enough or close enough outlets.

It's very cold in different places of the campus. Examples are the CBH laboratories.

keep it up.

keep luibel a colder temperature

Keep more of the classrooms open around campus, because the library gets loud and packed and its nice to go and sit in a classroom in the EAD and study.

Keep restrooms more clean, less "odors"

keep the temp in bearable range

Keep the temperature in the rooms according to the temperature outside.... these days our classroom is hotter than it is outside.

Keep the temperature the same throughout the building or allow each classroom to be able to adjust the temperature in the room. Lately, it's been too hot or too cold.

Lubiel hall can never keep a consistent temperature. There need to be more network connections and electrical outlets in the library. Until they start issuing first years a laptop that has a 12 hour battery, we are going to require electrical outlets.

Luibel Hall is uncomfortable; it would be nice if the air flow to that hall were more consistent throughout the room. Then there would not be a no man's land in the middle of the lecture hall where it is freezing or burning.
Comments – Institutional Facilities and Services

Luibel often lacks working electric pointers for the lecturers. This is a basic necessity that I feel should be provided for the lecturers and the students. The heating and air conditioning in Luibel is often very unpredictable and functions at extremes of hot and cold.

Maintenance is well; however, i seem to see this one male worker (white hair, heavy set) that constantly is NEVER doing anything. 3 times a week i catch him in the 3,4,5 floor (above luibel-and he changes his sleeping places regularly) taking naps. then he has the adacity to get mad at students talking loudly around him while he is taking his nap. I also see him at around 10ish waiting in the stairway cafe (that connects to EAD) for lunch to be set up. 4 hrs later when i leave the library he is still just sitting at the same table drinking his dr pepper. He is very rude and i have never seen him do a single thing at UNTHSC but sleep, eat, sit at the same lunch table for the majority of the day.

Make electrical outlets available in CBH-220. For a "top 10" health science center to NOT have outlets available for every student is inexcusable. There has been so much frustration this year because of this issue, and it has NOT been resolved. We should not be paying our hard-earned money to be using a below-average facility. For AV equipment, you NEED to make audio recordings of the lectures available on Blackboard. It should not be taken away because some students don't attend class. Again, this is a service that should be provided as a learning tool, regardless of whether or not students come to class. Student attendance should NOT be the determinant of whether or not the lectures are available online. You have the technology, so use it.

make sure all electrical plugs work in everret. Projection screen is too dim in everret.

Make sure batteries are accessible and available for professors when their microphone runs out of batterires.

many classrooms lack clocks

Many of the classrooms in the CBH building need to be equipped with more outlets. There are only outlets on the wall and not close enough like the EAD building has where students sit. REALLY NEED TO WORK ON IMPROVING COMPUTER OUTLET CAPACITY.

may improve cleanliness

More extension cords available in the classrooms would be nice.

More flexible temperature settings, or make them available to be adjusted by classroom. more outlets, especially outside around the library and in the lobby by the current coffee shop
Comments – Institutional Facilities and Services

More often than not we have difficulty hearing the professor. There should be a better way to set up the mic (ie a mic that is similar to what an answering service would wear) or increase the current system's sensitivity to improve this.

More outlet connections in the main lecture rooms on CBH 2nd floor. Only a few outlets makes it difficult to use computer for note taking and general accessibility.

More outlets are needed in the classrooms to plug in laptops brought to class. Also, internet connections were intermittently dropped during class periods in the CBH building.

More outlets are needed within classroom rows

more outlets for plugging in laptops

more outlets in classrooms

More outlets in classrooms as most lecture materials are presented via courses etc & sometimes only minutes before class so we don't have time to print them out. This is mostly true for the EAD building

More outlets in classrooms, not just on the wall. There are so many janitors in the library all the time. Every bathroom is constantly being very slowly cleaned.

More outlets in the classrooms for students to plug in their laptops.

More outlets in the library

more outlets or accessible power chords in CBH.

More outlets or powers strips would be helpful. Also, there are occasionally problems with AV equipment that could be dealt with. It's usually something as simple as fixing the device with a laser pointer that transitions to the next slide that could be easily remedied. Perhaps they could just keep an extra pack of batteries in every class at the lectern?

More staff and personnel. There is always a need for more people in order for more things to get accomplished. Four hands are better than two.

More timely maintenance repairs and increase the number of outlets available for laptops.

more/better microphones

Most classrooms in CBH do not have enough outlets to be feasible locations to conduct class. Whenever one of our classes gets moved over there, it is always a problem.
Comments – Institutional Facilities and Services

My only complaint is that my classrooms do not have easily accessed power outlets when using a laptop during class. There seem to be a few select seats in the entire room that will allow one to plug into an outlet, but if you are unable to get one of those seats then it might be hard to keep the computer from running out of power after two hours and forty minutes of just battery life. Also having the computer and printer on the second floor CBH was a real convenience last year, now that it is gone it is a bit of a hassle to go to the library just to print out a couple of pages, then walk back to the CBH.

Need more outlets for laptops in the classrooms and auditoriums; outlets should be close to the desks rather than randomly located in the walls.

need more outlets in CBH 220
Need more outlets in classrooms
Need more outlets in the lecture halls in Center for Biohealth.
Need More Power Outlets in CBH 220
Need more power outlets in CBH 220

need more space, some of the rooms are too small for the amount of students enrolled in the course.

Network connection weak in upper floors of many buildings; temperature in classroom is usually too warm on hot days and too cold on cooler days

network connections in CBH is poor quality, sometimes. specially in my computer which was working properly in library but in CBH, wireless signals not enough.

new carpet in library
no network coverage in CBH laboratories. Need to use cord.

No personal outlets in CBH 220
No recording devices in the physician assistant classrooms

None of the little cubbies in the library have outlet for our computers. And since 2012 has crappy computer batteries that die after a year, I have to have an outlet to use my computer longer than 15 min.

not all the ethernet ports are functional. Regular inspection and repair will help
Comments – Institutional Facilities and Services

Not enough outlets during the graduate class lectures in CBH 240. There are 2 paired outlets on either side of the sitting area. Not sufficient for the entire class nor for more than a few students. Also cables have to be across the floor which is hazardous.

Not enough outlets in CBH 220.

Not enough power outlets for students to plug their PCs and room temperature usually too cold.

open some restaurant in campus

Outlets near outdoor seating areas and all seating areas in library

Outlets are extremely limited in CBH 220, leaving much to be desired for a classroom that seats so many students. The network connection often drops randomly at a rate of once every thirty minutes.

Outlets at the desks in the 4th floor library. Outlets at individual seats in CBH lecture hall.

outlets on the backs of tables as seen in some of the larger classrooms. Many students bring their laptops now and with outlets only against the wall this causes many hazards for students walking by.

Password Management is poorly implemented for network access. If passwords expire there is no way to reset them while on campus without using a colleague’s computer or going to the library.

Place more plugs and outlets in classrooms for students use of laptops.

Please regulate the library and classroom temps better! It’s always one extreme or another!

Please teach the faculty how to use the AV equipment so we don’t have delays in our lectures or have components of the lecture skipped b/c it would take too much time to get someone from IT

Please try to make all the SPH lecture rooms like those of TCOM.

Plz improve: autoclaves, elevators

Processors are slow, USB connections are in odd places and never consistent from classroom to classroom. Often, in the libraries, the software programs (SPSS especially) has not been updated.
Comments – Institutional Facilities and Services

Professors always have pointers that run out of batteries. There are club meetings in Luibel and they do not clean up the food mess left on tables. Ants are everywhere.

Professors and students are constantly frustrated by the lack of working laser pointers in Luibel. Investing in a new one, would not be that expensive and it would be greatly beneficial to the learning process.

Professors often lack working laser pointers during their lectures. Recently, there was a guest professor who was visiting us and gave a speech in Luibel. It was embarrassing that there was not a functioning laser pointer for him to use. He even commented on how TCOM is a major institution but lacked adequate equipment. However, I feel more pity for the professors who have to either bring their own pointer or use a flashlight-sized laser pointer.

Provide more mandatory faculty workshops so that the individuals using the AV equipment know how to properly use it; many times the instructors would be held up waiting for either a student to come help or for CETS to come assist.

Provide wired network connections to relieve congestion of wireless networks (this is present in Everett Hall), place outlets in a position where they are not under foot (again Everett Hall model should be followed)

Providing more outlets in the classrooms.

Quick fixes: enroll the teaching staff in an IT class so that they know how to properly work iClicker software and powerpoint. A lot of times the laser pointers die out having fresh batteries available at the podium would make lectures easier to follow. The mics don't work as well as they should. Too many problems with the mics this year.

Regular checks for routine maintenance

renovate the bathrooms please.................

resolve problem either with tcom 2013 laptop network problems or campus-wide network problem

room temperatures are sometimes too low..and even the rooms in the library should have a lil bit contro over the temperature....

rooms are always freezing cold restrooms need to be updated and kept clean!

Schedule classes in rooms that have multiple outlets.

since all students are using laptops for class, make sure there are plenty of outlets to provide power to the students. My first year we had a class in the "titanic" and there
Comments – Institutional Facilities and Services

were no outlets for student use. The classrooms in the AED need to have many of the seats repaired.

Some classrooms and lecture halls have projectors with very poor focus. The library auditorium most significantly has issues with distorted colors and slide presentations. Wireless internet is FAR INSUFFICIENT in almost all rooms at UNTHSC!!

Some of the recycling bins are always full, especially outside of the library in front of the Java lab. Which either means that there are incredibly environmentally conscious library patrons, or that they are rarely being taken to be recycled. Temperature is usually fine, as long as maintenance can be called. I THINK THAT THERE SHOULD BE NUMBERS FOR MAINTENANCE IN ALL LECTURE HALLS AND CLASSROOMS. OR AT LEAST EASILY ACCESSIBLE. IN THE SUMMER I WAS A TEACHING ASSISTANT AND IF THE MAINTENANCE PERSON WAS NOT THERE TO SET THINGS UP FOR ME, THEN MY STUDENTS AND I WOULD HAVE TO MOVE TO ANOTHER ROOM, I LOOKED ALL OVER FOR THE TECHNOLOGY SUPPORT PERSONEL's NUMBER BUT COULD NOT FIND IT. I KNOW PROFESSORS HAVE HAD THIS ISSUE DURING THE SEMESTER AS WELL, AND IF THE TECH SUPPORT DOES NOT SHOW UP, AND THE PROFESSOR IS HAVING PROBLEMS THEN IT COULD BE AN ISSUE. A SOLUTION TO THIS WOULD BE TO TRAIN THE FACULTY AT THE BEGINNING OF THE SEMESTER ON HOW TO SET UP THE TECHNOLOGY THEY REQUIRE, THAT WAY THEY WON'T REQUIRE AS MUCH DEPENDENCE ON THE TECH SUPPORT.

Some of the rooms need plugs along the tables instead of only against the walls. Many of the rooms are typically cold.

Some of the study rooms in the library have very poor temperature control room 429 specifically is like a sauna in the afternoons and is unusable.

somedays it is a little chilly in the classrooms Tables in the library seem constantly dirty (even in areas that are not open 24 hours. The 2nd floor bathroom can get out of control when there are a bunch of people there overnight studying. (especially low on toilet paper.) But the rest of the campus (including the classrooms) is taken care of well.

Sometimes in classrooms plugs are either unavailable, there aren't enough, or they are inconvenient and cords get in the way of desk space. Making sure plugs are convenient and available will help in classroom efficiency.

Sometimes it get so cold inside, which will affect your performances especially during Exams. I suggest the temperature be more regulated in winter and this spring. For Technology assisted courses like EPID 5300, getting the Audio/Video notes is always a problem. I think something should be done about that.
Comments – Institutional Facilities and Services

Sometimes the room gets too hot.

Sometimes the temp is a little off, but I don't think it's more because of the fluctuating Texas weather.

Sometimes the temperature is a little cold in the classrooms, raising the temperature a few degrees would help make being in the classroom a little more comfortable. More outlets, especially in the classroom on the 7th floor would be helpful. With a big class it is sometimes hard to find an outlet for everyone to plug in their laptops.

Stop wasting money freezing out the classrooms!

Temp is very warm in the mornings.

Temperature in the classroom are not well controlled..........sometimes its too cold and sometimes its too hot.........

Temperature regulation according to weather.

The air conditioner in classroom 400 in the library was out while taking a very important exam. This type of thing should not happen, or we should have some where else to go. It was very hot. However, people did try to accommodate by bringing fans but this is something that I didn't expect from UNT.

The airflow does not distribute very well especially in Luibel. There are some areas that are cold in the classroom and some areas that are warm.

The AV equipment in luibel is never functioning properly. on the pointers, the battery is always dead on the pointers, it stops working, somethign doesnt turn on and the MIKE is never working properly! we can hardly hear the professors most of the time. we try to call for help and they take over 10 mins to come down to the room. luibel is SO COLD most of the time. during the winter, when it is freezing outside, luibel is even cooler. we try to get them to turn on the heat, but ofcourse it doesnt happen. the outlets in the library dont work, especially in the cubicles. Network connection gets lost all the time.

The AV equipment is always problematic for lecturers especially if they are visitors. For one, the batteries are frequently dead (maybe non one turns them off after they are done or maybe the tech support needs to do more to leave spares accessible).

The AV equipment is old and doesn't work very well. The resolution is horrible and the projected image isn't bright enough. I'm sure the brightness is turned way down so the school can save money but it makes it hard to see, especially when you have to sit on the floor in the back because there aren't enough seats. Also the microphone rarely ever works properly. It is always too quiet unless the professor is screaming, and at least a few times a day it starts producing feedback so horrible my ears start bleeding.
Comments – Institutional Facilities and Services

Classroom temperature is NEVER appropriate. It's hotter than hell in there year round. In the winter, they crank the heat up in the morning, but apparently whoever is in control is too stupid to realize 160+ people's body heat in a room that small does not necessitate the use of ANY additional heat. In the summer, its like the AC isn't even turned on. Whoever is in control of temp needs to be fired. The outlets didn't even work for the first 2 months of school. Half of them, when you plug in, your cord will fall out. The network is absolute garbage and randomly disconnects you multiple times a day. Replace your entire maintenance staff because their collective IQ is below room temperature.

The AV equipment we have is good and functional, but it would be nice if our professors were trained to be proficient with the equipment so we don't have to waste time while they fiddle with it or call for technical support. This happens SEVERAL times a week. The lecture halls are kept way too cold. There was a point during the fall where we were coming to class in beanies and Columbia fleeces to stay warm in the lecture hall despite the fact that it was 70+ outside. This has been a problem all year.

The AV equipment, especially in luibel and everett is terrible. It is a constant hindrance to our learning as students, as well as a distraction for the professors using it. I'm talking more specifically about the audio equipment. Either the equipment needs to be replaced or the tech department needs to put more effort into making the audio equipment more of a priority. The audio equipment goes out on us on average almost ONCE A DAY!

The bathrooms are never clean on the weekends, they need to be cleaned over the weekend and not just Monday morning before everyone comes back to work. The library is extensively used by the students over the weekend. Somehow there needs to be a way to regulate the temperature more efficiently. Last Thursday in the library I was studying in a room and the temperature in the room was at least 15 degrees warmer than in the hall. The PTR is always hot.

The bathrooms on the 2nd floor library are not always clean

The CBH 220 classroom where we have a majority of our classes is severely deficient in outlets for laptops. It is a fairly new building, and yet it is ill equipped for the current state of learning. It would be great to see that fixed. I believe this issue will fall under the category of AV equipment. SEVERAL times during the fall (when our core lectures were recorded by UNTHSC), the recordings posted on Blackboard were dead air--and the lecture was basically lost unless a student had the foresight to record it. Many times this happened, so we as students stopped relying on UNTHSC and recorded the lectures ourselves--posting them on the Live Mail Skydrive. I feel like in graduate school--there should be recordings by the school for core classes. In the spring, UNTHSC basically didn't start recording lectures until April. I find this to be unsatisfactory.
Comments – Institutional Facilities and Services

The CBH desperately needs more power outlets for students' laptops.

The chairs in Everett and Luibel Hall are slanted due to age and hard on the back. Many do not stay pulled up to the desk, making it hard to use a laptop.

The classrooms are always freezing, no matter what the temperature is outside!

The classrooms are too small for our class, are the rooms cleaned? (ie desks wiped off nightly?)

The classrooms could be a tad cleaner. Also, in some of the classrooms, the chair seats are very dirty and look gross.

The condition of RES-122 is abysmal. The chairs are wobbly, break easily, and their is poor illumination for the chalk board. This is one of 2 main classrooms in the RES building and the poor condition of the facility reflects poorly on the university.

The current situation of not allowing the PA students to have a small refrigerator and microwave within the classroom is absurd. I find it difficult to swallow that multiple unnecessary purchases, such as the numerous televisions recently mounted on walls throughout campus (which serve no real purpose), have been given priority over such simplistic problems as re-wiring circuits so that a couple small appliances can be installed within the classrooms. I understand that a new cafeteria will eventually be available in a new building. However, until that time, every effort should be made to make the students lunch options better. Many students cannot afford to pay the overpriced fees charged by the "lunch under the stairs", nor do they consistently offer vegetarian or kosher food items. It is also unsafe and unsanitary for students to bring food items from home and have no place to refrigerate perishable items should they wish to bring their own provisions. I have been extremely disappointed in the school's effort in addressing this issue despite raising the issue with administration many times, and I am certain that many of my classmates have been as well.

The electric plugs in Luibel had random surges that would affect the stylus on our laptops.

The facilities are older and I don't know if you can make it look any better maintained.

The facilities could be kept a little warmer

The faculty need to be knowledgeable of the classroom equipment (iclicker, powerpoints, etc.). It is very difficult to get something out of the lecture and pay attention when the professors have problems so often.

The front few rows in the main rooms are used a lot for lunches during lunch meetings, and it seems like they never get cleaned very well. There are a lot of ants!
Comments – Institutional Facilities and Services

The greater majority of the medical science's classes have been held in CBH 220. There are no where near enough outlets in that room for a class size of ~100 students and most of us bring our computers. More outlets need to be put in the room or power outlets need to be provided.

The green laser pointer needs to be fixed, and it hasn't been functioning for months and the red one is too hard to see on the projector.

The halls in the EAD are cluttered with random furniture, fridges from the labs in the RES, and the main hall where student life is needs to organized. Put all the awards and picture in line and even...these small things will go a long way to improving the image of a top 10 health science center. I have been to other campuses and have not noticed the clutter and mess. "You practice like you play" my coach used to tell me....I think it can be applied to this goal of becoming a top 10 school.

The large lecture halls are often too hot or too cold, and not giving access to professors is a mistake. I understand why you would not want the students messing with the temperature, but it often takes 30 minutes for maintance to respond to a request to change the temperature, and then takes a while for the temp to change.

The leaks in the buildings are horrible! Also, the elevators are slow and need to be replaced. The classrooms are always hot, and there is nowhere to plug in computers in the CBH.

The lecture halls could use plugs on the desk tops.

The lecture rooms in CBH have no power outlets for laptops.

the lectures in the core are not video taped, only audio taped, it is better for the student to look at the slides and what the instructor is pointing to in the class room, in case if he or she wants to go back and review the lectures.

The Library could use some work which regard to electrical outlets. Some of the rooms are haphazardly arranged and the new areas have no electrical outlets.

The Luibel classroom is constantly freezing. Regardless of the temperature outside, you always have to wear a jacket or coat. It is not conducive for a good learning environment.

The main classrooms have adequate outlet connections, but I believe some classrooms still do not provide any at the desks (possible in RES and CBH). Also, it is better to have the outlets in the top of the desks than on the floor for tripping.

The mics in the class rooms need extra batteries at the podium please. Embarrassing when a guest lecturer is here and our mics without fail run out of juice.
Comments – Institutional Facilities and Services

The mics that the lecturers use are simply awful. I honestly can't remember the last time that a lecturer didn't have some difficulty with them. Whether the batteries are dead or the volume is simply not loud enough, it seems there is always an issue. Due to my background in audio engineering and producing I first thought that I was perhaps being meticulous, but it seems the problems have gotten worse and worse and have continued to persist.

The only issue I have seen with cleanliness would be the increase in flies during certain months of the year, and there really wasn't anything visible being done about the large amounts in the classroom and library. When they show up, maybe try fly catcher's or cleaning the trash cans more frequently.

The outlets in EAD 506 and Beyer are not in the most convenient of locations. If they were moved to the actual tables like in other halls then people wouldn't be constantly tripping over power cords.

The professors have a hard time working the AV equipment. It needs to be simplified. Also, iClickers should be out-moded. They are horrible. The batteries run out, they get lost, and half the time, they simply don't work. A suggestion would be to use an online or WiFi version of something like iClicker on our laptops. It would be cheaper, it would require less devices, and it would be more consistent.

The projectors during several lectures for the BMSC core classes were out of focus and would remain so during the course of the week. When the lectures are based off of powerpoint slides it is essential that we are able to read what is being presented. When sitting in the same classroom over the course of two hours there is a noticeable, and uncomfortable, change in temperature. This is especially troublesome while taking exams where comfort level can affect though processes.

The rooms are cold during the winter

The rooms are too cold during the summer and spring.

The rooms are very cold. I have been present when the issue has been brought up in past meetings, but they continue to be cold. There has been a significant amount of construction outside our classroom buildings that has interrupted class sessions. I would like to see construction that requires loud bang, drilling, etc to be conducted after hours, or during Christmas, spring and summer breaks.

The rooms in CBH don't have enough outlets. Although almost all of the students bring computers, there are only a handful of outlets. Also, the wireless connection goes in and out depending on it's mood.
Comments – Institutional Facilities and Services

The screen used for PA students ppt lectures is torn. The screen looks bad and unprofessional. Also, the size of the classroom is too small for the number of students in the class and this does not help accommodate learning because each student feels cramped and classroom resources are stretched. The classroom temperature is never changed or different. The classroom temperature is always cold. The number of outlets is below expectations because there are too many students in a very small classroom.

The speakers in both Luibel and Everitt have a buzz/hum even when people aren't lecturing. Sometimes I wonder if the recycling actually gets recycled...or if it just gets thrown away. We should get more recycling bins on campus. They need to find better times to vacuum the library. Sometimes in the mornings there are stains or sticky spots on the library tables...meaning they were never cleaned. It would be great if there were more outlets everywhere on campus, but especially all the cubicles and tables in the library.

The stairwells are usually dirty. Quite a few chairs are broken and stained in the various classrooms. I hope that the demands of the new building will keep the administration from doing necessary renovations and cleaning in the current buildings.

The temperature in luibel is either too hot or too cold

The temperature is never correlated right, I'm either burning up or freezing. The outlets towards the back of the room won't hold the plug at times. Lectures need to be video recorded. The microphone system is not very good either. Rooms are clean.

The temperature of the rooms (especially Luibel) can be extreme in the seasons-very cold and very hot. It often is distracting.

The upholstery on the chairs in several lecture halls (EAD 506 and Beyer Hall for example) have stains and appear quite dirty. Cleanliness of the desktops and tables meets expectations.

The wireless is CBH is spotty at best. It needs to be improved.

The women's restroom on the 5th floor is unusually cold.

There are no outlets for personal computers on the desks in a couple of the lecture halls.

There are no outlets in our normal classroom CBH 220. It was incredibly frustrating because you couldn't bring a computer without it running out of batteries. We asked multiple times to have more outlets put in. This was not done so students then had to bring their own power strips and no where neer provided the outlets needed for class.
Comments – Institutional Facilities and Services

There are no plugs to plug in your laptop during class, which makes it impossible to type notes during a 3 hour class. This is by far my largest complaint.

There are not enough outlets for computers in many of the classrooms.

There are not enough outlets/plug strips on CBH 220.

There are not enough power outlets in the EAD and CBH classrooms that the school of public health use.

There are only wall outlets in the lecture rooms in CBH. You have to sit on the outside seats if you want to plug in your computer. They are on the end of every other one to two rows. It's a brand new building. I don't understand.

There are some classrooms where the chairs are very dirty. Especially Beyer Hall.

There has been multiple issues with the sound board in the back AV room, and the recording having issues resulting in students not receiving adequate recordings for lectures. Since the department moved, there is no longer a hard wired phone to the AV department which causes issues.

There have been a number of instances where equipment such as laser pointers, slide advancers, or microphones were not working. This delays class starting.

Cleanliness after meetings that include food have caused an ant problem in the front of the classroom, ex Luibel.

Temperature has been warm in Luibel at times. The effect of high temperature in the Anatomy Lab caused a mold problem that resulted in fewer cadavers for student use later in the school year.

There is occasionally an issue with the wireless internet connection in the PTRs across the hallway from 506.

There needs to be extra batteries on hand so it is not a student's responsibility to have extras for the portable microphones.

There needs to be more electrical outlets on the fourth floor of the library in the common area.

There needs to be more outlets in the library on the 3rd and 4th floor.

There should be more plugs/outlets for computers, there is a struggle to get a seat near an electrical outlet.

There should be more power outlet in the CBH-220 and CBH-240 as most of the classes of GSBS takes place here.
Comments – Institutional Facilities and Services

There should be video recording of lectures. There should be the entire curriculum in an interactive hyperlinked learning modules.

There were not enough plugs in CBH 220 for all students to utilize their laptops.

They need to keep extra batteries somewhere readily available to faculty. The clip-on microphones seem to die every few days. Some of the outlets in Everett Hall do not work, which makes it difficult to take notes since our laptop batteries only last about an hour.

update the CBH classrooms in order to provide each individual seat an outlet.

Use the AV equipment for streaming videos. Video tape the lectures. Teach faculty members that teach how to use it. Require them to take Med Informatics instead of the students.

VPN network sometimes doesn't work. I hope it will be more stable. Thank you.

We have been having problems with ants in Luibel Hall, its a little distracting.

We have had several ant problems, so there should be more pest control. The temperature in Luibel is constantly fluctuating and is often either too hot or too cold. There is rarely a happy medium.

We keep getting ants in the front of the room in Luibel. I think something should be done about that. In regards to AV equipment, I think students should video as well as audio of each lecture available for review. Currently we only have audio.

We need more laptop accessible classrooms with increased electrical outlets.

We need more outlets in the classrooms on EAD 7th floor. The temperature is often quite cold.

We need more seats for students. Its not fair that some students have to sit on the floor if we have a majority of students attending class.

We need newer equipment and other options to improve technology in the classroom.

We need outlets in the CBH classrooms

We need some more avenues to be able to tell someone that temperatures need to be changed in our classrooms

We need to make sure that microphones and electronic devices are up and running properly with backups if necessary so that if something occurs, especially if someone is visiting, then our school does not look bad. Also, I just want to say that the IT dept is
Comments – Institutional Facilities and Services

great at this school, and always willing to help. We really need improvements inside the classroom.

We should be able to adjust the thermostats in the classrooms

When functions are organized, there should be personnel present to handle the AV equipment in case there is a problem.

When it is cold outside it is burning up inside, and when it gets warm it is freezing inside. I have experienced this in Luibel and Everett. I feel like as soon as it drops to 60 degrees they crank the heater up. Also, being a second year in Everett is so frustrating, there are barely enough seats! AND, not all of the outlets work on some of the back rows, I've heard it has been like this for years.

When the A/C or heat is on it seems that they are colder or warmer than necessary.

When the DOs get moved across the street, the classrooms in EAD and RES first floor need gutted and remodeled. More electrical outlets in BETTER places. You should be able to reach an outlet from EVERY seat.

White walls are boring; add art or something to admire when professors fail to engage students!

Within the CBH building, which is brand new, outlets are needed on the tables in the lecture rooms. Only 4-6 outlets not easily accessbile against the wall.
Comments – Institutional Facilities and Services

Student Lounges \((n=185)\)

more study lounges in library! ping pong needs to be moved to FAC so to make the student lounge a quieter place

please provide some coffee in the student lounges

go to a newer school and see what student lounges really look like

keep some more computer and study room....

Have some free coffee, more fun stuff.

What lounge in the library?

As address previously, I cannot see how hundreds of students and faculty are expected to share a couple of fridges and a couple of microwaves when every person on campus takes lunch at the same hour.

Find a way to install a student lounge in the RES building that is easy for students working in that building to access.

New equipment, larger facility

What lounges? There is shockingly no good place to eat lunch. My friends & I have to eat on the second floor of the atrium with our meals in our labs for the past 2 years. The lounge in EAD 1st floor is annoying b/c its a bunch of people playing ping-pong who get annoyed at you for heating up your food - we get in the way of their game.

The lounge in the library smells moldy and the lighting is very poor in this area. It is too dark to read in this area. More lighting needs to be put in this area.

The rooms used for PA studies should be allowed to have small fridges and microwaves. There should be more study rooms in the library.

The cleanliness, up keep, and accessibility needs to be improved in some ways. I think that an institution that boasts being so student oriented should most definitely offer more student options.

need more choice and hope the lounges supply food more time

Please try to put some game stuff in EAD student launge. It is very depressing there!!

I didn't know EAD had student lounges...

Please add more vegan or vegetarian foods.
Comments – Institutional Facilities and Services

coffee vending machine

Student lounges need to have more couches in the EAD building lounge.
provide more food and more flexible time here
EAD First Floor lounge is dirty and has old furnitures
The student lounge on the EAD first floor needs some piazzaz.

Amazing
We need more restaurants/coffee shops on campus. One in CBH would be great, and probably very successful.
great student lounges but i would love it if there were more fridges closer to our classroom

WHY DO WE NOT HAVE BOTTLED WATER FOR SALE IN THE VENDING MACHINES, ESPECIALLY ON THE 7TH FLOOR - SCHOOL OF PUBLIC HEALTH ONLY HAS SODA AND CARBONATED RUBBISH, PLEASE PROVIDE WATER - THE HEALTHY ALTERNATIVE!!
coffee machines..................

The library study lounges as a functional unit are fine, but there is no enforcement of any kind of quiet policy. I can't study at school; the library is way too noisy.

Would like to see a lot more study rooms available, especially open after midnight. Perhaps leave the 4th floor open past midnight as there are no books present for people to take.

I believe that the student lounges are adequate on campus EXCEPT in the library. The class sizes are increasing every year within every program, but the library isn't compliment this growth. I'm hoping that with the opening of the new building that this will change.

I wish that we had more study rooms in the library. It often happens that all the study rooms are full. It would also be nice for the PA students to have access to their own microwave and refrigerate.

we need recycle bins and more trash cans
Comments – Institutional Facilities and Services

SPH student lounge should be remodeled and redecorated to be more like those in CBH, with outlets for laptops as a chief priority. It is difficult to meet in the SPH student lounge to study with multiple people because of competition for wall outlets. As student involvement in the SPH continues to increase, it becomes more important that we have a place to go to congregate and study that is both functional and aesthetically pleasing (i.e. a desirable place to be).

I want to be able to print after 7 and on the weekends in the EAD. It is really hard to enjoy and use the student lounge on the 7th floor when it is locked on the weekdays and weekends.

Lounge should be bigger to accommodate more people.

there is a room in the library that takes up quite a bit of room, and the students do not have access to it.

The student lounge always has two broken pool sticks, they cannot keep good pool equipment available. The study lounges in the library are constantly full and for the most part they are reserved for classroom agendas. That is what classrooms are for, I would appreciate more rooms or less reservations for class time.

Put a big clock in the ping pong room. It is difficult to keep track of time and make it back to class on time if there is no clock in the room. Putting in a TV was nice but seriously NO CLOCK?

The lounges are subpar. Lounges need to be places where you can sit, get decent food, drink coffee, unwind. Pong/pool tables are nice but atmosphere is poor.

walls need to be insulated. can hear everything going on in study room on adjacent sides.

The 7th Floor student lounge is not comfortable, which is what makes the CBH lounge nicer. The couches, the TV all make it nicer.

There are no student lounges in the RES building. It would be much appreciated if at least one were available.

They look great and clean at all times

The little study lounges on the 4th floor in the lib need to get some electrical outlets. Not all of them need it but a few would be good. Sometimes I like to just read a book over there but sometimes I need my laptop.

Library study lounges - there needs to be a lot more. The library study/lounge areas are run down and, when it is busy, allows little room for studying efficiently.
Comments – Institutional Facilities and Services

The study rooms in the library are not well insulated with regard to sound. What is the point of having a study room for a quiet place to study and you can hear people speaking clearly in the next room?

The student lounge in the library is simply too loud sometimes. But it's a great area to study.

The private study rooms in the library are crazy with temperature. It's really unpredictable whether they will be way too hot or way too cold. The general temperature of the library is fine, but the individual rooms are consistently uncomfortable enough that I have to leave before long.

The library is too crowded and it is hard to find a quiet study location.

Drinks/snacks should be available in the refrigerators in student lounge.

Provide coffee for the coffee makers.

The student lounge on EAD first floor is too small to accommodate all of the recreational equipment in the room. It also seems to be occupied primarily by the DO students. The Library student lounge has tables and chairs that are uncomfortable for extended sitting. The tile-covered tables are not easy to work on.

There have been a lot of changes since I first began school and I must say it looks nice.

The lounges in CBH are the nicest on campus and could be modeled elsewhere.

Put something entertaining on the seventh floor of EAD.

Need an res lounge...

The main student lounge and the areas of the library considered lounges are largely taken over by TCOM students who are loud and pushy and GSBS students will not go there.

We need more places to study that are open 24 hrs. There is just not enough space.

More outlets and comfortable reading chairs (soft kind) in each room. Sitting at the table can get uncomfortable after a while.

The lounge on the 7th floor of the EAD building is always clean and user friendly. All lounges on campus should strive to be like that lounge.

There needs to be more study rooms that are available 24 hrs and also if it was possible to have some of those cubicle/desk individual study areas too, since on some nights you have to share these areas with PA and Med sci students and 2nd years.
Comments – Institutional Facilities and Services

I would like to see more private study rooms. With better SOUNDPROOFING.

4th floor needs a machine with water and soda.

On the 2nd floor of the library, the new study rooms are quite nice, but the walls are paper thin. In order to solve this problem, maybe there could be a stockpile of disposable ear plugs that the reference desk could sell for a small price. that way students may still use the rooms and be able to study even if they are next to a group study room. It should be encouraged to bring your own earplugs, but in the instance someone forgets they can purchase some from the reference desk. ON THE THIRD FLOOR LOUNGE, THERE IS A LEAK ABOVE THE OUTLET SOUTH WEST CORNER. I WAS IN THERE WHEN IT WAS RAINING QUITE HARD ONE DAY, AND THE WATER CAME SPEWING, LITERALLY SHOT OUT AT LEAST 2 INCHES FROM WHERE THE CEILING MEETS THE WINDOW, AND WAS RUNNING ALL OVER THE ELECTRICAL OUTLET. HAD I BEEN USING MY LAPTOP UNDERNEATH THERE, IT WOULD HAVE BEEN RUINED. WHEN I TOLD ONE OF THE NIGHT TIME CUSTODIANS ABOUT IT, HE SMILED AT ME AND SAID IT HAPPENS ALL THE TIME, AND THEN JUST PROCEEDED TO WIPE UP THE WATER. A LEAK IN THE BUILDING COULD BE BIGGER PROBLEM IN THE LONG RUN. FOR SOME REASON I DON’T THINK THE CUSTODIAN REPORTED IT TO MAINTENANCE, AND AS STATED ABOVE, I'M NOT SURE WHO TO REPORT IT TO, BUT WATER ON AN ELECTRICAL SOCKET CAN'T BE GOOD.

The library is pretty cramped for space right now. If the number of students enrolling for next year increases the overall number of students at the HSC, the library is just going to get more crowded. Can you decrease the amount of library space used by staff and let us have more room to study please? Also, after midnight, we could still use the space in the top two floors. Even though it is late, the bottom floor does get cramped the night before tests.

If you could provide with good quality ping pong balls. That would be great. The balls which right now we get are not that good.

Better cafeteria services

need to have more lounges due to the fact that the classroom # of students is increasing and its ridiculous to have to wait almost 30 minutes to warm up your food when we only get an hr for lunch.

One refrigerator and three microwaves, if they are all working, is nearly enough to provide to all of the students, especially during the lunch hour. We have meetings during lunch usually 3/5 days and it usually takes 20 or 30 minutes to heat up lunch, therefore it is nearly impossible to heat up a lunch and attend the full meeting
Comments – Institutional Facilities and Services

more refreshment corners and games can be introduced, so that student lounges are a good place to take a break anytime!!

Perhaps add more tables so people can actually eat there. Also add more vending machines? It would be nice to have a cafeteria somewhere instead of just the Fun on the Bun. The student lounge on EAD 1st floor is a great gameroom, but we actually need more space to "eat" too. The 7th floor one is really great, however, we get a lot of complaints from the offices in the vicinity because of noise level. We can't help but be loud at times, after all, it's during our break. We also need more rooms for study lounges, or need a better system to restrict single persons from occupying study rooms that are supposedly for groups.

More seating! We also need more space to eat lunch.

more activities than ping pong and pool

Student Lounge on EAD 7th floor a great "lounge" however, the constant reminding to keep it low by the Administrators discourage students to feel comfortable using it to "lounge!" Even during lunch hour students are expected to remain extremely quite...I think that defeats the purpose of taking a relaxing break with friends and "lounging!"

We need more study space. The study rooms in the library are used as class rooms which makes them unavailable for students to use for study.

there is no "student lounge" on EAD 7th floor. if there is, then the entire campus should have knowledge of it and access to it, which i don't believe is the case. there is also NO access for tcom students into the CBH building after hours, so the lounges there are not accessible to us, and thus should not be on this survey. the couches are nice in the library. there need to be microwaves on each floor of the library, i'd say. maybe fridges, too.

Cleanliness of the study rooms in the library is often below par; mostly due to students leaving food/trash in the room.

Nothing, they are adequate.

Didn't know a student lounge existed on the 7th floor of EAD, and I've been here for 4 years. Maybe making it known to new students where all the lounges are would be good.

Library student couches on third and fourth floor may be excessive. It would be good to have the extra space for study in the form of tables
Comments – Institutional Facilities and Services

I was unaware that there was a student lounge on the 7th floor. So maybe a sign or something about it. The study lounges in the library are pretty nice but it would be nice to have more group study areas cuz it was always a process to try to find one available.

I think there needs to be more study rooms available in the library.

The vending machines are often empty in these lounges in CBH.

PA program needs their own student lounge.

The student lounges in the EAD needs another refrigerator and more microwaves.. The lounge in the library needs a refrigerator... We practically live at school and can't really afford to eat out all the time.

The student lounge on EAD First Floor is always full of DO students and there is not much space for us as PA students. It would be nice if we could have our own lounge as well. The EAD Lounge on seventh floor is a nice area to hang out but there is always complaints from the offices that the students are being loud. But I think we as students are not being considered because we are in class all day long and this is the only break that we get and we need to socialize and relax.

Cannot believe there is no coffee machines offered, either with coffee you can make yourself or a vending machine

The student lounge on EAD first floor is usually overtaken by the 1st year DO students since their classroom is next door to it. Also the student lounge on EAD 7th floor is too close to offices. The people in the office complain that the students are being too loud. When there are several students in the room trying to relax and eat their lunch the students need to talk. The offices should be moved away from the student lounge if this is a problem for them. The students do not have very many places to go and relax so we should not have to be told to be quiet during lunch time.

Would be nice to have a water machine in 7th floor lounge. Also, it would be nice to have a fridge in the library to store items.

more space, more tables or chairs, more refrigerators, microwaves, etc.

It would be great if we have more room, sofas and more food options. Extended hours will be great and how about something cheap and easy to make like breakfast burritos? The vending machines in the fir

food
Comments – Institutional Facilities and Services

Some of the study rooms on the first floor are extremely cold, to the point that I will go home even if it is the only room available. We were told that the rooms would no longer have microwaves in them due to safety reasons. Then we were told that we were not allowed to keep them in the hallways (EAD 406 & 506). This creates a VERY long line at the 2 microwaves on the 1st floor of the library. We either need more microwaves or a suitable location for students in EAD 406 & 506 (and preferably closer to the classrooms if possible).

Lounge in the first floor is too small with too few microwaves.

Move the ping pong tables so they are not in the way of people getting to the fridge and microwaves. I have been run into many times by irresponsible ping pong players.

Adding a second refrigerator to the student lounge on the first floor would be great since we have to fight for space on many school days and usually smoosh whatever lunch/dinner you bring just trying to find room.

first floor--- can be with more activities and space

PA students need their own lounge

The school of health professions (in particular PAs) need their own space ASAP.

Better seating and connectivity. Have a gameroom more like what KCUMB has in their student living quarters (pool table, big screen tv, couches, etc).

We need more study spaces. the library is always packed with little room for groups to meet b/c people are always reserving the study rooms in the library.

if possible provide more student study rooms and lounges

Study lounges in the library are very nice but need more electrical accessability.

more tables/chairs would be nice in the lounge area in the library

I think we should have 24 hour access to the EAD student lounge. Sometimes the prints aren't working in the library and it can be a huge problem. If we were somehow able to use our badges to get into the other printers it would be really helpful. Also, there isn't a refrigerator or microwave in the library which would be really nice. When studying all night it is difficult to walk all the way across campus to get a snack.

We need places to buy food besides just vending machines. But refrigeration and microwaves are handy.
Comments – Institutional Facilities and Services

The student lounge in the EAD needs to be expanded to meet the growing student population. Currently there are only two tables for people, that sit two people a piece, that are available.

Maybe a wall-mounted LCD T.V. in EAD 7th floor student lounge that is set to news

These facilities are adequate; no specific recommendations.

1. More Microwaves are needed for student access. There are two older version on the first floor of the Library building. At lunch peak time, there is a flood of students having to wait their turn.2. The Student Lounges in the Library are nice but not enough. Please consider more areas of plush couches and window views. I work best next to a window/sunlight.

There Should be more student lounge "space" in each building, The one in EAD is too Small. The one in CBH needs a ping-pong table. Lets make every lounge in each building more play friendly-considering the high brain activity students are engaged in here at UNTHSC. Too much work and no play makes UNTHSC boring!

The library areas need to be updated, so there are more study rooms or tables available and not so depressing looking.

It's nice that there are all of those desks on the 4th floor, but none of them have power. study rooms in the library are dirty and furniture is in poor repair

since some improvements have been already make to the student lounge on the 1st floor EAD, I think all is good. need to have power outlets readily available.

It would be nice if there were more microwaves close to the library.... maybe up by the Java Lab in addition to by Fun on the Bun.

If there will be a lounge in RES or more space in library, it will be appreciated.

may be more siting arrangements?

I am not sure if the eating area or the TV area is considered a student lounge. I think that the TV area exceeds expectations, but the eating area needs more sprucing. It is kinda dark and not always extra clean for a eating area.

I feel that the student lounge located on EAD 7 floor does not allow students to comfortably distress from the demands of school with their classmates because of having to worry about not making loud noises which may interrupt administrative offices next door. I agree that students must act accordingly, however, it doesn't mean that student lounges should be limited to only heating and eating our food.
Comments – Institutional Facilities and Services

Clean the 1st floor student lounge often as it is heavily trafficked.

they're fine
fix it

Always can have more study rooms in the library

Need a new pool table in the EAD student lounge. The old one is tilted.

The student lounge on the first floor of EAD could use better microwaves and better vending machines. One major improvement that would help people out is the addition of water bottles in the vending machines.

There is a student lounge on the 7th floor of EAD? I never knew that. Is it awesome?

I don't go in the student lounge

The Seventh floor lounge, is always very clean and maintained. However as a lounge space it is not very inviting. The white walls, harsh lighting and hard white floors are not a space I would chose to utilize to relax. I would encourage you to add a few more couches, change the lighting if possible, and add some color to the walls.

It'd be nice to see some upgrades like the CBH bulding in the other areas

Very good, a great place to relax.

they are already well maintained

Need more microwaves and refrigerators to accommodate all students and faculty.

TV in recreational area of student lounge instead of office where you can't watch it due to there always being a meeting or other work going on

Maybe improve facility in EAD 7th by having water available and a television.

there's a student lounge on the 7th floor?? who knew?!

free coffee!

I find the student lounges were great in having a TV with satellite channels to provide stress relief and relaxation for students when taking breaks in between study. However, for some unknown reason, the TV in the CBH student lounge were no longer able to display channels.
Comments – Institutional Facilities and Services

This may just be me being lazy and I don't know if there is room but I would not mind a couch in the 7th floor student lounge so I could take a nap on it.

The pool table needs to be leveled.

There should be stricter volume control in the group study rooms behind the 2nd floor computer lab.

Student lounges on EAD seventh floor and CBH should have ice dispensers. Student lounges on EAD seventh floor and CBH 3rd floor should have cable TV.

There is a non functional ice cream machine, which I will be better if it works or moved out. There are a couple of the study carrels with very high temperature and no thermostat to regulate.

Need bigger place.

No good balls and pedals for pingpong. No good sticks for pool (Billiards). Improve those facilities.

Lounges should be kept unlocked for longer hours than they currently are.

As PA students, we do not use the lounges very much, just due to lack of need or convenience. We utilize the PTR on the 5th floor more then any other lounge (besides the library perhaps...)

More places to study. Also, the study rooms are not very soundproof.

The library needs more space. There is a lot of wasted space in the library. There needs to be more group study rooms instead of cubicles.

It would be nice if there were areas for student lounges in RES building that were like the ones in CBH. There is very little room for students to eat/sit outside of the lab. Most of the time we have to eat/sit in the hallways.

There are too many students at this school to be accommodated by the current facilities. Please try to make the facilities appropriate before adding more students.

More microwaves and refrigerators.

The student lounge needs a clock, and possibly styrofoam cups for people to drink water, they were there at the beginning but after the first week they were gone.
Comments – Institutional Facilities and Services

More space needed. It gets way too loud, especially after midnight when the top floors close.

It would be a good idea to have sanitary wipes in the study rooms so students can wipe down the tables, especially if they were eating and they left crumbs on the table.

I didn't know there was a student lounge on the first floor of EAD. I like how the 7th floor lounge is homey and has those comfy one-seaters. Why are there only couches in the second floor lounge of CBH? There are more students in the higher floors, esp 3rd and 4th. I love the refrigerators in the CBH lounges! I love how the library is supportive with students' food and drinks because I know many of us are responsible and are careful. It's comforting we don't have to sneak food in or hide our sodas.

We need more study rooms in the library.

Coffee stands

Need more study lounges in the library

request that people be QUIET in the library area as others are trying to concentrate and work. the library isn't a lounge to go hang out and chat really loud and talk on cell phones.

In CBH the student lounges are not conserved from one floor to the next. The lounge on floor two has leather couches, televisions and vending machines, whereas the lounge on four lacks all of these items. In fact i believe the fourth floor is the only lounge that does not have vending machines. I would also like to see the java cafe in the library open at least partially during the weekends.

The library needs more seating areas. There is not nearly enough tables/chairs for the amount of students and faculty for lunch!

There need to be more study rooms available in the library. Closing the library floors other than the first the night before test is inconvenient when only the Med Sci students have a test, but usually there are other school/programs with tests on the same day, this exacerbates the problem. At this level in education, very few people study alone, collaborative studying is the norm and should be thought about as the main method of study by the administration/library coordinators.

We need more rooms for group study; study space in general is limited

There are not enough study areas for out school considering the number of students present. It is very difficult to find a place to study when other students also have exams.
Comments – Institutional Facilities and Services

More study rooms or study areas throughout campus would be nice and more conducive for studying.

The study lounges are very comfortable, though.

More group study spaces/rooms in the library

I refrain from cooking my meals in the microwaves in the student lounge on first floor because it is so gross. I suggest getting newer ones.

There's a student lounge in the library?

We need more chairs and refrigerator space. Pool cues in 1st floor lounge are always broken. Pool table also needs to be leveled.

incr the number of available study space in the library

There's often a line for the printers, but it isn't all the time.

the chairs and table are not very comfortable to sit in. Put in better chairs and tables, and newer and more microwaves and perhaps another fridge.

I did not know we had a student lounge on the 7th floor. Better seating would be nice in the lounge in the library.

expand library

I definitely LOVE the student lounges in the cbh. that is where I do most of my studying. However I have a tremendous problem with the SEVENTH FLOOR EAD lounge. The janitor ladies (older with curly hair, younger with straight black hair) that work in 7th floor are very disrespectful to students. They are very inconsiderate. For example they always come in to the lounge to gossip LOUDLY and eat a LONG lunch and do not mind the students that are there QUIETLY studying. We don't mind sharing the space with them but they could talk in a lower voice...They walk into the lounge like they OWN the lounge and don't realize that others are also using the space. Other janitors are VERY considerate (specially in the CBH) they try to not be loud and they do not talk loudly (usually they just eat their lunch without talking, or clean the area quietly)

I think there should be more couches and tables in the "student lounge" since the Student Life office is not really a lounging place anymore, or possibly some nicer couches in the atrium. Also, I think there should be a couch in the Java lounge area, since the couches and TV in the library are in a quiet area.
Comments – Institutional Facilities and Services

although I appreciate the effort put into revamping the library, the staff needs to understand that very few students like using the small cubical spaces prevalent on the 3rd and 4th floors. We very much prefer using tables.

More rooms to study in would be great.

I didn't know there was a lounge on the 7th floor of EAD. I am never in the CBH building so I never use that lounge. Some of the study lounges/rooms in the library has a strange smell to them.

These rooms look straight out of the 70s. The objects in these rooms have got to be at least that old as well. Look at the amenities in the student lounge in any real medical school....HDTV's, couches, coffee machines that work, etc. Our student lounges are like 3rd world countries in comparison. Spend a freaking dollar on the students for once and hook us up with something other than a 30 year old pingpong table.

There are not enough places to sit for 180 of us, and sometimes not enough refrigerator room for even some of our class' lunches. It doesn't really seem like a "lounge"Study lounges in the library are far too few for the number of students on campus!!!

The student lounge on the EAD first floor should be open all the time, like it used to be. There are cameras, so I don't think anyone would be stupid enough to try to steal any of the computers in there. It used to be open all the time, and it was nice to have computer access and printer access at all times without having to go over to the library. Also, it's not even open the stated hours (7am to 7pm), most of the time they open it late in the morning and lock it before 7pm.

Not enough library space. Why was already limited study space taken away for a faculty area that is almost never in use?

Improvements have been made to the library in terms of study lounges, but we still need a few more rooms dedicated to media use. The student lounges should be more inviting with more areas to sit, internet connections, and places to plug in our laptops. We also need a better "cafe" area where the lunch is served...maybe putting in a Subway or something?
Comments – Institutional Facilities and Services

Computing (n=236)

Get rid of Pharos please

There should be video recording of lectures. There should be the entire curriculum in an interactive hyperlinked learning modules.

The printer in the 7th floor computer lab sometimes works. The school email (live) sometimes is accessible. I can sometimes connect to internet.

If you're going to grow the student body, you need to grow the facilities as well. Buy more T-1's

Why can't we get all of our electronic needs on one interface? We must check several sites: live email, blackboard, my hsc, etc. We don't have an integrated site where we can log in and have access to all of these things. It is frustrating, time consuming, and inefficient. Please integrate all of these things onto one site.

Many part of campus don't have full wireless signals.

Install more printing locations.

The printers often do not work, and staplers and hole punches are often out of order. Also, I am unaware of a student fax machine.

More printers are needed on the main floor of the library.

The switch to the new email system could have gone smoother. Plus, the student email is not very user friendly. I don't understand why Microsoft Outlook Live cannot be used with Microsoft Outlook 2007 on a computer.

Need printers that do not break down all the time and more of them. Two printers on the first floor is not enough, especially when one is not working! Sometimes it takes a long time waiting in line when the library is busy. The live Hotmail does not work as well as the previous one!

There are parts of our library where internet connection is very weak. The copiers and printers are often jammed and as for internet, I am still getting email sent to my old email address at groupwise.

Pharos Sucks. It has messed up my computer more times than I can count. I now have to reinstall the operating system in order to get my computer to be functional because of how bad Pharos sucks.

Set printing fees should not be charged. Esp 3rd and 4th years. Students should be charged only for what they print or be refunded the remaining balance. Wireless should
Comments – Institutional Facilities and Services

be accessible from outside for example the alumni green rectangle, FAC, and the parking lots.

My new email acct after the conversion is crap. I have to quickly forward as much as I can until it freezes on me. The copiers are cool that you can send stuff from home, but it's useless that you have to make sure you send the document to the correct printer (b&w v. color, b&w). Just make one printer to send stuff to! And have it not erase after 24 hours. And the time at which you sent stuff would be helpful. Otherwise, if I sent a document, then send it again with corrects I don't know which is the one I want to print!

The fax in the student lounge does not work. I have tried it multiple times and has never worked.

The printer and copier costs are too much. Printing used to be free. I think the costs could be reduced.

There is nothing wrong here, things are pretty nice, but it would be nice if all of the technology issues were worked out so the infrequentness of the servers going down would cease.

Improve the wireless. The connection is still pretty spotty.

Need to be more copiers that work all the time and aren't so unpredictable. Also live mail is not so great.

faster copiers /printers

Have a copier and printer on the 4th floor

wireless could be better, there are a lot of dead spots on the school campus

The wireless internet is constantly going out in CBH. Also, please have 64-bit printer drivers available for students.

live email doesn't go to my PDA whereas I was able to access it on groupwise. This is very frustrating.

Printing give trouble quite often. It is frustrating to have the email system down so often.

the mobile phone signal in CBH is bad

The printers run very very slowly lately if they even work at all, specifically the Pharos Color or Black & White on the 2nd floor of the library. The windows live e-mail is not even the slightest bit user friendly. I was very satisfied with the groupwise e-mail accounts before and I'm very frustrated that this was changed. Secondly, at hospitals,
Comments – Institutional Facilities and Services

we could check our groupwise e-mails, but many hospitals have hotmail blocked. If this is our official form of communication, this is unacceptable in my opinion.

Email issues are more problematic here than any other institution I've been at. It is unavailable without warning way too often. There are also issues in CBH with Internet access being much slower or unavailable during a full class.

I !!!!!HATE!!!! THE NEW SWITCH TO LIVE!!!! AT LEAST THROUGH GROUPWISE I WAS ABLE TO RESPOND INTERNALLY FROM MY IPHONE BUT NOW I CAN'T EVEN DO THAT.

Wireless quality at CBH was not very good. The connection was lost periodically

Printing Rates should be reduced.

Printing is EXPENSIVE.

I know we just switched over from groupwise, and live is better, but I still do not like this email. I would think Gmail would be a better system. It is more intuitive and most students already use it for a personal account.

server speed is slow, specially in weekends

Need to be able to reset passwords from the wireless log-in portal

SPH desperately needs a copier/printer that can be accessed at all times. Currently there is NO copier available for student use (unless you go all the way to the library, which is not helpful in a time crunch), and the printer is only available in the computer lab, which is often occupied by classes or meetings.

WIRELESS IS TERRIBLE!!! For an institution that wishes to remain competitive with other health science centers across the country, UNTHSC should provide the means for faculty and students to access the internet from any location while on campus. This should not only be limited to the classrooms, but also in the laboratories and offices. Within CBH and the upper floors of RES especially, wireless quality is simply subpar. I truly believe this is one of the most important improvements that UNTHSC must make.

Our live accounts are very frustrating to use. My account constantly freezes when I am trying to open emails.

Microsoft Live doesn't work a lot of the time and I can't get into my email

the printers particularly those in the library are always broken. needs to have multiple centers for printing
Comments – Institutional Facilities and Services

The printer is down or not working properly more and more.

There should be a printing credit for each student for the printers. It gets ridiculous to continue to have to reload an account in order to be able to print. The new email system is awful! It interferes with my hotmail account and is impossible!!

internet connection fails all the time

More available and more user-friendly printing copying access for students.

Too much mass emails and junk emails received.

stop changing email servers, creates confusion

The south side of the EAD by the elevators has a horrible signal and that drops service on a regular occasion

With as many students as the school is now so proud to have enrolled, the number of printers, their distribution, and then maintenance is embarrassing. Before you pull more students in, make sure you have the ability to adequately serve the ones you already have.

Not enough copiers and printers or locations.

Many times was kicked off line or it wouldn't work down in CBH. Fix the internet and decrease copying cost.

The per page printing costs are high at 7 cents per page. There is no incentive to print double sided and so many people that I know print single sided just to use more paper to get their money worth.

Wireless signal is good, but the laptops for our class frequently lose connectivity for no apparent reason. Software/hardware upgrade perhaps? It would be nice if the class schedule was incorporated into the Live calendar that way any updates to the schedule could be made automatically without the risk of someone missing an important class because they had last week's Word copy of the schedule (which would then be outdated)

The change from Groupwise to Live e-mail caused issues with passwords. Even with the Novell password that is supposed to be used for many on-campus functions, like printing or accessing the wireless network, I have had several issues.

The email system is a complete mess. I don't know why it was changed, but it has become a big headache for everyone involved.
Comments – Institutional Facilities and Services

could maybe use 1 more color printer.

I like the groupwise better than this Live email. Live has a horrible address book and it takes forever to look someone up. With groupwise I could just type their name in the "to:" spot and if they had sent me an email then their name would just come up. With Live I have to go through the address book, wait for it to load, wait for it to search the name out. It takes too long.

There should be "high" connection everywhere in the building. I had to switch where I studied in the library because of "low" connections.

The email switch was a disaster and the new live accounts are very hard to use. I also feel like the copiers are always broken, and the printing fees are very high. There must be a better system for paying for printing, I do not like the pre paid printing on our student account as I do not use this because the cost is too high and would personally like a refund.

It seems that the wireless signal strength has markedly decreased from last year. I never had a problem with signal reception last year in any part of the library, but this year it seems that you have to be on the north side of the building to get good reception.

I would like to choose how much money I pay for printing.

more network out particularly on weekends where no IT PERSON is around, at least should have one personnel during weekend at least on helpline phone

Using the live product does not allow you the freedom that direct outlook or other office auality E-mail systems do.

too expensive to print especially color

Live is not a good email system. Very hard to email, search for email addresses. Very chaotic system that is not put together well. There are several more systems that are so much better.

Is it necessary in the email to notify students that "air handlers are operational/not operational" at this time. I receive way too many useless emails from the UNTHSC. It makes even navigating my inbox a nightmare.

We have so many passwords to so many different things. Why can't there be one password? (i.e. email, signing on to the computer, my HSC)

Perhaps making copiers cheaper for non med students.

offer better internet services, and better email as the present ones disconnect too often
Comments – Institutional Facilities and Services

I have had 3 email addresses in 3 years. That alone should tell you how bad the email system is. Of my entire time in undergrad, I spent 30 minutes on email. Here, I have had to spend multiple days at a time working with ITS to deal with my email.

Forcing the students who are graduating in May to change their email is unnecessary and causes undue stress.

At least one copier is out the majority of the time-in both the library and at the student lounge outside of luibel.

Not enough printers at all; we need more.

There are not enough "working" printers on campus for all the students that need to use them.

There is occasionally an issue with lack of wireless signal in the PTRs. Because we sometimes have part of our class time there, this has been a problem.

I do not like live. Groupwise was better by far.

Tremendous support from IT regarding any computer problems. Staff are extremely helpful.

Make an available printer for student use somewhere near everett/luibel that isn't locked up after 7.

FOR SOME REASON WHENEVER I TRY SEARCHING FOR PEOPLE'S EMAIL IN "LIVE" IT IS ORGANIZED BY FIRST NAME NOT LAST NAME. WHICH CAN MAKE THINGS DIFFICULT FOR SEARCHING, IT ALSO TAKES QUITE SOME TIME TO LOAD.

According to Pharos System's website, they officially support Windows 7, but UTHSC/Pharos does not yet provide a compatible driver package for the school's printers. Admittedly, UNTHSC does not officially support Windows 7, but it has quickly become Microsoft's most stable operating system. The wireless network has recently been fairly unreliable/error prone, requiring users to reset their wireless adapter, their wireless connection, or restart their computer to get back online.

The transition happened at a very busy time (fall semester) so it made it very difficult. When I transitioned, I had both my GW and Student Outlook. Then right when my GW closed, I realized I was not receiving emails from my professors. It was because I had an Employee Outlook account that I didn't know about. I went from having just one account to having to check 2 accounts. It is also difficult because the address books have not merged. Student's can't look up faculty addresses and vice versa.
Comments – Institutional Facilities and Services

Students should be allowed to choose from several different computer models. Give the student choices!

the printer pharos system is not usable if you have a 64bit cpu computer system. My computer that was issued by the school in inoperable and I had to replace it with a more reliable computer. I have taken the old computer to the ITS department and they are unable to determine a reason for the excrutiating slow speed of this computer. they "fixed" it but within two weeks, the computer slowed back down. ANYWAY, I got my own computer but ALL the newer computers are 64bit cpu. So they only way to print at school is to email to myself whatever I want to print then go to the library and open my email and open the documents and then print them rather than simply send them to print from my own computer like my colleagues who have working 32 bit computers. As a result, I still have over $200 on my account to print and it is near the end of the year... :-/

Free printing!

The wireless gets REALLY slow when everyone is downloading something at once in lecture.

cheaper printing costs

Some classrooms and hallways do not have great connection. With the emphasis placed on emailing and online course sites, this can sometimes be problemsome.

Wireless is awful in CBH, and Microsoft Live is a horrible email system. The emails sometimes are not being sent or received.

the email facility needs to be changed as it is a long process to get to the mail, secondly the time at which the mail is sent or received is never displayed correctly.

There's quite a few issues with wireless quality. There are certain areas in campus and certain times where we cannot get internet access. This should not be an issue. It's kind of frustrating at times.

Wireless quality in CBH is very spotty.

groupwise was way better than the problematic outlook. very disappointed in the change

wireless service is not good in laboratory.....sometimes when i want to use laptop i cannot and most of the times i do not have cable to connect my laptop

I think that it is foolish to switch email addresses mid semester- this could of been handled better
Comments – Institutional Facilities and Services

Need more printers in the library and CBH

There are locations around campus where internet connection is very low. The PTR rooms and spots in the library.

changing password so often is ridiculous

Sometimes speed of Outlook is really too slow

Would be nice to be able to get a stronger wireless signal in the founders plaza courtyard since there is not enough room in the library to study.

The email situation is horrible. There was a lack of communication and help to GSBS students during the transfer. I am very disappointed.

At times the wireless does not work. This is to be expected, but if it happens on a weekend there have been times when it will not be fixed until Monday. just a minor inconvenience really.

Wireless signal is often low.

The computer help desk in the Library is the greatest resource on campus. I think that XXXXXX and his crew are the best employees of UNTHSC. I can not say enough great things about all of them. So friendly and helpful and great hours.

This may not be able to be helped but I hate how slow live is at responding to my selections. Also I don't like being bombarded with emails about maintanance. I don't care to know all of those details.

Weak spots in some areas of the library and can't get on internet.

Would be helpful to give new students a map with all of the available printers and how to print to them (which are color/BW, and which are BW only).

Wireless can slow down significantly when students have to download lecture materials in class

the laptops do not work the best.

Frequent loss of connectivity in the CBH and low wireless connection in some parts of the library (especially noted on the third floor)

I was disturbed by the e-mail changes these years. Groupwise posed no problems but we were changed all around causing confusion for many people.
Comments – Institutional Facilities and Services

Update the pharos software to work with 64-bit computers. Update the VPN to work with 64-bit computers. Almost everyone who buys a new laptop will be unable to utilize these two features of the IT on campus. The updates for pharos and cisco have been out for years, and every attempt to contact the IT department results in either no response or an admission that they have no plans to upgrade their systems.

The copying/printing is slow. The live email needs to be more stable. It's down as much as much as its up.

You should not charge for 2 pages when we print 2-sided. We are only using 1 piece of paper. I understand that you still need to charge for ink for both pages but it should be less. My undergrad institution solved this problem by charging .05 cents for 1-sided and .07 cents if you print double-sided, which I feel is fair.

The new email never shows the correct time and date that the message was sent

The email system for this campus is too confusing and unnecessarily complicated. If you want to move the entire campus to a new email server, then wait until the summer term when most of the students are NOT here. There have been several instances when important emails have not been delivered simply because the decision was made to completely switch everything mid-semester. Not sure how to improve wireless quality, but it's consistently slow and unresponsive in CBH.

I liked web ct better than outlook it was more user friendly. It is also hard to get into courses when I'm not on campus

The email system is very slow.

I think we should have access to more printers.

I was shocked that students had to pay for what they printed out. I attended a large university and we did not have to pay for printing individually. It was included in the fees so that financial aid paid for it. The copying was paid for individually, but not printing.

The wireless internet disconnect if I move toward south side of EAD building. Can this be improved?

Need more printers/copiers. Would be nice to have one on the 7th floor of EAD.

Should have more copiers available.

Still not able to have Pharos for my Dell Tablet

I would rather have the Outlook version of the email. Live is very slow.
Comments – Institutional Facilities and Services

Cbh wireless comes in and out. Need have printing quotas for med sci students. Email system very slow.

Frequency of wireless connection down is more than expected. Should give some free printing amount for students each semester, e.g. 100 pages free per semester.

The email system is always acting up- cannot load page, takes too long to look up email addresses in the contact list. It is difficult to get good wireless connection in the atrium.

Maybe have a stronger internet signal outside of the classrooms but still on campus for those who like to enjoy the outside and study on the tables or grass available.

The new email system is simply a joke and seems to constantly have compatibility problems. Maybe next time the email system is changed, students (who are the primary users) should be more involved in picking the new system. Maybe I was simply ignorant of this involvement last time, but I was extremely disappointed when email system change abruptly.

The only suggestion I have regarding email is that it would be easier and a lot less hectic if the school waited until classes were not in session to switch the email server. There were a lot of emails lost during this transition and it made it very difficult to stay in contact with professors who were still on the old server.

Pharos has been uninstalled (suggested by computer help guys) on my computer since the first week so i cant print on the network.

Printing is still so expensive. They should have a printing package for students so we can print without going deeper into poverty. Maybe include it in tuition or something. Also we have a new student e-mail but professors sitll use the old one - I am not sure why we got the new live but being on a different e-mail than the rest of the school doesn't make sense to me. It has been a mess & I've missed important e-mails trying to sync both e-mails.

I don't like LIVE. It has a lot fewer options than most other email programs.

More wifi with stronger signal.

There need to be more printers in the library...especially when 1 in out of order.

many times we have low wireless signal problem

I am not a fan of the "live" email accounts. I find them difficult to use and have had many people tell me that they are not receiving emails I've sent or the emails bounce back for no descerable reason. And the help desk seems to want nothing to do with trouble shooting this problem.
Comments – Institutional Facilities and Services

There were often problems sending and receiving emails. It seemed as if email was down for maintenance often. It is not easy to find people in address book.

Need to put a computer in the CBH that can be easily used by students.

With the growing student population there needs to be an upgrade to the number of printers and copiers available.

Pharos copier and printer on the 7th floor

The printers/copiers seem to break down quite a bit, so that can be troublesome when you have a deadline and need to print/copy something from them. Maybe purchasing more or upgrading the copiers/printers would reduce these issues. The new email system has been a disappointment. I am not certain why the university has a live email address (whether that it is cost-related) but I have had multiple issues with email being down, not receiving emails that were sent, and having emails that I sent to outside agencies not received. It actually at times seems worse than groupwise, if that's possible. Not sure that I have a good solution to the email issue.

The transition from groupwise to live account was difficult.

Occasionally, the 1st floor printer in the Library is out of paper or not working. As a high traffic area, this needs to be functional at the majority of times.

Offsite server for e-mail is very slow.

The wireless connection here rocks! Good Job!

I wish all of the copiers would be color copiers. That way there is no confusion onto which printer the copies were sent to.

The email doesn't work sometimes. Sometimes it takes multiple tries just to get to the mailbox, and then it will crash and not work anyway.

Internet speed in the library drops considerably around noon

Updated printers and the wireless goes out sometimes in CBH.

wireless in CBH kicks you off the internet when there is a large number of people on.

Connection is spotty on the upper levels of the library. It's hard to get a wireless signal.

The switch to the outlook/live has been painful. I do not think it has been an improvement in any way.
Comments – Institutional Facilities and Services

more copiers/printers would be appreciated. NOT changing email and then being able to access old emails would be much better. Whenever I get a message forwarded from my old student account there is no info on where it came from or any way to reply so that I can let them know my email is now different.... a HUGE glitch in the system.

A lot of times, the new email system is unavailable n the page keeps loading. It would be nice if ITS could sort this issue.

Wireless connection isn't good outside of the buildings.

It just seems that there are problems with the server that occur more often than one would expect. Also the school's techs don't seem to be up to date with the technology. I had a problem with logging in to my student grade report and the beginning of the year and when referred to a computer tech person here at the school, they didn't even know what that was.

certainly mor copiers and printers.

THE CHARGES FOR PRINTING AND COPYING MUST BE LITTLE LOW THAN NOW.SHOULD BE AROUND <5 CENTS PER COPY.STRONGLY RECOMMENDED.

Copiers are always going out of order

No more email switching, and maybe bring back the computer on the 2nd floor of CBH so that we can print from there and not have to go all the way back up to the library. It seems ridiculous that there are so many classes held over there but there is not even one computer for students to use. Implement a student computer lab where you can print materials

fix it

The printing credit should be increased.

Once again, the wireless on campus is mediocre at best. This needs to be addressed immediately.

Printers have errors or stop working often which causes a longer wait to access the ones which are working. At certain times in the day, lines for printer can be quite long. Perhaps their should be more printers and someone from the IT department should be sent more quickly to fix the printers rather than just ignoring the problem.

The new live system is incredibly confusing, plus I lost several contacts and was unable to have email sent to my old address forwarded in time for the switch.

Sometimes the wireless connection goes in and out while sitting in class.
Comments – Institutional Facilities and Services

Please fire whoever is in charge of the email situation. Please then, rehire the same person and fire them again because being fired once was not enough.

We need more copiers on this campus, many times the copiers are broken down due to toner problems or out of paper status. I cannot stand Microsoft Outlook for email, it is very slow on this campus and not near user friendly as all of the other programs out there.

Email has been poor. The live portal is really slow to deliver mail. I sent an email out to my advisor and she didn't get it for 2 days. Searching the Contact's is very painful, and usually the mass information it is having to search through freezes up the email system. Wireless Quality was great in the Fall. For some reason, it got "hormonal" after the December break. It keeps kicking, me and other class mates off, while still having a full signal, or my signal would just drop.

they are good

We had particular problems with Live email. It is not user friendly.

The speed and strength of signal within CBH and the Library are very poor at most times.

The wireless connection often has problems or moves very slowly. The email server often is down and we cannot get access to it.

Switch off the Live e-mail client - we lost the ability to see when someone had opened a message, it's more difficult to organize e-mails, there's no task managing system, the address book can't search well

Wireless needs to be updated. Signals in some classes are very weak and very slow sometimes.

Wireless was okay the first semester, but now we have to reconnect 2-3 times every lecture! PLEASE FIX THIS!

Wireless internet drops all the time; suggest improving signal strength or other option to prevent this.

In the library, the wireless internet works very well. In the classrooms, on the other hand, the internet constantly goes in out.
Comments – Institutional Facilities and Services

Wireless quality at certain areas of a room were lower than others, therefore preventing access depending on where we sat in a room, especially so in CBH.

I think the email has been rather slow in the past but it is starting to speed up. I know this is not UNTHSC's fault.

7c/copy is too much. It should be cheaper.

need good coverage of Wifi.

There has been times when a professor has said they have sent out an email and we will not receive it for a couple days after he initially sent it.

A specific number of printouts should be available freely to all the students. Paying such a high cost for the printouts at the library does not make sense.

Wireless access is spotty or unavailable in the laboratories which is not convenient

Please unify the email system. Student workers still use the older server, students are using the "live" server, and now I was told our faculty is using another email server. Is this all needed...simplify by using one unified system. There was a time when our faculty did not know we changed to Live and where sending info to our old accounts and we were not getting them. Still, half the stuff they send us ends up in our junk e-mail account for some reason, again..."Practice like you play"

A more integrated system of wireless printers for my Mac--I HATE Windows Live!

There are some wireless dead spots in the library. 3rd floor is what I have noticed.

Sometimes wireless internet is unavailable in labs (RES 3rd floor). It does work sometimes but other times it goes out and later comes back on.

Live is very slow and not user friendly. Not sure why we switched from Groupwise.

The live email accounts are very slow. I don't know if this is UNTHSC's problem or microsoft's problem.

There are some spots on campus where the internet connection is weak, especially in the library. Also maybe extending the network to cover outside.

The live accounts are very slow and only work about 50% of the time.

The live accounts are slow and the server crashes frequently.

The printers on the first floor of the library are often times out of order. These are the only 2 color and black and white printers in the library. The other 2 are in the student
Comments – Institutional Facilities and Services

lounge. It would be convenient to have an extra color and black and white printer on another floor of the library, in case the ones on the first floor are out of order or busy.

Could we get more printers on the first floor of the lib? We all know about the others upstairs, but many are not comfortable with the idea of leaving their stuff at their open computer to climb a number of steps to print, and heaven forbid they print the wrong items. Besides, the lib is always filled with anxious students and the lines for the printer can be annoying. Or at least an extra copier. On a number of occasions, most of the hold up in the lines is students making tons of copies and we just need to print out a few pages...However, do not be mistaken, the quality of the printers and copiers are excellent (which is why we prefer to print here at school) and it is assuring to see them being fixed quickly. Outlook is super slow. Wireless is amazing, except for those few crevices in EAD.

Speed of access / download

It cost too much to print. Many of our undergrad institutions prices were much lower and had many more printers. Why is the color printing so expensive?

It would be nice to have all network printers connected so if I print something at one computer it will show up on any pharos station around the school. Ex. Send document to printer in the SPH computer lab and retrieve document on the second floor of the library

seems there is always some problem, always have to ask for help when changing password, have to many steps to complete process.

need more available copiers/printers around campus (maybe in the student lounges)

wifi signals weak inside labs in CBH 511

The Live email accounts are not very reliable and very problematic. I’m not sure what needs to be done, but the system needs improvements so that we can be sure that we are actually receiving our emails.

I sometimes have problems retrieving and sending emails. There have also been problems with the servers and wireless connectivity.

I have not been thoroughly impressed with the Live email system, as a Mac user i often find i cannot read my emails using Safari, is there any way to improve this compatibility issue, im sure im not the only one experiencing these problems.

A few more printers would be helpful, especially with how much the class sizes are increasing throughout the school.
Comments – Institutional Facilities and Services

The wireless network kicks people off the Internet entirely too often. Additionally, the speed drops to below iPhone 3G speed often. For a campus of this caliber, I feel this is something that should not happen. Additionally, though this is only an annoyance and not really a problem, you may or may not be aware that every time you leave campus and come back, you must sign in to the wireless system. This was not the case last semester. Then, you signed in once and it was remembered. Don't know if you are aware of this change.

3rd floor South side Library wireless is always worse than anywhere else on campus.

The wireless on campus is very difficult to stay connected to on wireless laptops.

Adding another printer or two on the second floor of the library may be helpful, especially with the increasing number of students.

More printers/copiers need to be provided. There should be at least one color printer/copier on each floor of the library.

Wireless is down a lot.

Wish outlook calendar could be synced with the school calendar so that our outlook would show relevent changes to class scheduling. Also, this would allow for smart phone download.

Oh geez, where do I begin? The printers take forever to warm up! This year, the email transformation was a nightmare! I still don't know if I'm receiving emails from GroupWise. I think it was a terrible idea to give professors a @unthsc.edu instead of a live account.

More printer/copiers would be great.

There are not enough printers available at certain times. Also, the requirement that certain documents are sent to specific printers (color/black and white or black/white only) is inconvenient. There is a weak wireless signal on the south end of the library.

it would be nice if we didnt have to put $175 on our card unless we wanted to. I have used mayb $10 total to date.

resolve campus network problems...especially problematic during class with high-user activity

why is it that if I'm in the parking lot I can not connect to the internet. our wireless should be available in more places. do i always have to sit next to a window to get wireless reception? give me a break?!
Comments – Institutional Facilities and Services

Printing: I believe we should get a better discount on printing fees. It is obvious that we have to print a lot as students. At my previous college, they took off 1 cent for front and back copies because you were saving paper; however, here it is the same price whether front and back or one sided. Wireless: I do not understand why at the beginning on the year we only had to enter our ID and password to get into the secure network, but now we have to enter it every time. It isn't a huge hassle, unless you just want to turn on your computer and print something. Then you have to turn on your computer, open a web browser, enter your id and password, then print, then enter your ID again. At the beginning of the year, it always recognized your computer. I just wish it was fixed back to that.

The wireless tends to have several outages and seems slow at times.

The wireless often cuts out both in the library study rooms and in Everitt.

wireless goes in and out...even in the library. email sucksconnection to courses website sometimes does not connect from off campus.

Wireless quality fades in several parts of the library.

I don't like the new email system. It would be nice if it had check boxes to select emails for movement or deletion. With all of our junk mail, it takes a long time to clean our mailboxes everyday. Also, it would be nice to have a email retraction option like we had on Novell.

I would rather have kept my Groupwise account than use Windows Live.

I have been bounced through 3 email changes and have gotten very little useful help in the process.

Outlook takes a long time to upload all my emails.outdoor access to wireless internet would be nice

The email system is available to students too freely- I do not enjoy recieving emails from every single student over things like cake or lost sunglasses or social outings. please protect the group lists and group announcement emails into one email as rarely sent out as possible.

Wireless will kick you off multiple times a day for no reason. Happens to almost everyone and is totally unacceptable. I know almost nothing about networking and I have set up dozens of flawlessly functioning networks. Why no one at TCOM can figure it out, I have no idea. Maybe it would help if you stopped hiring unqualified and unintelligent people.Switching email over was more or less a "CF" if you get my drift. And why can't I block emails internal to my organization? I don't ever want emails from
Comments – Institutional Facilities and Services

XXXXXX, XXXXXX, or a slew of other people. They never say anything anywhere near important and I am tired of deleting useless drivel from my inbox on a daily basis.

Email is often slow, has many glitches (like some people not getting the same email until hours later than others when sent at the same time, email not working at all for short periods of time, etc.)

boost the wireless signal

I personally do not like the 'live' email system, it is not as ordered as I like. I have all of my school email forwarded to my gmail instead which can often create up to a 50 minute delay in receiving email but I prefer having all of my mail in one easily accessible place.

we need more wireless connections within the lounges and places to plug in our computers outside of the Java lounge in front of the library.
Comments – Institutional Facilities and Services

Library Services (n=265)

More outlets for laptops.

The log in process for the library computers is slow. This makes it difficult to check email, print documents etc. between classes or during breaks.

Sometimes the library front desk attendants are rude when I try to ask a question or need help with the printers.

way too crowded. Needs to be a sign at entrance stating, "The Library is a cell-free zone!"

too overcrowded!

library shoud be a place for quiet studying. I hardly study in the library, though id like to, because people are so loud, even in the designated quite areas. even when you tell people to be quite, they are not. sometimes when I have an hour or two gap inbetween tests, i go to CBH to study or go ofcampus, or sit in my car, instead of sitting in the library. it is more of a social event then a place of learning.

Many of the cubicles on the fourth floor still do not have a functioning power outlet.

Worst library! Computers are slow and not enough of them for a growing school. The laptops for rent do not have the newest editions of SPSS and other software! the entire library should be open 24hrs like most schools. Does not subscribe to enough scientific journals, none are related to environmental health or toxicology.

There is a need for more quiet study rooms in the library since there will be a lot more students. The library needs to be expanded and look more impressive.

more quiet areas that have outlets

Additional study rooms & making a requirement for the large conference rooms that groups have priority over single students taking up those rooms.

The library. Oh, the library. First, for the love of everything holy, please stop taking away student study spaces. We walk in one day, and suddenly, our study room is an office for someone who has nothing to do with helping students. Then, a large chunk of floorspace is changed from cubicle studying to an area for archiving? Maybe? Then, all of the cubicles that were moved are never plugged in. This happened a year ago, and no one has come up to install electricity to the study cubicles. But they have found time to come up and fence off another area for "Staff Development". An area that was useful to students all the time suddenly becomes locked and used for an hour or two a week. Then, with the addition of couches, a floor that was a silent study floor has become a
Comments – Institutional Facilities and Services

social area, with people talking all the time. There are not enough tables, the cubicles are worthless without electricity, people are talking all the time, and then we get kicked down to one floor at 10 pm. It has driven a lot of people away from studying at the library.

Some tables with 4 chairs need more than 2 power outlets.

All floors open 24 hours

open all the floors 24/7

It would be nice if there were more study rooms, and quietness honored. you can often hear people in other rooms.

There is not enough rooms to accomodate group studying. You always know when its a test week for both classes because there are no rooms available. The rooms that are available on the 2nd floor are so paper thin that you can hear people's conversation in the next room. Although there are cubicles for study use on the 4th floor. They are never used b/c outlets are nowhere nearby. These spots are the only available spots on test day for this reason.

All floors of the library need to be open 24/7. The first floor does not supply adequate space for students to study. Additionally, it is too noisy when all the students move down to the first floor when the other floors are closed.

more printers in the library..it takes too long to get something printed. and if students need to copy something, there should be a separate machine just for copying so that the printers aren't always tied up.there's not enough places for students to study in the library with all the students on campus. need to have more tables and more quiet spaces for studying. more study rooms.also the library gets too loud.the library floors shouldn't close if the library is 24hrs

More group study rooms

One of the biggest issues with the UNTHSC, is the lack of any available, known, computer labs. Our society has been driven to increased technology and access, and we most definitely need enough computer access for our students in this institution. As small open access area is not enough to say the very least, and needs to be improved promptly.

I would be nice if the computer monitors could be cleaned more regularly. It is distraction trying to use a library computer when the screens are dusty and smudged.

Being able to complete password resets on our issued computer instead of at the library compouters.
Comments – Institutional Facilities and Services

Often we run out of computers when someone is using the library classroom.

more tables w ethernet outlets

Library is ALWAYS too cold to study in!

Outstanding library!!!

I love the couches on the 2nd and 4th floor.

Once again, please have 64-bit printer drivers available for students.

Some tables on the first floor only have two outlets when there are 4 seats at a particular table.

Several of the Desks on the 4th floor dont have outlets. QEP has confiscated a large portion of the 4th floor and Visitors are now herded through the quiet areas instead of directed via a more appropriate area to see the school. It is fairly rude in my opinion. I would like to see the QEP study area available to students again and they have the right to reserve it when they need it and not all the time.

I think it is great

It would be really nice to have the quiet areas (upstairs) open throughout the night rather than having to go downstairs to a non-quiet area. I doubt that there would be many issues with crime since you have to have an ID card to even be in the building, but if this was still a concern perhaps cameras could be installed.

I DON'T LIKE THAT YOU MUST BE IN A GROUP IN ORDER TO USE STUDY ROOMS AND HAVE TO RESERVE THEM AHEAD OF TIME--GRADUATE STUDENTS HAVE TO STUDY FOR ORAL EXAMINATIONS AND IF THE POLICE REFUSE TO OPEN OTHER ROOMS WITHIN THE DEPARTMENTS THEN THIS IS OUR ONLY OPTION...BUT SINCE WE HAVE TO BE IN A GROUP WE CAN'T EVEN GET A ROOM. IN COMPARISON...UTSw HAS INDIVIDUAL STUDY ROOMS AND CAN BE RESERVED AS YOU WALK IN.

more private study rooms

Keep all floors of library open 24 hours

Library is very noisy; other staff, not students, who walk through the library don't seem to understand that they need to be quiet. Study tables have plenty of room for laptops, books and binders, but not outlets. Outlets should be integrated into the table rather than the walls. Chairs in library are very uncomfortable and a safety hazard (flip over).
Comments – Institutional Facilities and Services

Need more than 2 outlets on the desk and sitting areas with four chairs so need a total of four outlets if 4 students are sitting in the area so everyone can plug in their laptops. The way it is now only 2 students in an area meant for 4 students can plug in their laptops.

Outlets need work.

Needs more books...... or increase reserve time period from 2 hrs to 3hrs.

Library staff is very helpful and friendly. I would prefer that the 3rd & 4th floors were open 24 hours as well as the second floor can get fairly noisy. I'm not sure why there is a 24 hour limit on checking out a laptop; if someone is missing a computer, they are going to need a replacement daily until theirs comes back.

Also, I think it would be nice if the computer labs were open to general student use longer.

The custodial staff seems to vacuum at peak study hours and make a lot of noise, especially when they vacuum the stairs.

The library is great! I love the extended 24 hour availability. The only complaint I have is how cold it is. I often move to the top flood quiet room just to be warmer, but this has limited availability. I have heard that people think the bathrooms and dirty. I think they are clean and sanitary--I think they just seem dirty because they are old and well-used.

I realize that computers in the library are first come first serve; however when TCOM students are there, it is nearly impossible to find a free computer (let alone a table with ethernet access for a laptop). There should be more tables and more computers, possibly placed in the upper floors.

More group study rooms

As previously noted, it seems that our library is more of a social atmosphere than a study atmosphere. The setup of the open second floor near the coffee shop is only conducive for noise and interacting rather than studying. Also, the 4th floor silent study area is rarely silent, but there is no type of enforcement of the policy.

Open the 4th floor past midnight for use of study rooms as there are no books available to steal. Also, I'm not sure why but people rarely observe the silent areas. It is very frustrating to study with so much noise. WOuld like a lot more rooms to be available to study.

It would be great if the library were 24 hours!
Comments – Institutional Facilities and Services

the medical students must think they are the only one who sit in the library to study. they
dont respect the silent floor at all. i always have to find other places for quiet study.

It'll be great to have working outlets in the study carrels (for laptops)

I would like to see a few more printers on different floors. Also a little bit more effective
aid from front desks.

The library is too small. The expanding size of the classes is putting added limitations
on library activities.

Many of the study spots don't have power, and in this era of computers...a study
seat/location with out power is useless.

a large portion of the 4th floor, which used to be available to students, is no longer
available. in a facility that is geared towards offering students a quiet place to study and
that is severely limited to space, should not deny students to essentially half of the
operational space on the 4th floor.

Need to provide power to the individual study desks on the 3rd floor of the library

The electrical outlets on the 4th floor are still lacking at desktops. Computers on the
2nd floor are many times unavailable due to student and staff classes. Many times
when staff has a session within the computer lab, there are only a few people. Some
medical journals and Health Management and Policy journals are not available through
UNTHSC library portal. One sometimes has to go to the UNT library portal and the
journal may still be missing. (e.g. Healthcare Executive)

Computers are slow, but it doesn't matter b/c laptops are fast enough.

Extend the period for password changes. I can barely keep up with my passwords
when I have to change it every 90 days.

walls need insulation, study carools on the 4th floor need to be hooked up to power

The library facility was spectacular however the book selection was limited for MPH
policy students. No books were in the health science center for public policy research
and the library wasn't able to assist with my thesis.

Love the library and the staff. They do a wonderful job. Right now, a lot of the study
kiosks don't have electricity access though. I'm assuming that is being resolved.

Most electronic resources(articles)in Public Health are most often not available.

Library study rooms are not insulated for sound control.
Comments – Institutional Facilities and Services

In the study rooms on the bottom floor of the library the walls are very thin. I can hear every conversation in the other rooms. It's especially horrible when you have a big, interactive group next door. I don't believe you can change this now but it's something to know for future reference if you make more rooms like this. Insulate the walls better!

There needs to be more study rooms. The library is not conducive to the load of students that frequent it. On days where PA, DO, and med sci students have tests - there are hardly any rooms to be found. Many students like the rooms because it allows for a controlled environment and better studying. During the middle of the day, if others are out of class before me, both the rooms and most of the tables are taken up. The library should be much larger in general. I have gone home (where I don't study as well) many times because the library has been so crowded. One way to help accommodate more students, especially before tests, when students are there throughout the night, would be to keep the floors open. We don't want to steal books, we want a quiet place to study! In general, the library needs to expand its study areas for students.

Again, I would like the study rooms to be better insulated, and would like the rule that you can't leave your backpack in a room to hold it to be more strongly enforced.

Library needs more space to accommodate all the students. We are a graduate school so we need a 24 hour library.

Due to all of the changes, many of the study desks are without outlets currently. I'm unaware if they will be added in the future, but certainly think that it needs to be part of the plan.

It's been brought up multiple times before but it is very unfair for all of the students to try and study on the 1st floor of the library (during the late evening hours) when there are hundreds of students that attend UNTHSC. At least just open up one other floor if not both.

I have gotten several viruses on my flash drive from using library computers. Also, if the computer lab has a class in it, computers are usually not readily available.

More quiet study areas, please.

First floor is loud especially when medical students are gathering. I would suggest another meeting place for them or a work area that is closed to keep the noise level down. I have witnessed times when employees shout across the library. They all need to be reminded that a library is a quiet zone.

Turn the lights off on 3 n 4 floor when it is closed.. we can save money.. or if not, then just keep those floors open ! food should not be allowed in library !
Comments – Institutional Facilities and Services

The librarians always seem to be the ones that are talking the loudest. Very disturbing at times.

May be another quite area like the one on the fourth floor. That just is not enough space, and it is hard to find a quite area anywhere else.

On the third floor, where I prefer to study, is not quiet enough - especially in the private rooms. Often study groups are very loud and the noise from one room is easily and clearly transmitted to adjacent rooms making studying very difficult.

Space needs to maximized more efficiently. Finding a place to study can be impossible on weeks when the Graduate students, the PA students, medical students, etc. have exams at the same time. It is ridiculous at a higher level educational institution to have to FIND a place to study at the MOST CRUCIAL time.

There needs to be more study areas available with the growing number of students. There are plenty of study areas sometimes available, but they do not all have outlets for a laptop.

As I commute from Dallas, I do not use the library and typically only come to school for classes.

More outlets on the reading tables and around the library.

plz have more scanners

The upper floors are pretty quite but the 2nd floor gets loud sometimes. I don't know if that could be changed. It only happens after the library staff leaves so students are just probably trying to stay awake but it is distracting.

The ability to check out journals for a 1 hour period would save a lot of graduate student money, because we could then use our respective department copiers.

The library should not be conducive to social interaction, it is a library. The fact that this has been done has caused segregation among the students because TCOM students are very loud in the library and fewer GSBS students will use it.

Sometimes it is difficult to access online articles off campus. Also I wish that we had access to electronic library resources on other UNT campuses. For example I was doing research for a paper for a public health class and I couldn't find a journal I needed; however, perhaps another UNT library would have the journal. Also using inter library loan services is not user friendly.

Too many students and not enough resources- study rooms, computers, printers. The library should be a place to study, not to socialize.
Comments – Institutional Facilities and Services

There are a whole bunch of cubicle/study desks available on the 4th floor with no power supply and since so much of our studying is done on the computer its very inconvenient to study there.

Individual study desks on 4th floor of library could use connected electrical outlets. Library is very conducive to quality studying, either individually or in small groups. The study areas by the windows are great.

The current biggest problem is the vast number of study carrels on the 4th floor that are physically there, but not wired for power or internet, which makes them relatively obsolete.

more study rooms open during late hours. If you moved the ITS to the upper floors, that would create more space. Since the ITS closes at 5, and the upper levels close at midnight, then this would just take up space unless otherwise relocated.

The number of computers available for students is sometimes not enough. Especially when the computer lab is in use for training.

It is difficult enough to find a group study room after class hours, and it is nearly impossible to do so in weeks when several schools have exams or when library access is limited to the main level only.

The library is pretty cramped for space right now. If the number of students enrolling for next year increases the overall number of students at the HSC, the library is just going to get more crowded. Can you decrease the amount of library space used by staff and let us have more room to study please? Also, after midnight, we could still use the space in the top two floors. Even though it is late, the bottom floor does get cramped the night before tests.

Have more rooms! I don't care what the research says about library use, the space is not big enough.

I already discussed the pharos system... UPGRADE. It is obsolete unless it accommodates 64bit.

Quiet hrs during certain hours and in certain locations.

It would be nice if all floors were open 24 hours. If there is a Monday test, the bottom floor is packed and there are too many people in one place to be able to study.

It will be better if the library computers can be upgraded. Printers causes problems many times.
Comments – Institutional Facilities and Services

Not included in the above list is a statement regarding the availability of group study rooms and tables in the library. The tables are sparse and the rooms are difficult to get time in, especially when small groups meet there for class several times each week. I am at the library from 7am until 8pm each night and it is ALWAYS difficult to get a table after 12 pm. The reservation capability of the small group study rooms is quite nice and has met my needs.

everything seems to be well with library.

The noise level in 2nd floor library is conducive to social interaction rather than quiet study. This is why the study rooms come into play. However, the acoustics in the study rooms may need to be upgraded because there are some groups that can be quite loud and the noise level reverberates to other rooms as well.

Please allow students to check out library room through the library and not through the department that reserves all the other rooms on campus! Library is staffed and are capable of handling room reservation.

add more outlets in library

the 2nd floor of the library is always very noisy. Students don't respect the fact that there are people studying on that floor. They tend to talk too loud. The library staff should instruct people to maintain silence.

rooms for study are not well insulated from outside noise....i mean i study in the rooms on the fourth floor and i can still hear people in other rooms talking or discussing something....its quite frustrating sometimes as we cannot ask them to lower their voice as they may be discussing subject.i find that problematic.

Some tables do not have outlets

Inspite of silent area too much noiseon 4th floor. close too much in holidays. Computer too slow.

This is the nosiest library I have ever been in on any campus!! Some students talk on cell phones at their leisure without having any consideration of others. Also, the study rooms are not sounds proof at all!!! I think most of the students don't realize that and continue to have social gathering("group study") while others sitting in the next study room or even outside is extremely aggravated!! Also more power outlets should be available especially for the study cubicles!!

The library being closed during holidays when we have time to study is not good. The library at a Medical should be available at all hours to any student that needs to study. The curriculum is difficult enough and having to sit in a grocery store to study only adds
Comments – Institutional Facilities and Services

to struggle. The library does not have enough quite study space and there are corners of the library with very poor wireless signal strength. I think it shows the commitment of the school administration to its students when there are adequate study areas and work out facilities at a school. This school receives a failing grade in both those areas. Renting the very poor workout space we have to Cow Town marathon exhibits how little this school cares about its students.

Need more printers

It would be helpful if there was another scanner in the library.

Of course everyone on campus knows that the Library needs more private study rooms.

Weak spots in some areas of the library and can't get on internet. Need outlets in 4th floor cubicles.

Nice to have the 24 hour option on 2nd floor, but that can become loud and crowded during exam times. Would be nice to have library closing the 3rd and 4th floor at 2AM Sun-Thur, and 12AM on Fri & Sat. Some of the study rooms have thin walls that carry sound when there's group studying. The 4th floor quiet area is nice for quiet study, but can be over-crowded due available number of tables. If the cubicles had outlets, that can add more study space ... or convert it to additional quiet study area with tables. There are not enough outlets for cubicles in the Library (especially 4th floor) and some of the smaller classrooms. Wall network connections are not available in the library when the wireless network is down. It can be really easy to socialize in the Library! Closing times can become loud on the second floor!

The fourth floor designated "quiet area" is hardly that. Most people pay little attention to that fact that it is NOT a group study/talking area.

we need more study space for the amount of students & time spent in the library

Low wireless connection in some areas of the third floor need to be addressed.

You can never have to many outlets

All floors of the library should be open 24 hours. Not all of the cubicles in the library have access to power outlets that work.

Update the server software out of the last century.

Ovid works great if you know the title of the article you're looking for. Need some database that's easier to use. I've resorted to using google scholar to find the title of a paper I need and then get it on void if access is restricted. Google scholar is much faster, easier and more efficient to use than ovid
Comments – Institutional Facilities and Services

We can have some more scanners and things like that.

We really need more group study rooms. It's weird that at a medical school of this caliber I have to go off campus to find decent places to study.

The library staff are very nice and helpful all the time. It would be great if you could extend the hours of the 3rd and 4th floor, especially on the weekend.

When working on my master's projects a lot times I could not find the articles in our database and had to use outside resources.

I would like to see the 3rd and 4th floors of the library open on weekends.

The library is consistently one of the LOUDEST places on campus, which is ridiculous. It sounds more like a gym during the day at times than a professional school library. This needs to be addressed as it is a cheap and easy problem to remedy.

More computers might be a good improvement. Sometimes when the lab is used for training or something, there are not enough for everyone needing a computer.

I do think there should be more computers as well as having more study space. I am always fighting to get a table.

I would suggest to extended the hours of the 3rd and 4th floors to the same hours of the 2nd floor, making the library floors and rooms open 24 hours. In addition I would recommend adding cubicles with electrical outlets to maximize space on the 4th floor for personal study.

Online books should be more available to print chapters and not just view chapter topics.

More group study rooms please. Also, can we work on keeping the 3rd floor open past 12AM on exam days?

better management

Larger selection of electronic journals

More outlets, especially at the larger tables capable of seating 4 people (2nd floor library, by the windows)

I would really like it if the library were open later during the weekend, at least until midnight or 1 (INCLUDING 2nd and 3rd floors, NOT just 1st floor!).

The computers are old and slow and some of them in the 2nd floor lab do not allow you to sign in at all. Also, the lab is often booked for classes/meetings and then there are
Comments – Institutional Facilities and Services

not enough computers to do assignments on SPSS or SAS because the ones right outside the lab are unreliable when using those programs (randomly close when you're working on something so you lose all your work and have to do it over again).

Cannot find some books sometimes. for networks, same as previous question.

Need more outlets on the 4th floor- like around the couches and the cubicles.

There are very few outlets for power by the new privacy cubicals on the 3rd and 4th floors in the library, making it difficult for any student to sit there for long periods of time if their computer has no power. Try adding some power to those stations. I don't know how much social interaction you are looking for at the library, but since the main floor is also used for studying, few people want to disrupt anyone else by socializing on the it.

There is already a problem not being able to find a place to study with the number of students enrolled. I can't imagine what it will look like when we continue to increase class sizes. Additional study areas need to be opened before the Class of 2014 even arrives...otherwise, it will be a nightmare.

Library staff is quite friendly, the IT staff often appears distant and rude.

More outlets in rooms and at personal desks on 3rd and 4th floor

upstairs quiet area should be opened a little later than 12

The tables should have outlets for four people instead of two.

The library changing to 24 hours was an EXCELLENT move! kudos

Most of the individual carrels do not have functional outlets making them virtually useless if you plan to be in the library more than 45 minutes.

I would have been cool to have starbucks and a real cafeteria. Have more textbooks and USMLE materials available.

provide more computers if possible as they are mostly occupied

"Lewis Library - Building conducive to social interaction???" - This is by far the noisiest library I have ever been to. I do not have a problem with people studying collaboratively but if they are socially conversing they should go to the lounges.

There is not enough room in the library to adequately study. The larger areas are often too loud and the individual/small group study rooms are full 9 times out of 10.
Comments – Institutional Facilities and Services

When the upper floors of the library close at midnight everyone has to move downstairs and it becomes more of a social hour. It would be nice to somehow have more individual study rooms open later hours.

The fourth floor is supposed to be a quiet area, you can hear everything on the balcony and people generally do not respect those around them. Generally I see the PA students and graduate students being disruptive; it might be nice to have an area just for medical students. Also, it is very difficult to move downstairs at midnight to the louder room. It takes almost an hour for the 2nd floor to get quiet again. I would really like to have the 4th floor open all the time.

the indivual desks on the 3rd and 4th flood do not have outlets for computers.

I did not use library often but when I did it met my expectations. I really like the outdoor study patio.

The fourth floor study desks outside the closed in room are practically not usable considering they do not have power outlets. Nearly all lectures are in electronic format, therefore in order to study for more than 1.5 hours, a power outlet is necessary.

The library computers have expired licenses on some of the SAS/SPSS programs. Please make sure that software licenses are current. The computer lab on the second floor appears to be in use by others for trainings, etc. at busy times when the 'outside' computers are all taken. Therefore, scheduling these classes at times at nonrush hours would be great.

Occasionally, the 1st floor printer in the Library is out of paper or not working. As a high traffic area, this needs to be funcional at the majority of times.

The only problem is the cubicles on the 4th floor do not have a functional power outlet. The need for more rooms in imperative. On days where there are several schools having a test is impossible to find an available room to study in a large group

The 4th floor outlets on all of the new study tables don't work. They aren't wired.

More outlets in the areas on the 4th floor, and possible more computers. The lab on the main floor is usually taken up with non-student classes.

there are a large number of cubicles on the fourth floor that looks like they would be a great place to study at, but there are no outlets nearby which practically makes them useless. there are hardly any students studying there and I assume because of this reason.
Comments – Institutional Facilities and Services

It would be helpful if the study rooms in the library are sound-proof. It is hard to concentrate to study while I can hear people are talking in the other study rooms.

Library is a nice place. But it will be much better if more space for study, less space for couch in library? Thank you.

Some tables on first floor have only two outlets rather than four.

I would however, like to see the library’s hours extended to 24hrs during the week. As for the library outlets, there are many cubicles on the fourth floor that have outlets however they may not be hooked up or aren’t working, or they may not even have an outlet equipped with the desk. These need to be fixed or an outlet needs to be put in each stationary desk/cubicle for use.

mat be more quiet areas.

2nd floor group study rooms should not be considered areas of quiet study because it limits group study interaction. And 3rd and 4th floor group study rooms are appropriately distant enough from the quiet areas to cause disruption. I feel there is not enough group study lounges available for students. From my own personal opinion and observation of my class PA2012, there is a lot of group studying that occurs, however, we are often displaced to "quit areas" or have to go out of campus, because there is high traffic time in the library after we are normally dismissed around 4 or 5 pm. It really prevents us from having easy access to the resources (internet, printing, books) the library can provide for us.

The availability of full text electronic resources for the fields of public health are limited and needs to be increased for research purposes.

the library can be very noisy sometimes and nobody says anything.there can be more outlets at some tables which seat 4 people but there are only 2 outlets.

There are a lot of new cubicles on the fourth floor of the Lewis Library that have no outlet connections. I think this is a tremendous waste of space if nobody uses them because they are always empty whenever I walk by them. I don't want to use them because I am not able to plug in my computer, either. These all need power supply, and also I would like the ENTIRE fourth floor to be a quiet study area, especially when the cubicles become available with power.

fix it

On very busy weeks for all schools, having the first floor available 24hrs is just not sufficient. Especially with the increase in class sizes.
Comments – Institutional Facilities and Services

Once again....there is no need to dedicate such a large portion of the library to student space if the outlets are not working properly. If I was an administrator, I would be embarrassed at the lack of care/concern of the following: internet connections do not work in most of the student rooms; a huge space on the 4th floor of the library is dedicated to student study, but no electricity is routed to the carrels; the network connection is pathetic. These are basic needs of students that every university should be non-issues at secondary degree programs.

I would like to see a more proactive approach to cell phone usage in the library. Many students think nothing of taking a phone call, and continuing to talk while in the library. Not on the designated quiet sections, but elsewhere especially on the first floor. I believe that even some signage about library cell policies would help curb this problem.

I think the library staff is great and facilities are nice, I just hope there are plans for expansion or more space set aside in the new building for study areas. The study space available compared to the numbers of students on this campus is not adequate.

It'd be nice to have some outlets on the 4th floor by the new couches.

The Library is a wonderful place. I do wish the 4th floor were open 24hrs. Maye keep the stairs unlocked and move the glass door from by the stairs to being able to lock everything but the study area to the right where the quit zone is located.

In library, there are lot of students making noise when they finish their class on 2nd floor. Library is to study no mater which floor it is. So, there should be maintenance of discipline and future doctors should be taught to maintain it.

they are already good

Not functional but aesthetic improvements in the newly transformed study rooms on the 2nd floor (missing outlet faceplates, etc)

The computers are much better since last ear

24/7 access to quieter study area upstairs.

We need more space in the library and more study-rooms. Also there needs to be a stricter rule on group study room occupied by one person.

Need more outlets where the tables are on second floor as well as where the cubicles are on the third floor.

Consider having all the floors open 24hrs. Alot of times, the tables/study rooms will be taken when the library officially closes.
Comments – Institutional Facilities and Services

Create more/more accessible outlets. Possibly increasing libraries electronic resource database for articles/documents (as opposed to having to purchase articles the library doesn’t have access to).

more rooms for quiet and small group study

More group study rooms are needed

Not enough study rooms! More connections please! LOVE the staff.

Vacumn less often. lol

Once again, the issue of no enough outlets seem to arise as a recurring issue. I find it difficult to find an area where an outlet was offered if I was unable to obtain a study room. I find myself walking around the library looking for any nook I can plug my laptop in sometimes having to sit in the hallway. Also, when classes are in session, the few computers in the 2nd floor are insufficiently available when many persons need it at the same time.

4th floor needs more outlets, especially in individual study desks.

I have found it frustrating at what I feel is the limited amount of research articles available in full format. I think obtaining more access to public health journals and related fields.

There should be stricter volume control in the group study rooms behind the 2nd floor computer lab. The group sessions that lead to social hour is very annoying.

its good that 2nd floor in library is open for 24*7, but there are not enough study rooms on 2nd floor.so it would be better if all the offices on the 2nd floor to be moved to 3rd/4rd floor (most of the offices are only open till 4:30 -5 pm) and in place of offices student rooms to be created. One room/booth for its helpdesk on 2nd floor is sufficient.

everyone talks on 2nd and 3rd floor of library. its not quiet at all.

More printers needed.

The library computers are a little outdated. I think all the computers should be updated to the current Windows 7 operating system.

Library is amazing!

There are still MANY places that have desks but no where to plug computers in.

The library needs more group study rooms.
Comments – Institutional Facilities and Services

There have been a lot of great changes to the facilities in the library. I really like the addition of more couches and tables. However, I would still recommend getting rid of some of the cubicle study areas b/c I don't think I have seen more than 3 people in those since I started here 3 years ago. Tables and study rooms, even couches, are used a lot more and more could be added if cubicles (single study areas with dividers between adjoining cubicle) were removed (at least a lot of them)

Many times the plugs at the tables do not work. It is difficult to study at those desks when you cannot keep your computer charged.

I think it would be nice to have more outlets at the little cubicles in the library.

More study rooms or tables for quiet study

4th floor needs outlets (side away from windows)

The library has made very nice improvements to make it more quiet.

the 4th floor closes at midnight which forces many of us to the 2nd floor. it can be very loud and distracting since it is not a quiet floor, there are not enough study rooms, and the cleaning staff can be very disruptive. could we keep the 4th floor open longer especially when multiple programs have a test weekend?

Libraries great maybe more tables to study at. Also some of the independent study cubicles have to plugs for people to plug their computers into so you have to run off of battery.

i had some difficulty finding resources for my master's thesis on patient-doctor communication, but otherwise, i feel the library is adequate.

Upon one incidence in the library, the person at the circulation desk would not let me check out a textbook on reserve after somebody had just turned it in because it was a "hot" item. She said I must wait 45 minutes to check it out because it is in high demand. So for 45 minutes after someone returned the book to the circulation desk, the book sat on the shelf. I don't understand the concept of having to wait the 45 minutes.

Although the second floor of the library is open 24 hours, when it comes to exam times, sometimes it is hard to find a spot. If the 3rd or 4th floor was open til 1 or 2 it would make studying at the library easier.

The new computers in the lib are awesome! The comp classroom on the side is really convenient during peak hours. One major concern is the maintenance. I know they are doing their job--and its a good one at that--but why must the vacuum cleaner be going on and off around 9 or 10 when students are still there? Noise level is tolerable during the day with everyone greeting and bustling. However, most return later in the evening
Comments – Institutional Facilities and Services

in hopes that this noise level had dereased to a sustainable library environment, only to
be kept company by the vacuum cleaner that turns on and off at random times during
the night.

Outlets near the sofas and individual desks on the 4th floor would be helpful.

Keep most or all required text in the reserve

The plugs in the cubicles on the 4th floor are not connected. It would be nice to have a
working outlet there.

The second floor library has become a mess. People always talk, talk and talk
especially the ladies start and never end it. I was working hard on doing SPSS
programming and really really needed to think and think to get my work done, here
people sit and stand beside me and keep talking, giggling always, irritating me to
maximum extent and leave my work abandoned and come in late night to work on it. I
want to let you know that there are some people who come for serious work than just
facebooking...

seem to putting staff out when have a question, might be "basic" question for them, but
its not for me, they some times respond as if they have better things to do than waste
time with silly questions. Because of this I never use the place.

its not quiet at 2nd floor, everyone chat in loud voice.

More computers in the library would be helpful. When the lab is occupied, it can be
difficult to find an open computer.

There are not many areas to study without constant traffic or distractions. The upper
floor levels are the only places where there are whiteboards to use and they close at
10pm. The individual study desks that are out in the open are not in a good location.
They are right by the entrace on the 3rd floor and near the printers - these are high
traffic areas which disturbs studying.

students working behind the Help Desk are normally rude and not much help

The library could use more group study rooms. When one program has a test,
especially larger programs like TCOM, there are no rooms available to other students.

my only problem with the library are the lack of study rooms, especially when other
floors close. Additionally, this is probably not something that you are capable of fixing,
but the construction of the walls in the first floor study rooms is poor. The walls are less
than paper thick. Even when groups are studying at normal levels it can be heard
clearly by surrounding rooms, this problem gets worse when people are teaching other
students a subject and they elevate the volume of their voice to be heard by the group.
Comments – Institutional Facilities and Services

It would really help if the new cubicles on the fourth floor were properly wired with electricity. They're all just waiting for someone to do it.

I'm only aware of the printers/copiers on the second floor of the library, but if there are more then that would be helpful.

The extension of hours recently was very helpful! Keeping them would be great! There are not enough study rooms or study areas and so when students are in discussion, sound carries and makes it difficult for other students to study (those who were not able to find a better place to study because all the rooms or areas are already taken). The little study cubicles have been unplugged for a while and so studying for a long duration is not possible. Plugging them back in soon would be very helpful.

Every seat in the library should have access to a power outlet!!!

Some of the quiet areas at the corners of the 3rd floor of library have poor wireless connectivity.

The cubicles on the fourth floor open area do not have working outlets. There is only certain "quiet areas" that I can go that have outlets, and many of these areas (tables, study rooms) are full often.

The Library should be more quiet. Students should be advised to take their call outside, maybe on the corridor, and not inside the library. This will distract other students.

The library hours sometimes are not sufficient to study. Like on weekends when we have a test on Monday Morning, the upper floors (3rd and 4th floor) close at 10pm. This forces everybody to go down to the 2nd floor which is open 24hrs. There is not enough room for everyone and it gets noisy. To rectify this situation I would suggest that you extend hours on Friday and Saturday night to midnight for the 3rd and 4th floors. Also, there are times that the library is not conducive to quiet study in designated quiet study areas. There have been multiple evenings that I have been studying in quiet study areas on the 3rd floor and custodian would start vacuuming the whole floor. An individual would be vacuuming right next to me, or around the table next to me while I was studying. This is quite frustrating - to try and study while hearing a vacuum cleaner in the background. One suggestion would be vacuum after the floor closes or vacuum early in the morning.

Perhaps the WORST library to study in EVER! There should not be any working offices in the library. Also, housekeeping works (vacuums, etc) at the worse possible time! Also, cramming study tables upstairs is a bad idea. I recommend visiting Moody Library at Baylor University for an excellent design conducive to studying. Finally, the library
Comments – Institutional Facilities and Services

computer lab should be open later, perhaps till 2am. These are important for SPSS use! The library staff is GREAT, especially the night crew! THANKS!

Difficult to find quiet study area in the library. Recommend library expansion to meet increase in class sizes and new departments

the group study rooms on the first floor have such thin walls, it's as if they don't even exist, very frustrating

it would be nice if the other floors were open earlier on test days. Whenever I come in early before a test (at 6am), the first floor is very crowded and noisy and the other floors are locked.

enforce quiet study areas and give warnings or ask those who are not behaving to leave. Problem with A/C units with the study rooms on the 2nd floor, they get very hot, and AC do not work at night.

Improve the wireless speed.

I rarely use the library.

Some of the 4th floor study rooms have offices adjacent to them and people in those offices get really loud. There is a conference room right behind a study room too where staff has meetings that get very loud.

more outlets/connections in cubicles (4th floor)

The 3rd and 4th floor of the library needs to be open 24 hours as well. Other schools all have this option with bigger libraries. When it comes to testing time, everyone is on the 2nd floor. This makes it difficult to find rooms to study in and it's more distracting overall. I strongly believe that this is a necessity for a medical school.

I think the library should be 24/7 (all weekend). I think the social area by the TV and couches should be moved or blocked off from the social areas. The library is too social. Like I said above, the study areas and the social areas should be better demarcated. The printers should all be on the same server. So no matter where you send your document you can print from every printer. There should be power outlets in the open area on the 4th floor. The study rooms should have more sound proof work done to them.

there are many locations in the library that do not get a good wireless signal- especially on the 3rd and 4th floors.

There are times when the wireless signal goes out or is weak. It would be very helpful if the tables on the second floor had wired connections included in their plugs.
Comments – Institutional Facilities and Services

It would be really helpful if there were outlets in the area outside the library where the coffee shop is.

It would be really nice to have black and color copiers not just on the 2nd floor of the library. It would be awesome if we could have one on both the 3rd and 4th floors as well.

Open the 4th floor to be 24 hrs also. There’s nothing up there now except tables. Also where those couches are on the 4th floor, you should put more 4-top tables like the glass-enclosed area. And you should enclose the cubicles on the 4th floor so there is adequate quiet space.

rooms have this walls and vents...conducts sound easily. should have more printers near our classrooms some cubbies do not have outlets.

If I had to choose one thing that needs major improvement at TCOM it would be the library’s insufficient number of study rooms. Students have to scavenge for rooms during test weeks, especially when different student bodies (e.g. 1st and 2nd year DO students) or different programs have tests on the same day. There needs to be at least 30 - 40 more study rooms available so that students are not stuck studying in the classrooms, student lounges, or cafeteria (where there are not even any electric outlets). Moreover, the study rooms that are available are not quiet enough for study and many lack Ethernet cable connections that are much needed when the wireless system goes down. Hopefully the addition of study rooms can be accomplished in the new medical building where we could utilize an entire floor dedicated to study group rooms since the ones currently at Lewis library are a poor excuse for rooms. Most (the new ones) only fit 2 people and, again, are extremely noise permeable.

It needs to be enlarged. Especially if there is going to be an MD school added. It is always very crowded, but with that said, it is an excellent library.

LIBRARY MUST BE OPEN 24 HOURS!!!! It baffles me that the library is not open 24 hours. When the upper floors are closed at 12 midnight, there is absolutely not enough space for everyone to study on the bottom floor alone. I really do not understand why this is still a problem. I have heard various reasons for closing at 12 such as the need to turn off the lights to conserve energy and there is no staff to monitor the floors. First of all, the lights stay on anyways, so no money is being saved there. Second, is it really necessary to have someone monitor these floors? We are medical students, we are not running around stealing books. There is no one monitoring the floors past 5pm anyway. Please make this happen!

There are no outlets for many of the cubicles
Comments – Institutional Facilities and Services

It is inconvenient to have to move from the third and fourth floors at midnight because they close. The main floor cannot accommodate everyone in the library if they want to continue to study. Therefore being open 24 hours only benefits those who have a place to sit forcing the others who were on the top floors to go home. In addition, on the top two floors in the individual study cubicles most of the power connections have been removed rendering them ineffective if you want to use your laptop.

They have taken away most of the individual study rooms! VERY FRUSTRATING for those of us who do not study well out on an open floor. It would be nice if there were more small rooms where a person can lay out their work and study in quiet ALONE. Not everyone lives close to campus where they can go home to study and not everyone can study in large open spaces and remain focused.

free ILL would be nice

Outlets and connections in the library have the same problems as in the classrooms. Library computers are scheisse. Might as well throw us on 1998 thin clients...Staff has no idea where anything is. The library is not open sufficient hours. REAL medical schools have libraries that are open 24/7, yet ours is not. STUPID.

There are not enough study rooms or tables. There have been many times when I wasn't able to find a table anywhere in the library to study (not including the top floor since I'm usually with a group to study). When the med-sci, PA, and DO all have exams around the same time there isn't near enough room in the library. Extra study rooms anywhere on campus would be great. I live about an hour from the campus so it is really frustrating when I plan to stay at school to study but have no where I can study.

Some of the network connections and power outlets do not work in various study rooms. Also, quiet areas need to be enforced.

needs more outlets, especially next to the new lounge areas

The walls to the study rooms are so thin, it's nearly impossible to have a normal volume discussion without being told to keep it down. There are not enough rooms in the library. The library is not open long enough on weekends when DO students have a test. It would be really helpful if they did not close the 3rd and 4th floor.

The library needs to have more outlets for power and internet connections, especially for the cubbies on the top floor. Also I would use the library more at night if the upstairs was open 24hours.
Comments – Institutional Facilities and Services

Labs (n=63)

All RES labs need to be updated as they are in CBH

all the labs in the research should be neat and tidy and maintain the same standards of UNTHSC regardless of the professor in charge

Anatomy lab facility is tremendous.

Anatomy lab is one of the best I have ever seen.

Anatomy lab needs more saws, etc. to speed up dissections when saws are needed

Anatomy Lab temperature control affected cadaver availability this year. It's important to maintain cool temperature and humidity in there

Asbestos below the tiles is disconcerting.

at present only one or two autoclaves work at a time, all should be working the labs should be mopped everyday to keep clean

Better equipment facilities are needed.

better renovation

Build real labs! What this campus calls a lab is more of a hole in the wall!

Could we possibly have stools in the anatomy labs?

During orientation we were shown the CER rooms and norm/stan training equipment. We have only used these resources once and even then we only observed the monitors and equipment. It is extremely frustrating as a student to have these types of teaching tools available but never be given the opportunity to use them for learning.

Equipment is far outdated

Have more interactions with SIM labs. Have at least a dozen opportunities for students first and second year for "codes" and scopes.

i am not enrolled in any lab courses. so i dont have any opinion

I am sorely disappointed in our use of the simulation laboratory and any other teaching labs that should be available to TCOM students. I am nearly finished with my second year as a medical student and I have entered these 'teaching labs' twice. Who Uses Them?
Comments – Institutional Facilities and Services

I am very dissatisfied with the number of anatomy faculty available to teach the medical students in the anatomy lab. Four to five faculty to teach nearly 200 students anatomy is way too few. This is not conducive to learning and often results in rudimentary dissections due to lack of instruction. The faculty does a good job of what they can. However, it is a struggle to make sure your dissection is correct due to unavailable faculty. I do not understand why UNTHSC wants to add another medical school when the current medical students have an inadequate number of faculty to teach them anatomy.

I do not use the laboratories

I don't know where else to put this so since PTR is like a lab I will include it here. The older PTR tables (yellow and orange ones) are terrible. I sometimes have issues with getting dizzy and since they are tilted strangely I end up feeling really sick during PTR when I have to use the older tables. They are proportioned strangely and a lot of times are torn at the bottom. The newer blue ones are much better and it would be really nice if the old ones could be replaced with those.

I have only had access to the anatomy lab, and as far as I am concerned it was beyond what I expected; however, there needs to be newer technological equipment (e.g., computers) put in. Those old Mac Computers are way too outdated for a growing institution.

I have only had the privilege of attending one lab - Gross Anatomy. It definitely exceeded my expectations.

I'm not sure why we have the money to afford touch-screen tv's all around campus, that barely anyone uses (there is one upstairs in the gross lab hallway-- why? for what purpose). We spend our money on stuff like that, when we don't even have enough bone saws in gross anatomy, and are all standing around waiting for 15 min to share 1 w/ another group.

It is a shame that so many of our cadavers were ruined by poor maintenance this year. The anatomy labs were kept at too high of a temperature, and many of the cadavers grew moldy and unusable. It was a waste of money and a tragedy for those who gave their bodies for our learning benefit.

It would be nice if we had more time using the simulation stuff (stan and norm). That could be a very helpful learning tool if used more often.

It would be nice to practice wound care and practice with the equipment available to the school more in our first and second year at TCOM. We only visit the SIM Lab 1 or 2
Comments – Institutional Facilities and Services

times, which is an excellent resource that could be so helpful if students had the option to use it more.
labs and equip are out of date and supplies are often lacking during labs.
My lab is awesome, thank you.
Need more equipment that doesn't break.
Need stools in the anatomy lab.
New pipettes! I'm very particular about having good, quality pipettes that are regularly maintained and calibrated.
Not enough equipment to go around, too many students per session, not enough instructors in gross lab: hire more staff
Old equipments should be serviced once a year atleast.
PA students are nt as welcomed as DO students in the anatomy lab
Please have more tools (saws, hammer, chisels) available for students to use.
PTR's could use dry erase boards and more outlet plugs, especially with our computers and medical equipment.
Replacing some of the older tables in the PTRs on the fifth floor because some of them are very unstable.
Safety issues are not properly described/informed to the students neither by the PI or safety officer. Only one lecture about safety issues during the orientation (before joining the laboratory), is not enough. A detailed instruction by the Bio-safety Officer should be arranged every year.
Safety training is minimal and no one is ever visiting the labs to check that proper safety guidelines are being met. Unsafe environment.
some equipment is outdated, in order to keep up with current research some of the basic equipment needs to be updated
Stan and norm are inadequate for the number of students. Thus they can't be utilized as well. If you want to do CIL's buy 20 or so simulators and do your CIL with the simulator.
The anatomy lab could be more equipped with gloves for students.
Comments – Institutional Facilities and Services

The anatomy lab is below par. The computers need updating and the dissecting tools, namely the bone saws, are lacking in quantity.

The anatomy lab needs more equipment i.e. saws, etc... Students had to schedule times or come in after hours to get a chance to use the few saws available. That is, about 5 saws for 40 groups (or 190 students) at about 10 - 20 minute intervals of use per group.

The anatomy lab needs more professors. The student/faculty ratio is atrocious and not conducive to learning. There is too much competition for professors attention during dissections to facilitate learning.

The anatomy lab this year was extremely disappointing. The temperature was entirely too high the majority of the time leading to the spread of mold acrossa all our cadavers. I feel this was detrimental to our learning and experience, considering that we were only left with pelvises we had to share in the last segment instead of whole bodies.

The anatomy labs are amazing, nothing needs to be done

The anatomy labs need new computers for sure. Also, gloves were provided before, and should be readily available in the lab so students dont have to bring their own.

The anatomy tanks need to be cleaned on the surface everyday with soap and water and it needs to be maintained as such. Currently, the outer surface of the tanks is covered with preservative fluid.

The computer lab I work in has some outdated computers, of course nowadays computers are outdated so fast. But for computer programs to be running smoothly on research labs machines, that they should have some up to data machines.

The few I have stepped foot in are very appropriate and all codes and protocols are posted in a place where we all can see them.

the labs can be more organised and spacious.

The new OMM tables - that are hydraulic-powered are so much better and safer than the old ones! The old orange and yellow ones have exposed wires and do not function properly much of the time.

The OMM/Clin Med PTR could use an update. The new blue tables work much better than the old orange ones. Although, the chair in the hall of the 5th floor EAD in front of the elevators are in pretty bad shape, and should be replaced.

The only thing I would change is a curriculum change where we utilized the SIM Labs on the 6th floor more. We have these great tools and have used them twice (if that).
Comments – Institutional Facilities and Services

The PTR rooms are way outdated. We also need more access to the medical dummies.

The Sim labs are awesome and I've really enjoyed getting to use them. The gross anatomy lab however needs to be more closely managed, especially the temperature. The mold issue we encountered this year made learning potentially dangerous to those of us who were forced to work on moldy cadavers. We were supplied with sprays to kill the mold, but the mold problem was beyond the control of any spray or scalpel.

the striker saws for our anatomy lab desperately need to be updated. We need more of them and we need the old ones replaced.

The teaching labs have outdated equipment, but still suitable for learning. There are no opportunities presented to 1st year medical students for research.

There is a problem with the heating and cooling of the labs on RES 1st floor. The laboratory climbs to 85 degrees during the daytime in the winter, and was in the 90s during the summer.

There need to be less students per SIM lab or per Clin Med procedure. Not all students get to participate.

We had a lab to learn how to draw blood. We were not taught anything about needle stick procedures or safety precautions. The instructor even stated that she hadn't done it in so long she wanted one of the medical students (preferably one who had past phlebotomy experience) to teach us. It seemed like

we were given the needle and supposed to just figure it out.

We have only used the sim lab twice since first year. It is totally under utilized for how expensive the equipment is. This disuse is a huge disappointment, especially since it was a big selling point when we interviewed. In second year we have path lab, and I for one would like to see a pharm lab in the sim room for some classes as well.
Comments – Institutional Facilities and Services

Campus (n=50)

Again, something that may not be fixable: the hill. Having student in our class that is in a wheel chair, I see him struggle to get up the hill. Even again, the maintenance and cleanliness are two of the MAIN problems with this campus. i don't understand how we expect to upkeep new facilities currently in the making when we can't even keep up the stuff that we have now! the maintenance takes YEARS for the smallest project; and the cleaning people are lazy. this is such a governmental institution it's like everything's on sloth time. furthermore, i don't know why the cleaning of the library can't happen when people are not ACTIVELY studying in quiet areas. wait until the 3rd and 4th floors are EMPTY....like when they close, and THEN clean them. hotels or other businesses or doctor's offices don't clean while there are clients there, so why should the library? unbelievable. it's obviously different on the 2nd floor, bc it's open 24/7, but there is no excuse for the 3rd and 4th floors to be cleaned (which is excessively noisy) during the big middle of the study day.

At some doors my ID card does not work.

better landscaping need

Better landscaping with sculptures and lighting. Have bigger OMM PTR rooms. Get new computers for Anatomy lab. Perhaps split up students into two smaller groups for OMM and Anatomy to reduce noise had have more individualized student-professor interaction. These two courses have TOO many students to be effective.

Could the maintenance crew not clean the library during regular hours? It is very distracting when someone is vacuuming when we study.

Could you have someone wipe down the library tables? Or have wipes readily available to the students with more cleaner on them?

Do not let employees at the PCC smoke next to the building in front of the smoking free campus sign! Makes the center look like a joke! This needs to be enforced! Tired of getting emails about maintenance issues that in no way affect students! Stop sending them!

Don't use hallways in EAD and RES as storage facilities. Looks horrible, cluttered.

Due to the doors of the lab being unaccessible to the custodial staff, the floors do not get cleaned as often.

ENOUGH WITH THE USELESS FLATSCREEN TVS ON EVERY VERTICAL SURFACE THAT CAN SUPPORT ONE!!!
Comments – Institutional Facilities and Services

First floor hall of EAD by Luibel could be ramped rather than have steps. Otherwise access appears good.

fix it

For some reason, the school took out money to build in those energy-efficient handicap doors at the front of the library, the obvious problem being -- there aren't even any ramps leading to those doors (the ones facing the OMM building).

great maintenance! and very clean

I always see people working, and I like that. We have a very nice institution, and it is because we have a lot of assistance and hard workers.

I had a focus group on campus with participants who needed handicap accessible parking. There is overcrowded parking both in the student parking lot and in Parking Lot A. They were not able to find handicap accessible parking or visitor parking spaces to park in. The SPH office said they could park in administrator parking spots and then have their tickets dismissed if they got one. However, they should not have had to go through that process in order to gain participation in research about a program for their constituent group. There was handicapped parking available farther away, but this was too far away from the main campus where the focus group was being held.

I hope the filter of fans can be replaced more frequently or on a fixed schedule. So there will be no dust in labs from fans. Thank you.

I think the campus looks lovely and is well groomed. I rarely see trash or other unsightly debris except at construction sight (which is to be expected).

I was previously a student at a campus with a roadway that went through the campus similar to Montgomery. Several students were killed before it was decided to put a skywalk for that road. So I am concerned about future plans for our new building that doesn't include a skywalk of some kind even if it simply a skybridge.

it is a good campus to be at. nothing against it.

It seems like more money is being spent on making the campus beautiful then trying to fix up equipment and replace very old and TORN OMM tables. The furniture in the library, beyer hall and other common areas are ugly, smell bad and torn.

I've watched people go from CBH to RES/EAD/Lewis Lib. in a wheelchair, and there should be something in place to aid this process

Maintenance and cleanliness is bare minimal. The lab floors are always dirty and added to that, the new security system which prevents the janitors to enter the labs to do their
Comments – Institutional Facilities and Services

minimalistic duties is appalling. More care should be taken to maintain the cleanliness of the health science center!

maintenance is often annoying and large projects are started without notifying labs nearby that their life for the next 3 months while bathrooms are remodeled will be a living hell full of horrible smells and dust infiltrating our lab and making it unbearable to work...as I type this I'm getting a headache from fumes being sucked into my lab through the exhaust vents. Its ridiculous.

many times there are technical problems with elevators. try to resolve this

More handicap spots since the new dumpster took some away.

More trash bins need to be placed in the appropriate areas.

Need more timely maintenance repairs.

No suggestions to for the amazing staff to improve, but definitely think there should be more attention/ consideration encouraged on the parts of students!

On the whole, our campus is clean and well-kempt. The only problem that persists is the smoking. Too many times I exit a building door, only to be overwhelmed with some faculty or staff smoking in a walk-way or other area of school property. This is highly intrusive and disgusting behavior, especially at a medical school.

Our campus grounds look great. Thank you

Parking was a definite issue when i was there but haven't been there in a year so it might have improved since then.

place looks old.

Poor nighttime lighting conditions. Some areas are lit very well, others are totally neglected. For instance, exiting the LIB from the south automatic door, it is way to dark from there to the RES entrance as well as down the stairs toward the parking garage. But then when you get to the bridge
to the student garage, there there is a 100 watt bulb every 8 feet. Why the inconsistency? I would like to take a nighttime tour of the campus with you to explain this.

Review adequacy of handicap parking

see earlier comment about firing janitors, the restrooms in the Library and outside Luibel are disgusting
Comments – Institutional Facilities and Services

Some of the lighting fixtures can be replaced. There are some areas that often appear dark and drab. One prime example is Beyer Hall in RES 114.

The bathrooms are not cleaned often enough nor the trash bins emptied regularly—particularly on the 2nd floor of the library.

The bathrooms need work...Not only do you feel like you're in the 80s...there's often an odor that seems to be left behind from the 80s as well.

The campus could use more plants, flowers, and art. Especially, the area between EAD and the Library—the most public face. It seems a little like the back of a loading dock (because it is the back of the PA building), but maybe some climbing ivy or murals would make it more aesthetically pleasing—color, please!

The hallways are always cluttered with property that should be picked up and sent to property control but never is. There is a problem with property control. Also, tile floors throughout RES and EAD need to be replaced because they are broken and unsightly. It is a safety hazard.

The lighting could be improved in some of the bathrooms along with all the toilets having automatic flush devices.

The restrooms in the library seem dirty.

There are still many staff/faculty/students smoking on campus and leaving their cigarette butts on the ground.

There is always garbage everywhere and stuff is ALWAYS broken. The elevator by the student mailboxes has been out of service at least 8 times in the past 20ish months.

There should be more benches and desks (cleaned ones) where people can sit and study.

This may not be at the top of the list of important things to be improved/accomplished—but it would be nice to take an interest in beautifying the campus with a green space somewhere for students/faculty/staff to congregate when the weather is nice. It would also be nice to see more 'green' on campus--flowers, grass, trees, etc. It would just be conducive to a more positive work/learning environment to be on a beautiful campus—it would make everyone happier to go to school/work everyday.

This non-smoking campus sure has a lot of cigarette butts lying around...

Very comfortable feel to the campus

Very difficult for wheelchair to go up hill from CBH to main campus
Comments – Institutional Facilities and Services

We should get more recycling bins. We need slower speed limits or more-pedestrian signs surrounding the campus.

Why is there a maintenance man that never works, but just sits in the food court all day?
Comments – Institutional Facilities and Services

Police (n=54)

A**holes .. need to be nicer!

always feel secure

At the beginning of the year I had to volunteer to return to the library from my home at around 2AM to escort a female student to her car since there was a suspicious looking older male loitering at the library entrance. The police's response to an escort request was that they were currently "caught up with other stuff." be moreseen

Choose one route of notification for weather problems, and I am in Baytown so it is annoying to get so many emails about weather which has no affect on us.

Emergency communications is probably the only thing anyone on this campus can figure out how to do properly...and its run by the police department. That is the definition of irony.

Great resource and very timely.

I am impressed overall with communication on ice days.

I attend classes at night and while I commonly see vehicles, I don't see the actual campus police officers very much.

I called for escort help at 11pm at night...waited for half hour!! No one showed up!!! I don't feel that they are there when we need them!

I constantly see the UNTHSC police presence on and around campus, and it makes me feel very, very safe.

I don't feel like security is very accessible when I am walking to my car at night.

I don't see enough patrol of the police whether it be in a vehicle or on foot. after hour access to a building or a lab is an inconvenient process and often requests aren't taken care of, e.g. I submitted a request for 24 hour access to CBH several months ago and my key card still does not work

i dont usually see any police patrolling when i get out of class at 8pm

I feel like there is a lack of respect for the students on campus- particularly the parking monitors/security.
Comments – Institutional Facilities and Services

I feel there are only a few areas that handicapped accessible. I think we should put in more elevators, and have a better communication between buildings, even the CBH. With the new buildings being put in, I think that we should have walkways interconnecting each building. (I know this is expensive, but I feel that it will really increase the "user-friendliness" of the school.)

I FIND IT UNBELIEVABLE THAT THE CAMPUS POLICE REFUSES TO OPEN A ROOM THAT CAN BE USED FOR STUDY PURPOSES (SUCH AS RES 318) AND SAY WE MUST GO TO THE LIBRARY. FOR THE SAME REASON AS IN Q14... STUDY ROOMS HAVE TO BE RESERVED AHEAD OF TIME AND SOME GRADUATE STUDENTS HAVE TO STUDY FOR ORAL EXAMINATIONS OR DEFENSE PRESENTATIONS AND IF THE POLICE REFUSE TO OPEN OTHER ROOMS WITHIN THE DEPARTMENTS THEN THIS IS OUR ONLY OPTION...BUT SINCE WE HAVE TO BE IN A GROUP WE CAN'T EVEN GET A ROOM.

I have had very little interaction with the campus police, but what I have experienced has been very positive. One police officer gave my friend and I a ride to our car on a night that was windy and cold. We were extremely appreciative.

I haven't really needed them; however, campus police department keeps weird hours making it difficult to get things like parking permits at the beginning of the year. I really like the email and text messaging notifications of campus closures due to weather.

I like having the police department so close and officers around so frequently.

I wish the police were more visible around the library and visitor lot after hours. I stay quite late in the library very often, and I have only ever seen a police officer patrol the library once. It is possible that I am so focused that I don't notice them, but this is not likely, as I am very easily distracted.

I rarely see the security officers patrolling the campus at night.

I really like that when class is cancelled i was called by the auto service

I really like the text messages on weather.

I think that they shouldn't be so rude to the students. Just because we are not patients there at the PCC doesn't give them the right to get an attitude with us whenever we may have a question.

I think they are fine
Comments – Institutional Facilities and Services

I was leaving the library till 4am one time and I called in to say that there was a suspicious individual outside. I asked the campus police to come and escort my friend so she’ll be safe (she did not have a phone with her and I didn't have an ID to get back in) once she decides to leave. The campus police repeatedly told me that they were understaffed and that I should go back in myself to get her. Seeing that the only way back inside was to get past that individual and that it was quite a simple request- I found this incredibly irresponsible and rude. I had to call a male friend at 4am to come get her for me. From this experience, I would never call back again even if I were to be in the same situation. I have never felt unsafe in any school before and the UNTHSC campus police did not do their job that night.

I'm not sure why students get so many tickets. We already have limited parking, and all of us are forced down Modlin or the surrounding streets to try to find parking along the road. It's not fair to give out so many 2 hour parking tickets, when really there’s nowhere else to park.

Last semester I was studying really late at night. And when I made a short trip to my car I saw someone suspicious hanging around in the parking lot and called the police department for an escort back and I was told that there were not enough officers for that. I think we should be able to get an escort to and from the parking lot and was horrified to find out that there really aren't that many officers available since a part of our campus is open 24 hrs. This incident makes me reluctant to study late at night in the library and not trust the police department since it seems that they only want us to call in AFTER an incident.

Late hours, it would be great if we see them patrolling more around the parking areas and the walk there.

Make contact to the Police more efficient

More blue call boxes. The campus probably needs better lighting and more doors that accept badges only.

More lights would increase security on campus

More visual police presence on campus at night.

Most of the security was very helpful and nice. However, I experienced one bad episode where another student was having car trouble and the officer was quite rude in stating that this was not his job to help students in need. I beleive that was listed as a service with our tuition.
Comments – Institutional Facilities and Services

No suggestions, but would like to note how much I appreciate the presence of campus security, including their prompt response to a malfunctioning door lock after regular business hours...

not helpful at all, esp when parking is tight. The answer is often "I don't know, not let me try to help you".

Not sure what can be done, but sometimes there are people that dont go to the school in the library rooms in the AM hours.

Patrolling in SUVs is unnecessary. Waste of gas. I suggest sub compact hybrid vehicles.

telephone does a good job here. should keep that way.

Quit giving unnecessary tickets to meet your quotas or make money. On April 1st 3 Med Sci students were either pulled over or given bogus parking tickets

Security guard tickets students without giving a warning ticket first....unexceptable!

Stop locking classrooms and bothering students that are allowed to be on campus 24hrs a day.

The are doing a great job

The campus police are very approachable, especially Officer

the campus police are very nice

The new location of the campus police makes them far away from CBH when needed. Also, all other institutions that I know of post a security guard at the entrance to the building to check IDs or help direct people where to to where they need to be. This would have prevented all of the "peeping tom" issues in CBH. I strongly believe we need a security guard at the entrance of CBH.

The only interaction I have had with campus police is to obtain an annual parking pass, which is good.

The police are great, though it would be nice to see them patrol more often in the library at night. When they do, they rarely walk though the study room area to check in the rooms. I feel this would be good, even if it was just so the students would see them walking around, to know they are safe.

The security people were a little on the strict side for the limited amount of parking.
Comments – Institutional Facilities and Services

There are several areas around campus that are very well lit, I would even say they have too much light sources. However there are others that have black spots. Someone should have night walk and see where a woman would feel uncomfortable walking by themselves... where those spots are found, add extra lights.

We had one snow day where school was canceled at noon. But, that decision was not made until considerably close to noon (like 10 or 10:30...I don't exactly remember). But, I live in North Dallas and had already driven all the way to campus because of required classes in the afternoon (Clin Med).

Then, when I got to campus, I found out the afternoon classes were canceled. That was a little disappointing to waste that gas and make that risk. I wish the decision was made earlier.

We need slower speed limits or more-pedestrian signs surrounding the campus. It's going to reflect poorly upon the school when someone gets hit on Montgomery or Camp Bowie...again.

We still need a number posted in every classroom that we can call Campus Police, especially in the early evening hours.
Comments – Institutional Facilities and Services

Parking (n=229)

A discounted rate for parking permit should be offered to students during their clinical years who will only be on campus occasionally

A system should be implemented to notify students that the parking garage is full.

Additional parking for student by opening some faculty/staff parking

Again with the school outgrowing its 'britches'. You're very proud of how many students you have and your growth, but you come far short of being able to handle the numbers. And, as medical students, you'd think at this point in the game we wouldn't have to pay for a place to park.

Again, too many students and not enough parking spaces.

As a 3rd/4th year med student, it makes no sense to pay full price for parking. On rotations at the PCC, I have no problem paying for a month of parking at a time, but for other rotations where we just come for a lecture once a week, it is ridiculous that I can't park anywhere without getting a ticket. I know for a fact that this is brought up every year that I've been here, and the fact that nothing that makes any sense has been done about it thus far frankly does not speak very highly of whoever is responsible for parking. In general, I'm very satisfied with the school, and all of the staff/faculty are great, but this issue has gotten way beyond annoying, and at this point, I'm just angry that nothing's being done.

As a motorcycle rider, I was told by the campus police two years ago that more motorcycle parking would be made available soon. However, TWO YEARS later, there is still insufficient motorcycle parking.

As enrollment has increased, there has not been a sufficient increase in parking availability in my opinion. If you are arriving on campus later than 9 AM, it is difficult to find parking in the garage, and you have to park a ways off campus behind the ongoing construction. Walking is not bad, but is made severely worse when there is inclement weather.

As more and more students continue to matriculate in I would see the possible need for another garage or something comparable to it. Currently it is difficult at times to find parking in between classes.

As the school gets larger, more parking needs to be accommodating. If you try to park at "peak" hours ex: 10am.....the parking is sometimes all used up in the garage.
Comments – Institutional Facilities and Services

As the school grows their seems to be inadequate parking which can be stressful especially when you have a class in the middle of the day - having to park super far away and walk is not good especially when its 90 or above out. And our campus is very hilly so that doesn't help. Maybe a little shuttle b/w garages & building would be nice.

At times the on campus parking is very frustrating. I parked in the parking garage all year last year, and this year I don't even bother because it is always full, and half of the time the back lot is full. Parking across from a dust bowl, weaving through construction trucks and attempting to use a cross walk that most cars ignore is very stressful in the mornings. This would be less of a problem if I didn't pay so much for a parking pass for lousy parking.

Availability is a problem; however, once the new parking garage and parking lot open up, it hopefully will not be a problem.

Availability of parking is poor in the start of the fall and spring semesters.

Availability of parking spaces will be improved with the new buildings, but there are problems at times finding a spot in the East garage.

Both are terrible. I hate paying for parking and I especially hate paying for parking that I have no access to. Not all of of have reserved spots.

Build a new parking lot if you plan to keep doubling classes every year like you are now

build more parking

Campus is overcrowded with cars and need more parking space!

Can there be a sign that says the main parking garage is full? I often hear of students going into that garage and wasting 5 minutes to then go look for parking on the streets somewhere. Why charge $90 if you don't have the supply?

Coming from a much larger institution, walking a few blocks is not unbearable. However, please don't increase the parking permit fee. The current rate is reasonable for access to the coveted garage. However, the fee is not a guarantee and therefore silly to being walking around for the same price.

Decrease the price or increase the availability of garage parking.

During certain times of day, it is nearly impossible to find a parking spot. The parking garage only holds so many, with so many students, not to mention employees parking there. And since some of the back parking lots are closed due to the construction, it was at times difficult to find a parking space even so far away, and it was dangerous to
Comments – Institutional Facilities and Services

try to get to class from those parking lots since there is no sidewalk and one has to walk on the street to get to the main building.

fix it

For 3rd and 4th year students when we have to come to campus to take our shelf exams the school should allow these days to be free parking days, it's radiculous that we would have to pay for parking when we only are parking one day a month.

For one, I don't see why the HSC would charge for parking. If it is due to limitations in parking availability, then let's fix this situation. There are so many cars in the west garage without stickers, I am having difficulty understanding why I shelled out the money to get one. It just feels like doing the right thing was obviously the foolish choice. Campus police needs to enforce the parking permit policy or the policy needs amendment to account for people who park before 8 am and then don't move all day.

For the amount of parking that we have, I think $90 a year is a bit excessive. If you continue to charge that much, then please take it out of our tuition second year like you did first year. Because my friends who did pay could not find parking on many days. I feel we need to build 2 or 3 tiered parking lots to accommodate the students. I think we should dedicate parking lots to students like the faculty have parking lots dedicated to them. It is very frustrating when facilitators and faculty park in the "student" parking lot (near the CBH). They should have their own parking lot, and we should have ours.

For the amount that is paid, parking should be included for all students. Students who do not use the facilities that are covered by the student fees still pay for the maintenance and upkeep, I think parking should be covered in the same fashion.

For the parking we have to pay, it would be good to have a parking spot in the garage at all times. The annex/adjunct parking areas are way too far and it's in an open area. We need more garages if possible. Also, we also need some indication or notification of the availability of parking spots. There are quite a few occasions where we drive all the way to the roof of the parking garage, only to find out there are no more spaces left. This wastes gas and time.

For the price I would expect convenient, up close parking.

For what we pay, there are not enough adequate spots. I basically park the same distance as my friends who don't have parking tags. Some of my friends even get closer spots to the school.

For what we pay, there are not enough spaces available.
Comments – Institutional Facilities and Services

garage should be reserved for those that purchase "garage" parking. you should sell the open lot parking as a separate sticker. Garage parking should have the option to park at either lot.

Hard to find parking at peak times. I feel if I should pay 90$/year for garage parking, I should be able to find a parking space. I would suggest opening the other parking garage.

Have parking fees taken out with tuition.

Hopefully, opening the closed garage will help with this problem.

I am here early in the morning, so have no problems finding parking.

I assume this won't be a problem once the garage is reopened.

I believe, and would think, that most of the price we pay for parking goes toward the security on campus. I still think we pay too much however, since it is almost mandatory for anyone who wants to park close to campus to pay the cost, which should provide plenty of funds. Also, it is very discouraging to come to school on certain days and find no available spots in the East parking garage, which leaves M-lot as the only available option. If next years class parks on campus as much as this year's, there will be even more over crowding on campus. Add another few floors onto the garage we have or find us somewhere else to park. The other garage opening will only give space for so many, especially when you increase class sizes and schools.

I did not purchase a parking sticker, because I felt the price was too much for the limited parking. NEED A LOT MORE PARKING!

I do not own a parking pass because it is very expensive.

I don't even try to park in the garage anymore even though i purchased a parking pass. It is always full except at very odd hours. I don't even want to think about how it will be next years when UNTHSC enrolls however many more students/faculty.

I don't really mind paying $90 for covered parking...until it's overcrowded and I can't find a spot and am forced to park on the street. And with a new, unused garage that someone refuses to open. Hmm, wonder how that could be fixed.

I DON'T UNDERSTAND WHY THE OLD HOSPITAL PARKING GARAGE STRUCTURE CAN'T BE RENOVATED OR TAKEN DOWN TO ADD MORE PARKING SPACE. AND I CAN'T STAND HOW PIOLA'S TAKES UP PARKING SPACES IN OUR LOT!!!!

I feel the price that we pay for parking does not equate the spaces available.
Comments – Institutional Facilities and Services

I have a strange feeling that more parking passes are sold then there are spaces available; or people are parking illegally in the garage.

I have not had a problem finding parking spots when I arrive for class, but have numerous classmates that are always complaining about the parking situation and lack of spaces, especially in the main parking garage. Is is possible to add additional floors to this garage in the coming years?

I just could not pay $90.00 for a parking tag. I know there has to be a fee for parking, but don't we already pay for so many other fees? I think parking should be free for students, but I know that will not happen. Could there be some other way? I know there will be a lot more parking space in the future, but there is limited space now.

I just hope the revamp of the new parking garage will not cause parking prices to increase too much.

I never have trouble finding parking and the permits are highly affordable.

I paid $90 to be able to park at the covered garage. I have only used the garage about 20 times in total from the beginning of the school year since usually it is full, especially when 1st and 2nd year medical students have major classes or exams that day. I am forced to leave my car at home and walk to school.

I paid 90 dollars to walk a mile to class, freeing up more parking spots would be nice.

I pay for parking, but i am not guaranteed a spot. why is that parking dec open to other people besides students? Unles you get there super early, the parking lot is full. at like 9 or 10, no spots are available and students have to park somewhere else even though they paid for a spot.

I really do not have an opinion on the cost of parking, because I came from a larger undergraduate institution, where parking was extremely expensive. However, THERE NEEDS TO BE MORE PARKING SPACE. I really DO NOT APPRECIATE that if I have purchased a parking pass in the parking garage, then there are times when I cannot be accomadated by it. The gates are left open quite frequently, so people that do not own a parking permit for the garage can park in there quite frequently, and that needs to be improved. Most of all, we just need additional and more accessible parking space.

I take the bus, but from what I hear people complaining about is that there might be a lack of parking in the garage.

I think once the new garage is available things will be better, at the moment though, there seem to not be enough spots to park.
Comments – Institutional Facilities and Services

I think parking is a big problem on our campus. I think the prices for parking should be lower than what we are being charged if you can’t provide us with a parking spot and we have to spend 15 min everyday to find a spot and then walk 10 min.

I think parking is way too expensive and limited!

I think that it should have an employee parking lot and one students parking in lot.

I think there should be a way to let students know in advance when the parking garage is full. Is there a way to keep the arm down so the it can count how many people enter and exit the garage?

I thought parking was low before, then Piola took more from us. The only reason I think the price is too high is due to the lack of parking. Every year the school is increasing the student body while the parking remains the same. Unless the old parking garage is ready by this summer there will not be enough parking spots for everyone.

I understand that there is plenty of parking available and that people just choose not to park there but that is because it is ridiculously inconvenient if you are located in CBH. The parking needs to be more central.

I walk to campus.

I wish there was a way to notify drivers there is no more parking left in the garage before we enter.

I would be willing to pay more to have a guaranteed space in the garage.

I would suggest utilizing the police parking garage also for student parking.

If I’m paying $90 to park in the building, I expect to find a parking spot in the building. I don’t like arriving on campus to find the only parking garage I can park in overfilled. What is the garage by the police station for? I also dislike seeing people without parking passes parked in the garages because they can drive in before the gates close in the morning.

If the number of students is increasing, there will not be enough places to park next year.

If we are going to increase the number of students that attend this school, more parking spaces need to be available.

If we can get some reduced pricing on parking. I was discussing with one of my classmate who also attends UTA, we found out that UNT HSC charges higher fee for parking.
Comments – Institutional Facilities and Services

If you arrive at 9am, you're not going to find parking in the East Garage. Please consider designating floors for student parking, so it's not available to staff of the PCC and patients and convert the main Lot A & PCC parking into having some student spots available. If you're late, and you have to search for parking for 15 minutes, then end up parking in the boonies by the new building & have to walk across campus, you might as well not come to class...

I'm paying money every year to fight for street parking, and get tickets. I'm not sure why students get so many tickets. We already have limited parking, and all of us are forced down Modlin or the surrounding streets to try to find parking along the road. It's not fair to give out so many 2 hour parking tickets, when really there's nowhere else to park.

Increase the number of spots.

Increased parking is a necessity, especially if the school is to continue expanding. If we pay for a parking pass, we should be able to park on campus during school hours without having to worry about the difficulty in finding a spot.

Is there a way to possibly know before you enter the student parking lot if it is full? Also, it is hard to see if there is a car turning into your lane, I think mirrors would help with this.

It can be very difficult to find parking in the garage and when i have classes on the East end of campus other parking is very far away.

It doesn't make any sense to have classes in the EAD and have to park 10 minutes away.

It is difficult to find parking. One of the situations that I never understood was why are there parking spaces reserved for Piola restaurant when there are insufficient parking spots for the faculty, staff, and students at UNTHSC.

It is not worth paying $90 a year if a student is not guaranteed a parking spot within the garage. I could park for free on the streets closer to campus than I can in the overflow parking lot.

It is very frustrating when we pay for parking and still cannot find a open spot to park.

it should be free for the students

It will be nice when the new parking garage is open.

It would be better if parking could be added into our tuition.

it would be cool if our parking permit was included in tuition
Comments – Institutional Facilities and Services

It would be helpful if the school could get that old hospital parking garage up and running for students and staff to use.

It would be nice if the other parking garage were re-opened. I don't mind walking, but the time I waste looking in the garage to see if there is a spot is a delay I can ill afford as I usually rush from work to class.

It would be nice to have a discounted price for student parking.

It's ridiculous how hard it is to find east garage parking in the middle of the day.

It's too expensive to purchase it and cannot find parking at the garage. It's sometimes frustrating.

Living in Dallas, I have only ever needed to come to campus 2-3 days a week max. The parking pass is expensive for a "part-time parker", who often takes the train instead of driving. We need more places to park that aren't limited to 2 hours. Perhaps an "overflow" lot that is far away but free. I don't mind hiking.

Make a 2nd lot available for overflow parking!!

More availability. It's infuriating to pay 90.00 a year and have days where I have not be able to get a parking spot within reasonable walking distance to CBH.

More covered parking slots

more garage parking. have the sign to show if the parking is full at the parking entrance

More parking garages/spaces. Not selling more parking passes than availabilities.

More parking needed. The lot is full by 9am.

More parking space in the garage....it gets full around 9am...and parking lots are a bit far...nobody i know likes parking in the M's if they have an option.

Most students are not on campus 4-5 days a week; Why should they be subject to paying the full amount. Maybe for those who are here only 1-2 days a week there could be a pro-rated system.

My personal experience has been very positive. Compared to other campuses, parking is convenient and very low cost. It may be useful to begin posting signs in the student parking lot off of Clifton street explaining where additional parking is located. I know there is another lot somewhere, but I don't know exactly where it is and thankfully haven't had a to find out.

Need more free parking
Comments – Institutional Facilities and Services

need more parking.

Never any parking.

No available options for part-time students vs full-time students. A discount should be given to those who use the services less.

Not enough parking space available for the number of students enrolled

not enough parking space.

Not enough parking, especially for the price that are paid for permits. Way more parking is needed.

Not enough room in the parking garage. Need another alternative other than lot M, especially for people leaving late at night.

Obviously when the new parking garage is opened it will be much better.

Of course, we need more parking space

Oh! Common on! Parking is a serious issue everywhere! Maybe we could provide incentives the UNTHSC community to buy bicycles (for those that live close by). We need more parking space.

On two days of this past semester, I was unable to find a general parking space. I understand there will be additional parking next year once the new building is completed. However, with the new building, means new students. I was disappointed that 20-25 spaces have been sold to the Itialan dinning near the campus. I would have plans to provide additional parking with the number of students that will be on campus next year. Also, for construction workers to take up parking is not acceptable. There should be clear directions where they are and aren't permitted to park.

Once again, this campus does not support it's current student population!

Only one parking garage for students all the students on campus is extremely below expectations. Also, most of the time i see administrative employees as well as clinic personnel park there most of the time leaving even more limited space for students!!

Open the extra garage please.

Open the old OMCT parking garage for usage

Open the other garage immediately

Open the other parking garage and lower prices.
Comments – Institutional Facilities and Services

Open the other parking garage.

Open up the parking garage across the street where the police station is. It's ridiculous that we still have not used that. It has been useless for at least 3 years now. Oh and quit taking parking spots away from on the streets around campus. Those were great spots for having to get in and out of this place, especially the ones by the FAC.

Opening up the garage near the parking office

Our parking situation is very bad. There are not enough parking spots for students in the garage eventhough we pay $90 for the whole yr. The other outdoor parking lot is also a bit far from campus if you are rushing to class and in a hurry.

Parking availability is horrible. Too many students/programs are being added before all the proper accommodations have been made.

Parking can be a challenge on most mornings in the area in front of the library. Then you resort to the area behind the Library and Police Station. Will there be Student Parking in the facility new lot being built?

Parking garage across the street from the library needs to be open. I live on Monticello Drive 2 blocks from school where I witness students & faculty park there cars along the street several hundred yards down causing congestion & traffic. Everyone wants to park close. Lots of money went to construction for that parking garage, this would ease traffic along nearby streets & allow those to not walk far.

Parking garage runs out of space and then students are late for class. This should be open only to students without other community members (museum staff, etc.) using the space.

Parking has become more and more scrace. It would be helpful to have more parking options

Parking has become really difficult during the times of the year when all students are on campus. During the Spring it isn't so bad because more students are out on rotations. But in the 2 years I've been here, we've grown so much but the parking hasn't grown with us.

Parking in the garage for students is very cramped at peak hours. More than once I've gotten there 15 minutes before class only to find its full. Perhaps part of the problem is that the gate is often open, which allows people without passes to get in. If the school is going to expand as planned, then parking needs to expand as well.

Parking is becoming a major issue on this campus, particularly by CBH
Comments – Institutional Facilities and Services

parking is hard to find and more and more students are enrolling at UNTHSC yet more parking spots have not been made available and it seems like the new parking garage has been ready for some time now.

parking is limited here, needs to be increased.

Parking is obviously a big issue. The other parking garage needs to become accessible again. Also, I have heard of students not being able to find spots even in the far parking lot because of agreements between the restaurant and school? I don't understand this do they pay the school for these spots? Are these spots being accounted for when we sell parking passes.

Parking is pretty good, every once in awhile, I will get there and there are no spots available.

Parking is ridiculous. However, being that this is probably a highly voiced concerned, I expect this will simply fall on deaf ears.

Parking is somewhat limited and with the ever increasing student body more parking will be needed.

Parking is too expensive. I feel like the University is expensive enough why charge for classes and then charge for parking?

Parking is too expensive especially if you are paying $90 to park in the garage and there's not enough parking available for every student. There needs to be another parking garage and they should designate them based on what school you are in..that way students are closer to the buildings their classes are in.

Parking lot C be open to students working in the PCC clinic.

parking on this campus is a tragic story. We need more parking spaces and the cost for permits is too high.

Parking permits are very expensive.

parking somewhat far away from classes

Parking tags are very expensive, especially with a parking garage that does not come close to holding the capacity it should. This problem will hopefully be fixed when the new building is opened and students park in the uncovered parking by the new building.

Parking was never available. I was one of the few that actually paid and would drive around for 10 minutes finding a spot.

parking will probably improve once the additional garage is open
Comments – Institutional Facilities and Services

Please reduce the price for the far parking lot.

price ok but occasionally can not find parking

Provisions for more parking would be nice or making it to where the parking garage not currently being used, can be used would help the situation.

reduce the amount, not worth walking all the way if parking garage is full, need security people if you park on other side.

Review adequacy of handicap parking

Set up some system to let us know when the

Should be better once other parking garage re-opens

Something needs to be done about parking b/c as the classroom size increases, the parking doesn't seem to be growing as well which is leaving plenty of us who have paid for a spot without a place to park.

Sometimes it is extremely hard to find a parking space close to your class when you are a part time student and it can cause you to get to class late. Also, I didn't know about the monthly parking decal until after I received my ticket last week. Had I known about it, I would have had one!!!

Sometimes the parking is totally full, so the students have to park on the street.

Sometimes, there are no spots available in the additional lot near the new building. Attempts should be made to open up more parking for students.

Student parking is overcrowded.

Students need more spaces at a reduced rate, considering parking is scarce.

Students shouldn't have to pay for parking. The old parking garage needs to be reopened.

suggest that a parking pass be apart of student fees.

The access to student parking during the clinical years is poor. We are only there one to two days a month if we don't have a rotation in a clinic on campus and have to park in the neighborhoods or go every time we're on campus to the police office to get a pass. A cheaper pass for the times we're there that would span the year would be helpful.

The availability of parking in the garage lot is abysmal. Half of the cars in the lot are of those who do not pay for a spot. If you don't get to class by 8 you will not get a spot in
Comments – Institutional Facilities and Services

the lot. This is unacceptable for the price that I paid for a sticker. There is currently little or no consequence for parking in the lot without a sticker. Classmates have gone all year without getting a ticket and parking in the lots. There needs to be some sort of a rule dictating where certain class years can park. i.e. 2nd years in the garage and first years in uncovered parking by the new building. At least then I would not be deluded into a hope that there will be a space in the lot that I paid for a spot and I won't have to drive all the way to the top only to find that it is full and now I have to drive all the way back down and to another lot on the other side of campus.

The deck is not big enough for this school. And the rule against parking in reverse is dumb. The parking people couldn't give me rationale for that rule.

The fact that students have to pay 90$ for decal is a bit much when the parking spots are actually hard to come by (unless you arrive at school before 8:00 a.m.).

The garage is full by 830 or 9 am. During the construction, parking is limited as the construction workers are parking in the general/student lots on the other side of campus. It is fine to walk that far in the mornings, but when walking to my car at midnight across montgomery, it is not safe.

The garage is not enough for all of us. If you start your day after 9am then parking is all taken in the garage.

The only problem I have with the parking, is that I pay for a covered garage parking pass and there are numerous times where I have to park out on the other side of the new unfinished building due to the excess amount of students accepted into the program this past year. I would suggest possibly offering a lower priced pass for the uncovered lot, and giving students the option to purchase one over there. This lot would greater benefit the medical students as to the new building will be where the majority of the classrooms are found. Also, with the addition of the physical therapy program, I am just not sure where you intend to allow everyone to park next year. Unless the vacant garage where the police department is located will be open, I do not believe there is enough parking for the school.

The only way to improve parking would be to have more parking available. I do not believe it is fair to charge for parking when there is not always space available near the campus. It would sometimes make more sense for me to not pay for parking each year if I am going to parking in a remote location if I arrive to campus after 10:00am on certain days.

The parking garage above the police station needs to be utilized as it could double the amount of available covered parking. I often find if I arrive to campus after 9am there are no available parking spaces in the garage and have to park a few blocks away.
Comments – Institutional Facilities and Services

Given the amount of rain we have had this year this is a less than desirable walk to class. The price for parking is fair when I can actually get a spot.

The parking garage by CBH is always full! It seems that between the hours of 9-10:30, the garage never has an open spot. This is outrageous! I believe this is primarily due to the students who are registered for the MedScience program who show up to class from 8-10 and leave immediately after their class. For those members of the university who actually stay on campus throughout the day, it should be priority that those individuals have access to parking spots near the buildings (NOT FOR STUDENTS WHO ARE ONLY AT UNTHSC FOR 2 HOURS). MedScience students who are here a total of a few hours at a time should be designated a separate location for parking to alleviate this issue.

The parking garage is always full!!! We have two on campus, why aren’t we using both??? You want to add more students and programs, but no parking????

The parking garage often gets full and there is no way of knowing until you reach the top causing you to be 10 minutes late to class.

The parking garage that the police is currently housed in has been closed the entire time I’ve been attending UNTHSC. While the number of students has increased, parking has not done so accordingly. I often have to drive around for a long time to find a spot, and then end up parking in a lot very far away, when there is a parking garage right by the building I work in. As far as price goes, I don’t mind paying that amount as long as I can get a spot in a covered parking garage. The cost shouldn't be the same if I always end up having to park in the uncovered far lot.

The parking permit price is too high. Also, receiving tickets for having a rental car, or driving a different car are absurd. The permit should be based on the driver. NOT the car. Life is unexpected and after being in a wreck the first thing that comes to mind is not peeling off the permit sticker. Also, the ticket says to go to the "Information Booth" and then after going there they immediately just send you to the Police Station. They are of no help.

The parking tags are too expensive, and there is rarely space in the garage.

The police parking garage should be available for STUDENT use...not just the police department.

The price and availability are acceptable, but sometimes availability is an issue when class starts later in the morning

The price charged for the parking lot should be made more affordable for students. May be reduced to $50/ session.
Comments – Institutional Facilities and Services

The price is definitely affordable! However, it is quite bothersome that the garage is always full!!

The price might be fine if there were any spots available. There is no point paying for parking when you have to park on the street anyway.

The price of a parking pass is great, but if you are late, there are no spots in the garage.

The school is growing faster than availability for parking. There is never any parking available at certain times. If you leave in the morning and come back, there is nothing available except the very far lot that you dont even have to have a parking pass for. If you pay for a parking pass you shouldn't have to park that far away where students can park without even having bought a pass. I know that student numbers are going to be even higher next year. We don't have near enough parking for all these students.

The school is expensive enough no need to gouge us on parking.

The school needs more parking. Also, it is rude to charge us for parking and then not give us enough spaces to park in. Your mother taught you better than that.

The student body is too large now and there is not enough parking spaces in the garage at times, which is frustrating at times since you end up parking where students that don't pay for parking park. Most of the time there is parking. The cost of parking is honestly cheap, my university parking was much more expensive, I know other students would want to kill me for saying this, but the truth of the matter is that parking could probably be increased provided that more parking spaces be opened up. Possibly the other garage?

There are definitely not enough parking spots for all of the students at this school. It is often frustrating trying to find somewhere to park. I'm sure it will be better when construction is finished. We need more parking spots for sure!! Is there any possibility of opening up or reserving an upper level or two in the parking garage by the police? That is just an idea.

There are far too few parking spots available in the garage for students. With increasing numbers of TCOM students and Medical Sciences students next year, it seems like this will be a much bigger problem. There needs to be another parking option for students.

There are many days when finding parking is less than ideal, the gates should always be closed in order to prevent people who do not pay for parking from being allowed access to park in the garage.

THERE ARE NEVER ANY F###ING PARKING SPOTS!!!!!!! I paid to park in the garage, and it is almost NEVER available. It is frustrating as F### to leave my house that is 1.1
Comments – Institutional Facilities and Services

miles away 20 minutes before class, then end up being 15 minutes late because I have to go alllll the way up the garage, then alllll the way back down, then go hunt for a parking spot in the "satellite lot", which contrary to the belief of the police chief, is full as hell almost all the time. The last few times I've had to park there I have gotten one of the last 5 or less remaining spots. If that lot is full, what am I going to do? There is no where else to park within reasonable distance or where I wouldn't get a ticket. I paid to park in the garage, I want to park in the f###ing garage. Stop letting faculty park in the student garage. They have faculty lots and a faculty garage that we aren't allowed to park in. Stop letting patients park in the garage...they have student lots we can't park in. A few weeks back I left my place in time and due to there not being any spots available, I missed a quiz. Absolute f###ing bull###t. It isn't my fault the IDIOT in charge of parking oversold spaces about 4x over. This is just another thing that works almost flawlessly at every other school on the planet, yet TCOM administration has proven itself incapable of completing the simplest of tasks. If you KNEW you were taking a certain sized class, you knew exactly how many parking spots there needed to be. The collective stupidity of the people in charge is mind boggling.

There are not enough parking spaces

There are not enough parking spaces because of the construction. Most people have to park in the lot behind CVS and then walk through the construction which is not ideal.

There are not enough parking spots in the student parking garage to accommodate for all of the students. We are not aware of this until driving up and down the parking garage to realize that all the spots are taken. Then we must drive to the other lots by the police station. Possibly, having some way of showing the lot is full. Also, building a bigger parking garage. The parking garage is much safer to park in than the remote lots by the police station, so another parking garage, preferably in close proximity (similar to the current student parking lot) would be good to have. Also, no one seems to park in the parking garage above/next to the police station. It would be good to allow students to park there. Sometimes there is no parking in the parking garage OR not even in the remote parking areas--- this especially should never be the case.

There are not enough parking spots. About one time per week I am not able to park in the student parking garage because it is full.

There are numerous times where I drive into the garage when it's already full. I am then late to class. I have to go over to the other parking lot which is further away.

There are times when parking is limited in the garage and it is also difficult to find other nonparking garage spaces. Restrict parking in the garage to those who are going to be on campus almost every day while other students who may not be on campus often, should be required to park at another location.
Comments – Institutional Facilities and Services

There are too many students that have access to the east garage. Arriving to school after 10 am means parking near the library or on the far west parking lot near the new building.

There aren't enough spots. There weren't enough spots when I started here at TCOM, and since they've closed the lot by the new building while it's still under construction, and they keep increasing the number of enrolled students in all programs without any increase in the number of parking spots, there just aren't enough to go around. I refuse to pay for a permit when I know most of the time I won't be able to find a spot. I don't understand why they don't just open the garage that was attached to the old hospital - the police department has moved in there now, so obviously the building itself isn't defective.

There has been numerous times when I have not been able to find a parking spot in the garage or it takes a long time to find a spot. I have usually been able to find a spot at the other parking area, but then am usually late to class because it is a further walk to the building. The price for parking would be fine if I was easily able to find a spot in a convenient amount of time.

There has got to be more parking with the increase in students

There is a shortage of parking. It would be great if there were some kind of warning that the main parking lot is full so that students don't waste 20 minutes circling the parking lot looking for non-existent spots. Also, why is the second parking lot by the police station not yet open? It would really help relieve the parking problem.

There is hardly ever parking in the garage, and even in the lot on the other side of the new construction, there are sometimes not any spots.

There is no where near enough parking available. Depending on the time of day we have class, sometimes I'll drive all the way up to the top of the garage only to find out there are no spaces. Too often we are forced to park in a lot that is quite a distance away.

There is not enough parking for students available in the garage. If i am 10 min late to class I will wasted my time going through the garage and then have to go over to the other side of campus to park and come to class. It would be helpful if they posted a sign or some way of letting you know that the garage is full so you didn't have to drive up and down 3 levels to find that out the hard way

There is not enough parking for the number of students at this school. It is almost impossible to find a spot to park in the parking garage at certain times and the other parking lots are usually full too, except the one that is farthest away.
Comments – Institutional Facilities and Services

There is not enough parking now for all the students attending. This must be addressed before we expand even further.

There is not much of parking space in shade.

There is nothing like paying $95 to park and arriving 15 early for class after lunch, driving around the garage that has been left open when there was some type of convention I didn't know about at the school and finding not one single space and driving to the opposite side of the campus and finally arriving to class just barely missing the sign in window. I was excused after explaining my case but still I missed valuable information in the class.

There must be a system in place where visiting 3rd and 4th years do not get tickets for parking on campus. Paying for a parking pass is not economically feasible when we are not on campus every day.

There needs to be more parking closer to campus. Especially now with the fees to park by the museums.

There needs to be some free parking available for third years that are only on campus a few weeks of the semester.

There should be more student parking available. Some students pay for parking and cannot get access to any in the morning hours.

This semester improved from last. Not sure why, but last semester it was terrible trying to find parking if you weren't hear before 8am.

This will improve once the old parking garage is reopened.

too costly especially when you are not guaranteed a parking in the one operating garage we have. that is not as dissapointing as the fact that there are a number of students who are still able to access the garage even though they do NOT have a parking permit. i assume they access the garage early before gates are down, and there are a few who still have operating IDs to enter the garage w/o a parking permit. Additionally, security or campus police do not seem to check the parking permits often enough. maybe if they did, it would free up additional spots in the garage.

Too expensive, open the other garage.

too much money for space and no parking available

Until adequate parking is available the price should be reduced.
Comments – Institutional Facilities and Services

Very affordable and accessible. When compared to my undergraduate and Masters institution parking is much cheaper and much closer to buildings.

Walking to/from parking to buildings is quite far. There is no need to pay for parking because there is closer parking for free that is not school related.

We have very limited parking. This must somehow be addressed. It is only getting worse with the Will Rogers restrictions.

We just need more parking within a reasonable distance to the campus.

We need more covered parking! What about the garage behind the new building, where police dept. is. Why are we not using that. We admit more students each year without realizing the burden on the Eastern parking lot.

WE NEED MORE PARKING SPACES! I pay $100 dollars for parking that I can't even get! It's not fair!

We need more parking spaces.

We need more parking spots and the price is not worth it if I can not find parking on campus. What a waste of $90

we need more parking.

We need more space in the student parking and a way to let students know that the parking lot is full.

we need more spaces

we need some sort of notice if the main parking garage is full, instead of driving all the way up to the third floor and only realize there is no more spot and have to drive all down and to another lot. this tend to cause tardiness

we should have guaranteed parking ... its ridiculous that i had to park off campus when i paid for a parking pass.

What about 3 and 4 years? I'm not paying for a permit to park there for a month and then once every one to two months

When are you going to have the West Parking garage opened?

Would be nice to have the garage by the Police Department available for parking

Would it be possible to utilize the parking garage that is closed off of Montgomery. Parking at times can be a pain at times.
Comments – Institutional Facilities and Services

Food Service (n=241)

A bigger eating facility open all hours and more nutritious foods in the vending machines or we get rid of them!!!

A cafeteria or more variety would be nice.

A cafeteria with resonable prices would be nice.

A campus of this size should have a bookstore and better food options.

A dedicated area/cafeteria is needed. No facilities in a top ten tier school only serves food under a stairwell. Sanitation and presentation is horribly inadequate.

A food court should be available to students. There are not enough options in the stairway cafe. Also, the java lab should have more student apparel and merchandise. A book store would be nice. The vending machines are not always working.

A real cafeteria would be nice... increase campus sociability and provide opportunities to use credit cards directly.

Actually do something. Anything.

add more affordable options

Additional healthy options for lunch would be appreciated.

All of these options are very poor health choices for healthcare professionals, with the exception of some "healthy" snacks in the Java Lab. What about a salad and soup bar daily???

As a health science center it would be nice to have some more wholesome options on campus.

As a health science center, catering services that provide healthier choices should also be invited to our campus.

Better availability of food services/more choices for on campus food

Better hours at the coffee shop. Better coffee selection. Sandwiches are always good, but they are way too overpriced. The food options in the stairway are always good. Love fun on the bun.

Build a cafeteria!! I would get breakfast from a cafeteria everyday (and probably lunch too) if there was one. The Java Lab is nice but doesn't offer much in terms of a full meal. The vendors that come are okay, but only accept cash.
Comments – Institutional Facilities and Services

Can't wait for the day you build a real cafeteria

Card access for vending machines

Coffee shop has poor hours and is expensive, stairway cafe has the same exact food each week, no coffee vending machines.

Coffee shop needs to be open on the weekends! Get a real place students can eat, not enough chair and tables available during lunch time!

Could provide more affordable food and variety. Maybe a subway on campus would be a good idea.

Could we get a permanent food service provider on campus?

Could you add some more variation? I really like the idea of getting local restaurants to cater each day. But, sometimes, you just get tired of it (also, they should have more vegetarian options). Could you also have a menu ahead of time? The Java Lab should be open longer to correspond with the library's times and offer more food selection-- not just candy and soda. I appreciate the sandwiches and salads, but they are way overpriced, so I would never buy them.

Everything is fine at face value. It would be nice to have a larger cafe with more options at lower prices. The Java Lab prices for healthy sandwiches seems very high.

fix it

Food is not healthy and is grossly overpriced.

Food options are minimal. Extending the options of food can definitely be made. We have been suggesting the same thing every year and there is no improvement seen at all!

Food services are very limited and even though I like and purchase coffee at Java Lab Coffee Shop frequently, the prices for food are outrageous. Vending machines and Stairway Cafe do not offer healthy, low fat foods, therefore I don't use them.

For a campus that has health in the title, there aren't very many healthy eating options. For being a health science center, the food provided isn't a healthy option not to mention not much of an option for vegetarians.

Get a cafeteria since we are a campus primarily for commuters and a little bit longer hours java lab coffee shop
Comments – Institutional Facilities and Services

Getting other vendors to serve lunch besides the same four restaurants would be nice. More tables are needed also.

Have more options, or maybe a food court.

Have the Stirway cafe open more often during the day.

HEALTH SCIENCE CENTER SHOULD HAVE A WATER OPTION! IT IS HEALTHIER AND I HAVE A KIDNEY DISORDER, SO I CANNOT DRINK SODA, BUT EVEN IF I COULD I PREFER WATER!!

Healthier options

Hope we will have more on-campus food options down the line. It's nice that there's rotating days of food, but can only pick between two on a given day. The cafe area is too small to support having seating for everyone. Think most students have adjusted to eating elsewhere. Plus it's a bit gloomy down there to eat.

Hopefully in the new building this problem will be solved.

I am a vegetarian, and the stairway cafe has absolutely no vegetarian entrees to cater for any of us. Also, I believe that being vegetarian is healthier for the quality of people's lives, and if you give the option, people can choose to be healthier by making these choices. I think this is especially important on a health science center campus that it's image is that of a health promoting campus. I also think that some of the entrees like meatball sandwiches are VERY unhealthy, and I have heard on many an occasion of people getting food poisoning and very sick from such foods. Please try to cut down on the meat food options. In the Java Lab Coffee Shop, I also find a similar problem. I happen to be a student that always forgets/doesn't have time to bring food to school for lunch, so I end up going to the Java Lab a LOT for food. Except there are never any vegetarian wraps/subs. There is one, but it is bland and cold, and the salads are lacking. Please make a sandwich like the turkey and chicken sandwiches that JUST doesn't have the meat in it. I believe your customer base will expand dramatically. Also, I really like XXX. She is very friendly and pleasant and personable with me!

I am very thankful that we have the stairway cafe. In the future, I think it would be nice to have more options. Since we are a HEALTH Science Center, it would be nice to have more healthy options for lunch. A salad bar would be a nice addition to the Stairway Cafe.

I believe the Java Lab should be open on weekends.

I believe the variety of food options is not present at the school. The prices for food are similar to those in a dine in restaurant for a lunch UNTHSC should contribute with.
Options and discounts for faculty, staff, and students. In most Health Centers I have been to, they offer several options and a discounted rate for everyone affiliated with the school. I would like to see the implementation of something similar at the school.

I do not frequent the Stairway Cafe. It's a strange set-up and there aren't many seating options, which is part of the reason I haven't used it much. I really like the Java Lab but wish they had more fresh food options.

I have yet to see healthy food options served in the stairway. The majority of what I've seen is fat laden and loaded with sodium. Aren't we supposed to be examples for both the community and our patients?

I like the fact that we have vending machines right outside the lecture hall (in the student lounge), but it would be nice to have some healthier options. (ie. 100 calorie packs of popcorn or cookies, more baked chip options, etc)

I like the variety downstairs but it would be nice if they took credit cards. Java lab is convenient, but expensive. Also- the man who works at Fun on the Bun is such a nice man!!

I like the variety to the stairway cafe. Could we get a Chick-Fil-A? Or even a Subway for the healthy options? I think it silly a McDonalds is so close to a health science center. At least give it some competition within our own buildings.

I realize that we are a small campus, but there should be more of a permanent, well thought out area for dining. Both the stairway cafe and java lab look like they were afterthoughts. We need to have something available with more options that is open more hours.

I really wish there were more choices for food. The Java Lab is great, and that is really the sole source of my food/drinks. I wish the Java lab also carried breakfast tacos. Again, the vending machines should carry water bottles as well.

I think once the new building is finished then the options will be better. For now though I think that it suffices for now

I think the Java Lab Coffee Shop is expensive. Is it possible to have a java lab coffee mug where you can get refills or other specialty drinks at a reduced price, similar to what some gas stations do.

I think the lunches from Stairway Cafe are probably some of the worst. Only because, they're over-priced and not even good restaurants. I wish real places came. Even fast fooders, like Chik FilA or something. At least it'd be worth the money.

I wish the Java Lab would have the Starbucks frapuccinos and warm breakfast tacos.
Comments – Institutional Facilities and Services

I would like it if coffee didn't run out so quickly.

I would like to see a little more variety in the Java Lab cafe for nutritious snacks.

I would suggest adding more food to the Java lab coffee shop.

I'm not a picky eater; however speaking on behalf of several thousand students who attend school on campus, a cafeteria is long overdue. While this has been brought up at Dean's Round Table time & time again; recognize the deficiency & finish the school basic necessities.

In order to improve the expectations for the Java lab coffee shop, I would like to suggest lowering the prices. In my opinion the items such as sandwiches and other available meals are over priced, and exceed the amount that students at this institution can afford. I would also like to recommend a healthier choice of meals for the stairway cafe.

It would be better if we had a more cafeteria like area. The stairway cafe is too small.

It would be good if we have more menu available for Stairway cafe.

It would be great if the Java-Lab coffee shop also sold supplies, so that students don't have to go off-campus to buy pencils, highlighter, note cards, etc. Another suggestion would be to have machine(s) around campus that sold these supplies (I'm not too sure which company does this, but it is available). It is especially helpful because these supplies are needed in times of studying (and its near the library).

It would be great to have more food options on campus. What is available now is very, very limited. Also, the vending machines are often empty or will eat your money.

It would be nice if the food was slightly cheaper at the stairway cafe, and I assume many more students would purchase it if that was the case. $5-6 meals in house would sell much better because that's what I can expect to spend at any fast food place. That extra dollar, though, is just barely enough to send me across the street or back home for food. I feel like taking a dollar off would benefit the students and the vendors.

It would be nice if there was a way to pay with a credit card for the food in the stairway cafe area, as not everyone likes to carry cash with them.

It would be nice if we could get more options.

It would be nice to have a refrigerated vending machine somewhere available to students in the library that had sandwiches and sustenance for those staying up after the Java Lab closes. The Fun on the Bun is amazing with decent prices but the other places that come in are getting expensive, especially on a student budget. Have them lower their prices, or find other options to come in that meets the student's desire.
Comments – Institutional Facilities and Services

It would be nice to have more food options on campus. Healthy food options are not readily available unless you buy a pre-made sandwich, salad or wrap.

It would be nice to have more options on campus, or provide more "meals in the Java Lab instead of just candy.

It would be nice to have more variety and healthier options.

It would be nice to have our own cafeteria.

It would be nice to have the java lab open longer, as well as healthier options in vending machines

It would be nice to have the Java Lab stock cold/iced coffee drinks.

It would be nice to have vending machines IN the library.

It would be nice to include at least bottled water in the vending machine.

It would be nice to see a cafeteria or means of another food source. The stairway cafe is nice but it doesn't provide many options for students. Also the vending machines are often not fully stocked and or aren't working properly meaning that they take your change.

It would be really nice to have the option of buying water bottles from the vending machines. The water dispenser in the student lounge sometimes smells and the water doesn't always look clean. Also, having more healthy options for food other than the restaurant vendors would be really nice.

It would be wonderful to have more options

It's expensive to eat on campus.

Java Coffee Shop should be open on saturdays!

Java Lab Coffee shop has good prices for the snacks and such. However, there prices for lunch items are crazy. I say FUN on THE BUN is the way to go!

Java lab doesn't have an ice machine, so no cold drinks can be made. It would be nice to have an ice machine and a fountain drink machine. The stairway cafe needs a better seating arrangement. Also, if they had their menus posted online, that would be great because we never know what they are serving. And please provide more vegetarian options, and quick meals like soup and grilled cheese etc.

Java Lab is good, but could use a little "sprucing up," maybe a new standard coffee, like Colombian. Stairway cafe-candle light and tablecloths please. It needs to be larger, more
Comments – Institutional Facilities and Services

seating, in general. It would be lovely if they took credit cards. I think the vending machines in CBH need to be serviced more frequently.

java lab is overpriced.

Java Lab is too pricey for a school

Java needs to extend their hours a bit and possibly lower the prices on their little sandwiches that aren’t very different from the ones made at my house. Hours could probably be an hour longer on week nights. Weekend hours would be great but sometimes this place is dead so I understand.

Java Shop needs extended weekend hours. Otherwise it is great. The stairway cafe is closed before I start class and after I get out...so where exactly am I supposed to get lunch? We need a cafeteria to provide for people with different schedules, MPH classes are during lunch time. Vending machines in CBH have all been completely out of drinks several times during the semester.

java too expensive

Lack of healthy options all the way around.

Larger selection of healthy foods from vending machines

Love the Java Lab!

lower the price for java lab coffee

Make the stairway cafe look more permanent and appealing, so it resembles a proper cafeteria on an educational campus for prospective students. Some suggestions: have a fixed serving counter with tile on the front instead of the metal one we have now or add a nice waist-high dividing wall between the current serving counter and the tables, and add nice signs saying “order here” and “pay here.” The Java Lab is good but sometime I wish they were open later or if there was a place just to get coffee once it closes.

Many times the vending machines won’t take your money, are broken, or are out of a particular drink

money got lost. no refund

more choices would be better

More diet options
Comments – Institutional Facilities and Services

More food options with better, healthier quality at lower prices. Also, few people carry cash anymore - so vendors need to be able to take credit cards.

More food options, extended JAVA hours with more food options would be great. The ice cream bar vending machine never works.

More food options.

More items in vending machines, should have at least one microwave on third and fourth floor.

More lunch options would be nice, but I enjoy having the cafe there.

More natural, organic, & vegetarian foods.

More options.

More options at stairway cafe, and some healthy options. The only "healthy" options are in Java Lab, aren't very healthy, and are expensive.

More options would be great in any given day, vs something different everyday yet the same thing every week.

More options would be nice instead of the having the exact same weekly schedule. Contrary to popular belief, there's only so much BBQ Texans can eat.

More options, better surroundings. the stairway cafe area is depressing.

More options, please!

More selection, and greater amounts of food served.

More vegetarian food options in stairway cafe and better quality vending machines with food/drinks.

Most of the times, the vending machines are broken so u can't even use them. You guys forgot to include the FUN ON A BUN. I think that man that runs that place is awesome and very nice. I always get food from him than from the other places listed above.

Much of the time what the stairway cafe offers is unhealthy, unvegetarian-friendly food.

Need bigger canteen and more vending machines with starbucks coffee.

Need more food options on campus--especially later in the day.

Need more food/dining space, varieties and open for more hours!
Comments – Institutional Facilities and Services

Need more variety.

Need more vendors and a better variety

Never use.

No consistent healthy options, how can we call this a health science center when we don't take nutrition seriously?

No vending machine dispenses water-bad

None of the coke machines sell water.

Not enough healthy food choices.

Offering a better selection of foods.

Often empty.

open some franchises in the campus

Our cafeteria is incredibly limited in its food choices. The food is very unhealthy and expensive and there are no options for vegetarians. The eating space also looks very crammed and awkward. The coffee shop is open for narrow windows of time and has very little choice in food for vegetarians.

Our food options for lunch on campus are kinda sad.. The Java Lab coffee is bitter. I have no idea how this can happen on every type and pot of coffee but i just won't buy it anymore, but I like their muffins. Which brings me an important point about the stairwell cafe and the muffins as well. We need smaller portion options with a reduction in price and healthier choices. I don't buy the meal downstairs because I cannot eat that much food. If I DID eat that much food I have no doubt that my BMI would approach at least 30. And, I shouldn't get started on the fat content of those meals. As for the vending machines, just make sure bottled water is available on the first floor vending machine area in Luibel and near other exam sites that I have to use and I will be happy.

Overall the access to food is incredibly disappointing. It's like yall just stuck food in random places where space was available. As if there was no foresight in people might A) need food, or B) need a place to eat the food. The food is overpriced in the java lab. The vending machines are not maintained well (don't accept dollars, empty, etc.)

Please allow for some good quality veg. food on campus! Allow for more healthy choices.

Please consider having water bottles in the soda machine.
Comments – Institutional Facilities and Services

Please provide healthier food and snack options.

Please put snacks in the vending machine when it's empty. Thank you.

Please see above comments

Please set up a a credit-card machine for the stairway cafe. Personally, I would be spending more money there if that option was available.

Please we have been answering this question since 2 years, could we some more choices for food service

Price for the vending machines should reflect the nature of the consumers...STUDENTS!!!

prices are high and access limited

Prices could be reduced since the products are for students

Provide health choices such as sandwiches for a reasonable price. For example, Subway's $5 footlong sandwiches.

Restocking is needed in the vending machines in CBH. More variety is needed in the vending machines.

school should have a cafeteria. can put out the tenders and ask for student vote to keep which ones out of eligible.

See some good university cafe and compare... that will define better, because these food services need much much improvement.

Selling a few more items would be helpful, such as pencils, pens, highlighters, paper, refrigerated Starbucks coffee, and so on.

Should have more food options.

Since the java lab is not open on the weekends, or late at night, having a health vending machine would be nice. Refrigerated vending machines that offer yogurt, sandwiches, etc. would be nice. Or putting a coffee machine in withe access to hot water can allow students at night or early in the morning to bring their own beverages to make when the java lab is closed. More water and tea options (non-soda choices) in drink vending machines would be nice as well. As a health student, I don't like drinking soda. It is an extremely unhealthy diet option. As the school begins to grow, finding more options to offer meals on campus would be helpful. Nobody at this health school likes going to McDonalds, but since it is usually the closest and only thing open, we are kinda of forced to go there to eat if we don't bring our own food.
Comments – Institutional Facilities and Services

Some of the vending machines are not in working conditions

Some vending machines in CBH do not accept dollars or randomly wont accept any form of money.

Staff is very nice and friendly. However, since UNT HSC is a nationally recognized health science center, it should have an adequate coffee shop which is larger and has more variety. And, UNT HSC should have an actual restaurant which has sufficient variety in vegetarian as well as non-vegetarian options since students have different eating habits due to cultural, religious, or health reasons. I don't believe that serving mainly hotdogs and steaks will meet everybody's preferences in these regards.

Stairway Cafe = Joke

stairway cafe- is always cash only.

Stairway Cafe is in a location where seating cannot be expanded although it would benefit from expansion.

stairway cafe just doesnt meet expectations compared to other institutions where i have been. there should be price discounts for students and the cleanliness of that whole area needs to be improvised.

Stairway cafe lacks variety. I have never attended a school that doesn't have a decent cafeteria until now. Other selections should be open in terms of food such as Chickfila, other restaurants and yet the some food caterers there at the moment lacks taste in food and yet tends to charge alot for their services.

Stairway Cafe provides virtually no healthy foods and very little variety. The Java Lab should sell some school supplies like pencils paper etc...The vending Machines are very unreliable.

Stairway Cafe: I would like to see healthier and more varied options to eat. Java Lab: The prices are very high. I dont use them for that reason, but when I am in a bind I feel like I am paying too much for the food/coffe I am buying.

The african american guy who works Fun on the Bun deserves a raise. No other non-faculty member in any other institution would ever learn the names of his student patrons and even make friends with him. He will always brighten your day. Ask any student or faculty that buy lunch from him and they will tell you that he is a defining feature of this campus. The Java lab needs to carry healthier snacks. With the small selection of non-candy available, you still are shopping from a glorified vending machine.
Comments – Institutional Facilities and Services

The amount of food and selections are lacking. I would like to see other places open up on campus to provide the Java Lab competition. Unopposed they charge us higher prices. Late at night we have no healthy food or snacks available. Plus the closest restaurant to us is McDonalds which is not a healthy choice.

The catered food is too expensive. Vending machines are constantly out of drinks.

The coffee in the Java Lab is a little pricey. Can we set up just regular brewed coffee, then maybe the espresso could be more expensive. Sometimes I just want a regular cup of coffee, I can walk to McDonalds but I'd rather not.

The different choices each day is good. The quality of the food is good. However, the Java Lab is the only place on campus that accepts credit card. I would venture to say that greater than 75% of the students do not carry cash on them at all. They pay completely by credit card. This really limits your options for lunch. I only eat in the Stairway Cafe maybe 1 every 2 or 3 months due completely to the fact that they do not accept credit cards.

The drink vending machines are frequently empty. This is frustrating when the Java Lab is closed, especially on weekends.

The food in all of these places is garbage. Why pay $6+ dollars for a POS excuse for a sandwich? The rest of the stuff is fatty/sugary refuse. It seems counterintuitive to pack the food areas in medical schools with this useless "food"...until of course you remember no one on this campus can do even the most basal of tasks properly, then it makes sense.

the food is not great, there is not much variety and prices are high and almost no good vegetarian options
food at discount prices should be provided for students

The Java Lab coffee shop is staffed by a great woman who is always cheerful and personable. The prices of items in the shop are also cheaper than I have seen compared to other schools I have attended. The soda machines are outdated and are rarely fully stocked. They also have problems with making correct change or not dispensing drinks when the proper amount of changes in input. This is especially true about the soda machine on the 7th floor of the EAD next to the service elevator.

The Java Lab does not have sufficient hours, and there needs to be more healthy options in the vending machines.

The Java Lab is not often for long. So the students studying late in the evening have a problem.
Comments – Institutional Facilities and Services

The Java Lab should be open on the weekends. Often times students are studying over the weekend for an exam, and coffee is needed and wanted. However, it would be nice not to have to leave campus to have get coffee on the weekends by have the Java Lab open.

The one 20oz machine on campus raised its prices to $1.25. That is higher per ounce than the canned machines.

The only complaint I have for the java lab is that the prices are too expensive for the quality of their products. The vending machines need to have water available and healthy options for snacks; this is very sad that they lack these things in a medical school.

The only good food at the stairway cafe is the catering provided on Friday. The chinese food on Thursday tastes like it came out of a freezer after it was purchased at a Sams Club. The food is generally terrible and usually a last resort.

The price is too high at Java Lab Coffee Shop

The prices are too high at Java Lab Coffee Shop

Need Cafeteria

The prices in the Java Lab are excessive.

The same vendors are used every week, and there is no variation in items.

The stairway cafe area needs more light and a renovation. Take those wood panels off and paint it all white. I hope the Java Lab moves adds a space in the new building to have more healthy options. Can you build into your contract with a provider in the new building to have cheap, healthy options?

The Stairway cafe is absolutely inadequate for healthy food selections. I understand it serves a function for those who like to grab lunch and go, without regard for health. However, it would see more business if some sort of healthy option was available (nachos with cheese, hotdogs, chinese food, and heavy pasta/cheese options are simply not conducive to the daily needs of those who concern themselves with health or diet). The tuna and cereal options at the Java Lab have helped to address that, but more should be done, considering our mission is health.

The stairway cafe is disgusting, and the vending machines have no bottled water. Only junk.

The stairway cafe is not big enough and is not available long enough.

The stairway cafe should have more options especially for those who are vegetarians. Also its overpriced.
Comments – Institutional Facilities and Services

The stairway cafe? this is not a cafe, it’s like a street vendor that stumbled in and set up shop with over priced food. I wish we could have a little sandwich shop rather than a huge portion of unhealthy food that cost $7+ and only takes cash. If there were cheaper, smaller, healthier options that I could pay for with a credit card, that would be fantastic.

The stairway needs more variety. The Java Lab coffee shop should sell some supplies like pencils. The Vending machines don't work half the time

The Stirway Cafe is great for what it is, however, even small universities generally have a food court.

the vending machines are not maintained.....they only have selcted drinks available thought there are slots for many.......

The vending machines are often empty, especially the drink machines

The vending machines below the library like to just take my money, and one of them does not have a number on it, so I couldn't get a refund from the cashier's office.

The vending machines need to be stocked with healthy foods. UNTHSC is a school of public health and science and there is junky food being served in the vending machines. Instead of the stairway cafe and java coffee shop there needs to be a real full time cafeteria serving real healthy food for breakfast, lunch, dinner and late hours to students.

The vending machines need to include water bottles.

The vending machines often get jammed or not sure what goes wrong but they end up taking the money. This im sure though is a common problem everywhere or is not occurring more here than anywhere else. The cafeteria is just kinda pathetic but I'm sure the new building will be much better.

The vending machines run out of things and don't seem to get refilled in a very timely manner. (days to weeks)

There are no healthy drink options available in our vending machines. Not a single one in the library or lounge dispense water.

There are no variety of food for students and the sandwiches are too expensive.it may be necessary to monitor the quality of food in the vending machine, for example rancidity of nuts.

There are technologies now that allow for credit cards to be used at vending machines, the addition of these in conjunction with some of the newer, conveyor belt type driven
vending machines would not only increase the revenue of the machines but also expand the selection choices

There definitely needs to more options available to students as far as locations to eat lunch and what to eat for lunch.

There has been a few incidence where the vending machines have taken my money but its too late at night to contact anyone. In addition, the prices at the Java Lab Coffee Shop are a little high, I was wondering if you have any control over the prices? Since we are all students and every little bit counts it would be great if you could control the prices and try to bring them down and more affordable to the students. Because we spend a lot of time at the library and for sure we are always in need to purchase snacks and food.

There is not a single vending machine on campus that carries water. So when the java lab is closed or during their afternoon shift change when students cannot have access, water becomes a problem. One may say, there are ice machines and fountains aroung but those are only useful when you have a cup-but nobody carries a cup when coming to campus.

There is not enough space for everyone to sit and have lunch, even using all the open areas available in the library and classrooms.

there may be more food variety at good prices so that students do not have to go out somewhere for lunch.

There need to be more way to purchase warm food with a credit card. The fun of the bun guy will give you credit because he is a great guy but other than that there is no way to purchase warm food without cash. The vending machines in CBH are perpetually out of drinks and food because of the large MedSci Population.

There needs to be vending machines with bottled water

there should be more options for finding food on/close to campus....I recommend taco bell

There should be more variety available, possibly by expanding or building a dedicated food service facility.

There should be some more vendors on campus and more vending machines.

There's a reason everyone brings their own lunch.
Comments – Institutional Facilities and Services

These facilities are okay but the stairway cafe is only open a few hours and the Java Lab really only has snacks and a few sandwiches. This is a health science center. We need some more healthy eating options.

They are ok, but we need MORE variety!

They should have healthier options, including vegetarian options. There should also be a way for the stairway cafe to take credit cards. It's a huge inconvenience for them to only take cash/check.

THis is a health science center, and we have barely any healthy food. I dont want to each nachoes, hamburgers, chinese, especially when I am trying to lose weight.

This is another area that needs to be addressed before you talk more students into coming here.

The java lab charges ridiculous prices, and the silly stairway cafe is not adequate in either service or seating to meet the student bodies needs.

This is one of the biggest things that needs to be improved, and quite frankly is embarrassing for our great institution. From the outside looking in, and when giving interviews and tours of our school, without this sort of accomodation, it really does not prove that the UNTHSC is really an institution concerned with its students.

This school is big enough now to have a canteen or restaurant with more choices instead of really expensive vendors.

Too much junk food in the vending machines - want more healthy choices.

Try to provide some veg food if possible

Vending machine prices are too high. Try charging $1 for 20 oz beverages and $0.50 for 12 oz beverages.

Vending machines are not located on some floors in CBH. Also microwaves on some floors in CBH do not work. This is an issues for students who are on-campus for several hours a day.

Vending machines are not refilled very often.

Vending machines in several buildings, many times were unusable due to coins stuck in the coin slots.

Want some veg food services.
Comments – Institutional Facilities and Services

We are a Health Center and the high majority of students are studying how to promote health/treat disease. With that in mind there is not a consistent provider of healthy/good tasting food available on campus. Secondly, the vending machines should have more than one "healthy" option to choose.

We could use more options & a larger centralized place to congregate at lunch. There are too few microwaves & often a 15-20 minute line just to heat up food at the peak lunch hours.

We have no nutritious, low-fat options. We need more fruits and veggies. Greater variety would be appreciated as well. The same food each week got old after 1 semester.

We need a better Cafe

We need a real cafeteria, point blank.

We need a real food chain in here !

We need better facilities and choices for food. A cafeteria for all the schools would be nice just like most universities and hospital cafeterias. Also, there is a need for some sort of "school supply" or bookstore for some other extra supplies we may need while in school without having to go outside campus. However, it's good that there is a CVS across the way.

we need better healthier selections

WE NEED more eateries on this campus, I hope the new building has plans for this accommodation.

We need more food options around the clock. The Java Lab provides mostly coffee, junk food and snacks. The stairway Cafe is only open a few hours a day.

We need more healthy options.

we need more lunchtime options

We need more of a variety of food and the area where they sell the food just doesn't seem sanitary. It's dark and most eating spaces should be lit with windows and more spaces.

We need to get in more vendors. No veggie options considering this place has a considerable number of vegetarian students and faculty. Java lab also has very few options. A lot of space seems "wasted".

We need to have water in the vending machines.
Comments – Institutional Facilities and Services

We need vending machines with credit/debit card function. There are many ways it can be improved. The best way to do that would be to check how other universities have done cafeterias.

We need water in the vending machines

When can we get a cafeteria on campus....seems never, forget about studying the library in the night, if you are hungry or need some coffee you got to drive out of the campus. I have been answering the same question in the last survey, nothing happened, lets see if we can get one now.

Wish there were healthier options - given that this is a medical school, after all

Would be nice to have more choices and healthier choices.

Would be nice to have our own cafeteria in addition.

Would love to see a little more variety in the selection of foods.

Would prefer soda machines on campus are stocked regularly, above all else; literally had to go to multiple floors on multiple occasions in BOTH EAD and CBH. This is more frustrating in CBH, where a trip to the library takes a lot of time (that not all of us have). It would also be nice to have a machine with bottles (including water) in CBH; cans cannot be stashed in a bag in the lab, in most cases.

You are already aware of the chief complaint of not having a cafeteria, which I think will be resolved with the addition of the new building. I ranked you as below average for that reason alone and not due to the services rendered at these locations.
Comments - Academics

Background: At the conclusion of each survey section, respondents were asked to suggest improvements for any of the areas listed immediately above. While a respondent’s comments may have spanned a variety of topics within a particular section, for the purposes of this report these comments have been divided and categorized by program. 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 (n=345)

1) If the administration office could somehow cooperate with the students during their 3rd and 4th year rotations and make things easier for them, it would be greatly appreciated. Students are very responsible and mature by this time, but we do need help from administration to put things together and sometimes, it happens close to or past certain arbitrary deadlines. Do treat us like adults. 2) Certain incidents were blown out of proportion with my class during the first year. Please realize that students are not out to find loopholes in the system or cheat the system. If there is something that was not clarified in the curriculum, syllabus, or rules, just address it to the class as a whole rather than having some students on trial based on hearsay. thank you.

1) The rotation curriculum could be a little more flexible to allow students earlier experience (during third year) in specialties that they might be interested in but which are not core rotations. Also, during fourth year, I recommend splitting the internal medicine subspecialty month into optional two-2 week blocks for a student that may be interested in a couple of subspecialties. 2) Clinical experience is varied a lot, especially because so many non-TCOM faculty are involved as preceptors. When I rotated at another program, I noticed that during surgery rotation, they were to fill out competency cards for various skills such as starting IV’s, putting in a Foley catheter, etc. This would be helpful as opposed to watching surgeries all day and holding the retractor. 3) Faculty advising was definitely lacking. There needs to be more guidance in helping students decide on a subspecialty and making sure they get the residency of their choice. Other medical schools are miles ahead in this regard. 4) Administrative support has been a constant source of frustration for many students in my class, including myself. Staff are sometimes very slow to respond, and oftentimes just don’t seem to care. In my first couple of years, I was satisfied, but there seems to have been a lot of faculty turnover in the last couple years, and I feel that the staff do not often serve as student advocates like they should. Particular examples: I needed a chairman’s letter from a particular dept. for residency applications. After multiple e-mails to the assistant over a span of several weeks, I never received the rec. letter. Another one: I wanted to do my primary care rotation with a doctor whom I knew in my hometown. I was told it takes 4-6 months to approve a doctor not on the "approved list." That is ridiculous.

1st year was fine. 2nd year was awful. We lack good teaching, we have classes like BioResearch to waste our time when they don’t even teach us anything about statistics or Board-needed material. We still have some core awesome teachers, like Dr.
Comments - Academics

XXXXXX, XXXXXX, XXXXXX -- but in other classes we're left with professors like Dr. XXXXXX -- smart man, awful teacher. He didn't even write his own questions, so of course he didn't teach us test-relevant questions. I can't even count how many times this year I've had to study notes from former years taught by different professors. My friends that don't show up to class and spend all day studying on their own old notes, instead of listening to the new speaker, do better. Not by much. But at least better.

Although I find all of the courses to be beneficial, I feel certain courses such as Ethics would be more beneficial as small groups discussions as opposed to in the classroom.

As far as clinical rotations go, students are not always sure who will be evaluating them since we work with so many attendings.

Assign Faculty advisors to medical students in first year and have them meet with advisors at least once a semester while on campus and by email or telephone during third and fourth years. Improve feedback in emails or new syllabus to point out how improvements are made to curriculum so students know what changes if any to improve curriculum are accomplished and also to point out to student why changes were not made is just as important to improve student satisfaction. This is important so that students know there concerns were addressed. That I know of, no such mechanism is in place for students to know if any of the course feedback info or comments are ever addressed by faculty. So it just seems like a big waste of time and more meaningless busy work to pile on. If we had a way to know concretly that things were discussed by the faculty, then it evaluations would not seem like a waste of time to students. Don't fire/force out/let go of/lose the excellent teaching faculty that the school had in place before Ransom started the MD school debate which looks to be the reason for the above problem of the mass exodus of faculty in the last few years. Ransom wouldn't back off his top ten hsc agenda and bringing in a MD school to TCOM so people left. This is my impression of why the teaching is subpar. Many of the excellent instructors who loved teaching and TCOM have gone away to other medical schools in order to teach. This can only be explained by a problem with the higher ups in administration...its not the students fault so many of them left.

Assign mentors that follow student progress through out 4 years

being a medical student, there needs to be more time for students to be able to absorb the material given to them. some classes are way too short for the students to adequately learn material they will be using in the clinical/hospital arena.

better advisors for residency applications

Clinical Education does not seem to be trained effectively. They admit to 'not knowing what we're doing; learning as we go". 

Clinical education office needs improvement - thankful for XXXXXX making changes.
Comments - Academics

clinical faculty who take time to teach & not just clinical rotations where you so busy doing scut work but not being taught important tips & clinical pearls.

Community Resources and Bioresearch courses have no relevance to our medical education. I suggest replacing community resources with an elective with a health and human rights emphasis. Some professors were more effective than others. I spent a lot of time organizing information from powerpoints that could have been spent actively learning. This is a common complaint. Outlines for each course would be extremely helpful rather than powerpoints. A reliable textbook is needed for the nervous course.

Community Resources and Medical informatics courses have to go. They really are not useful in any way.

Could we get faculty advisers to help us with any questions we may have about getting through school, just someone to meet with to get advice about the rigors of med school and how to prepare for the things that lie ahead of us.

Dr. XXXXXX needs to be fired and encouraged to seek a position at a local junior college. I'm sure she’s a nice person, just does not have the ability to teach at this level. Drs. xxxx xxxxxx are intelligent and knowledgeable, but completely unintelligible. Attending their lectures is a complete waste of time.

Every once in a while have a surprise visit by the lecturer's superior (boss) to sit in on a lecture and evaluate them.

Faculty advising is - in reality non-existent

Faculty should have years of experience. It is a great concern when our professors only have a total of 6 months in the field they are teaching. I still haven't figured out the relevance of the form in which the biostats class is "taught". Students who really don't know much about a topic should not be teaching other students and then expect the students being taught in this manner to glean necessary information.

Frankly the best teachers are leaving TCOM like rats from a sinking ship.

Getting rid of extraneous courses such as community resources.

Having the OMM fellows grading OMM practicals is unacceptable. In my second year, an OMM fellow graded my practical. I won't say her name, but not only did she not completely understand the applications of techniques as they were taught to us, but she didn't even add my score up correctly. Consequently I failed a practical exam for the first time ever. If you look at all of the practicals, the biggest factor in a student's grade is not their comprehension/application of the subject, but the person grading them. Every year, the OMM dept supposedly tries to make this more objective, but they still haven't even come close.
Comments - Academics

hire better professors, especially those we can actually understand what he/she is
talking about.get rid of the Reynolds Foundation SAGE program for 1st year DO, its a
waste of time and there is not much learning to it and we are forced to take time off on
our own. I'd rather do community services

I am disappointed in the teaching methods for second year. We are supposed to
acquire knowledge on our own and then come to the classroom for 'Clinical Integration
Labs' where we apply that knowledge. Unfortunately, there is rarely adequate
instruction for what knowledge to acquire, and when instructions are adequate, there is
never enough time allocated for such acquisition. So...the suggestions are:1. Ensure
each instructor supplies very specific reading assignments and an outline of important
points.2. I think the course director, at the outset of the course, should provide a
complete list of specific disease states (in outline form where disease states are
grouped appropriately) that will be covered on each exam. This would immediately give
the students a breadth of understanding of the course subject matter, and allow them to
allocate their time through the course appropriately.3. Take a very close look at the
schedule, and ensure there is enough time in the day to actually acquire the knowledge
specified.4. Make it very clear which DSA Hours are expected to be complete for each
CIL hour!!

I am satisfied w/ the relevance of curriculum and quality of teaching (faculty).

I am very surprised how few of the preceptors in the 3rd year rotations actually take
time to teach. I thought we would be "pimped" and taught more. Really it's more like
going thru the motions and filling out paperwork--- no challenge at all.

I answered that the quality of teaching meets my expectations....in general.
Unfortunately, there are several scientists teaching in Luibel Hall that do not speak clear
enough English to be understood. This is very frustrating to the student body. It is also
very frustrating when clinical relevance is attempted by a scientist, but their information,
as evaluated by anyone with prior knowledge, is false. And we are tested and graded on
these topics. For example, an exam question asked what medication would be given to
an unconscious patient whose blood sugar was 35. There were no clinically relevant
choices, and the proposed answer was "Glucagon". If this was attempted in said clinical
situation, the patient would die from hypoglycemia brain injury before glucagon would
take its effect. This was a scientist's attempt at clinical relevance that served as a
source of frustration for me. Another example of a different scientist attempting to quiz
us on clinical relevance: the question was about a beta-2 agonist, such as Albuterol. We
were being asked about the side effects, and the answer choice about the medication
having beta-1 action on the heart was given to be incorrect, when in real clinical
situations, the patient receiving Albuterol will in fact experience elevated heart rate, due
to some beta-1 affects. This very important aspect of beta-2 agonists was not only
missed by the scientist, but was in fact counted as wrong. My expectation is that a
scientist will not attempt to teach on clinical application unless they have consulted with
an actual physician.
Comments - Academics

I can understand the relevance of Community Resources and Bio-research, but I could get the same information about community resources from the internet and pamphlets and it would take a lot less time. I understand the value of the bio-research course, but I feel as if we are not really being taught anything. We are basically thrown into statistics but not taught what we are doing.

I do not think that students will give an honest negative criticism of faculty if they think there is even a slight chance they can be tied to that criticism. This is especially true if they are forced to evaluate before they can get their grade. Students simply check a neutral response option so they can hurry through the evaluation to find out what grade they made.

I don't think the faculty even look at our evaluations. For example, the issues my class had with Neuro II were the exact same things that the previous class complained about, yet nothing was changed. Clin med needs a drastic overhaul. Sitting in a classroom for weeks at a time having someone tell me, over and over again, how to write an admit order teaches me absolutely nothing. I can look up how to do one online in 5 minutes. It should be more hands-on, more things that we can't learn online or from a book.

I feel like I don't have an adviser. All the information I get about classes/rotations comes from third and fourth years, it is frustrating to have to go seek them out just to figure out what is going on!

I feel like TCOM is not geared at all toward its students. In an effort to be top 10, it has forgotten to care for its students. We are overworked and underappreciated. Instead of rewarding all our hard work with a decent summer break, we get only a 3 week summer. And when we say something, we are told to deal with it. No wonder so many students in our class are depressed, upset, and hate TCOM. We are all so unsatisfied with the way things are run here but no matter how much we voice our opinions, no one cares. Even this survey, we all know nothing will change, even when we tell the administrative staff that we are not satisfied.

I feel like the curriculum has been passed down and inherited and the people teaching it don't even understand the powerpoints (not at all to say they don't know the material). I just don't feel like it is their material thus they cannot effectively teach the material.

I feel like the faculty advisors are disconnected from the students. First year, at the beginning of the year, they were great in helping us transition, but second year, just when everything is hitting us, I think that they need to have more interaction with us to let us know with what issues we can approach them. It is very frustrating to plan about 3rd year and trying to think about our rotation schedules and what field we want to practice medicine in, especially if we don't have a good idea before med school. I know there are "peer advisors" and there are resources, but just sending emails does not help. We need to put a name with a face, have mandatory class meetings with these advisors (both faculty and peer) telling exactly what their role is in helping us further our education. This is very, very important. Most of my peers, as well as myself are kind of
Comments - Academics

clueless as to what to do, and where to go to able to get the information. And believe me, it is not from lack of interest!

I feel that TCOM has far too many extra courses in their curriculum. Courses like Community Resources and SAGE do not make us better physicians. It eats up our time and is seen as a great burden and not an enhancement to my education. I am sure that there are many practicing geriatricians today who did not have a curriculum like SAGE and are very successful physicians. SAGE is a poorly designed program and an incredible inconvenience. I think it should be an elective and not mandatory. Many clients often have poor memory and therefore contacting them to make visits is very taxing. For example, my client had a stroke and cannot speak coherently. How are students expected to go make a client visit and interview when the individual cannot even speak? SAGE causes a strain in our schedule and arouses many grievances among my peers. It is not something that enhances my medical education. I am concerned with the number of prominent faculty that are leaving our school. We have had a Dean leave, a department chair leave, and an anatomy professor who stated that he is leaving. These are individuals who contributed a lot to TCOM, and it concerns me that the school did not see it as a priority to keep these fine faculty members.

I feel that we should have assigned faculty advisors for people who want them. These advisors would function in much the same way that academic advisors do at the undergraduate level. This is someone who could follow you throughout medical school and would definitely be qualified to make recommendations for the students regarding residency programs, strategies for presenting the most competitive residency application and personal recommendation letters because they would have built a report with those students who are interested. This advisor would also be a good ally if the student had to appear before the SPC. The advisor would be a great resource, particularly for students who need guidance or who may benefit from having the perspective of someone who has been through the process of medical school and residency.

I like the way Dr. XXXXXXX trains the faculty, communication skills are the most important thing in a teacher. I've had some brilliant instructors who were terrible at teaching or public speaking. To speak effectively, be clear in explanations, and give quality presentations is the highest value. I think the school does a good job of that, or at least did in my first 2 years. I certainly felt like the course evaluations didn't really do any good because nothing was ever changed. There are a number of departments at the school that are poorly organized. Like the clinical education office before XXXXXXX took over, I'm not sure how it is now. It would help fourth years to get on the same electronic system to set up electives as the M.D. students. The clinical medicine department with Dr. XXXXXXX was the worst. I never had to use the office for academic improvement or whatever that was, but my impression was that they do a good job, they set up tutoring for those who need it and the reviews and things. Talking to other residency applicants at other schools has shown me other schools handle their fourth year students differently. Such as allowing students to take a weeks vacation off rotations at a time to allow for more flexible scheduling of interviewing. It is
Comments - Academics

nice that we get the study month between 3rd and 4th year and another vacation month during 4th year, so I think I am ok with that, but other schools get more time off than we do as well.

I put "below expectations" for curriculum-relevance because I feel with all that we have to learn and the time allotted for it, there is a lot of courses or topics that can be converted to an optional online or elective course. I have stated many times that I am ok with our schedule except with the fact of the 3 week vacation. Although we are in professional school and I realize we won't get summer breaks in our careers, with our schedule as it is now, we have limited (almost none) to see out of town family, research opportunities, long-term volunteer opportunities, etc. out of 2 weeks of winter break and a week of spring break. I would like to stress the ONLY reason I put "below expectations" is because of the summer break. I like the flow of the curriculum and the fact that it seems cohesive. Please look at the summer break time for future classes.

I realize that we have lost a fair amount of teachers recently, but I feel like our class had had to deal with a fair share of new teachers who simply read off of the powerpoint slides from last years professor with little knowledge of what was on the powerpoint. I realize there has to be some transition and that some of the classes have been converted to a DSA simply because there is not a teacher to teach that material anymore, but sometehing needs to be done about the loss of teachers and the thrusting of current teachers into fields that are not their particular specialty.

I think for the most part the teachers are knowledgeable and prepared but I think it would be extremely beneficial for both faculty and students if the faculty were given a mandatory tutorial on how to use the computer and equipment. A lot of the time we start lectures late because teachers don't even know how to open up a powerpoint and have to wait for the AV guys to come. If they were given a 30 min tutorial on how to use the computers, open up the powerpoints, set up the iclickers, and use the microphones properly it would be extremely beneficial to all parties. I think the biggest problems for our class has been inconsistency with the OMM faculty and their teachings. Also, the PhD research faculty are very knowledgeable but I think sometimes they need to be reminded to test more over clinically relevant issues.

I think our school is a little powerpoint heavy. We should have more research opportunities and more "hands on" experience. Clinical Medicine should be a SKILLS ONLY class. We should learn to suture, tie, intubate, write orders, place lines, etc.. We are incredibly lacking as students in those areas. The first year curriculum is weighted to heavily and allows for EXTREME advantage for post-bacs.

I think the focus groups with our class officers have met the expectations when evaluating courses and instructors for future classes.

I think there was a lack of support as far as our schedule goes. We only get 3 weeks of vacation this summer, and I think that is not adequate. We have tried all year to get at least 1 more week this summer, but nothing has changed.
Comments - Academics

I think we definitely need more professors that are just better teachers.

I understand and accept the challenges of synthesizing large amounts of knowledge and information. However, I feel that we are being asked to spend to much time in the classroom listening to instructors read powerpoints and/or share personal stories. The systems courses are rigorous enough. Throwing clin med, OMM, ethics, community resources and bio research at us at the same time simple makes it impossible to build a meaningful knowledge base. Moreover, each department seems free to discuss a given topic in any manner they choose to. Systems courses should teach pathology and fundamentals of treatment; clin med should teach examination and testing skills, OMM should teach OMM...

I was continually hounded by the clinical education office in terms of getting various schedules set up for 3rd and 4th year rotations. I have been threatened on numerous occasions with "administrative leave" on delinquent paperwork, despite having come under numerous hardships during these last few months. I realize it was my fault entirely for not turning in paperwork on time. I only ask that the office was more supportive and understanding of my situation. Rather than threatening to go for the jugular, it would have been nice to receive a call asking about my situation and offering help. I just felt like they were constantly trying to trip me up on technicalities instead of being an advocate for my future.

I was troubled when 1st year interns were teaching some of our courses during 2nd year. This showed a lack of quality teaching faculty. We also need stronger clinical affiliations and places to rotate at.

I wish board prep would have started at the beginning of April. We are so burned out that my grades are falling and I am worried about how well my prep for boards will be.

I wish that our school could be more like others that I have encountered. I do not understand why we need all of these extra classes that other schools don't have like community resources and clinical interviewing. I have also heard that other DO schools do things a little differently, and my favorite example would be one where there is an omm lecture integrated in with the regular systems tests. that way there wouldn't be an omm class but lectures with questions on our regular systems test. I also feel that the grading of omm is far too subjective, and you can make a 100 or fail, depending on your grader. The fact that my grade depends on how lucky I am to get certain graders makes me sick! And finally, the biggest question I have is why don't we have syllabi? If you could make us learn more relevant information, in a faster easier way, why on Earth wouldn't you?? Consolidate the material, consolidate the teaching. If we had only one or two teachers per course rather than a hodge podge of clueless clinicians then there would be more predictability.

I wish there was more consistency with the teaching staff. Some professors are very good and you can tell that they really want to be here. Others are extremely difficult to
Comments - Academics

understand and unorganized. This makes it extremely hard to follow as a student, especially with only a short amount of time to process the material. Also, I wish there was more consistency between different departments. Some courses are run really well and others are extremely hard to follow.

I wish there was more faculty advising available for certain medical specialties. While certain departments have excellent student support and advisement, others do not. I am pursuing a residency in radiology and have found it difficult to find mentorship and accurate advisement in this area. When I speak with my peers at other schools, they are able to gain valuable insight from this type of mentor. The Careers in Medicine office has some helpful information but does not provide the same type of support a faculty mentor would.

I would like to see more clinical faculty participate in CILs. A lot of times professors and students are together frustrated with the lack of clinical expertise.

I would like to see more of our professors be proficient in English. We are trying to learn new and often difficult material. We don't need any other obstacles such as language barriers to make it harder. Overall, I feel as though there is a dichotomy between education strategies at this school. They want us to be responsible, mature adults, yet at the same time they treat us like children. We have the longest curriculum year of any medical school to my knowledge. We have mandatory attendance to class even though class is not always best suited to our style of learning. Even when we do programs with CAP to understand our style of learning, the school is not accommodating to learning styles other than auditory. I feel as though their attitude is "go to class and learn or go to class, don't learn, and find time outside of class to learn by whichever means is necessary." I think it would be helpful if we had transcripts and/or syllabi of the lectures. Much like Dr. XXXXXXX does with endocrine. Furthermore, we continually have professors contradict themselves or each other in lectures. Our curriculum should be streamlined and taught in a succinct manner.

If the faculty practiced the basics (not putting 100 words on one PPT slide, reading straight off the PPT slides, having 180 slides for 2 hours, etc.), students would be less frustrated.

In a nutshell, it is very disappointing that the professors are relying on presentations and exams written by others. It is disheartening that this practice leads to open cheating amongst students. It is unthinkable that the university continues to do nothing about this and in a way, encourages such unethical behavior. Don't expect me to recommend this school or its graduates to anyone.

In my second year classes, I remember seeing constant change with regard in making the educational experience better. I gave below expectations because some of the instructors were still not very helpful or useful as classtime. Independent studying and CIL is most important. OMM needs to be incorporated into the systems based teaching like pharmacology is.
Include wellness education to all schools curriculum, have more resources for learning. DO Not have mandatory attendance people learn differently, we are adults let us take responsibility for how we best learn, we have been doing it for at least 16 years and we are smart enough to seek help when we need it.

Incorporate more clinical research into teaching. Incorporate board review topics into curriculum.

Integrate more clinical applications to the systems courses in year 1. It is too easy to forget why we are here with all the exams and quizzes and lectures. From talking with other students I have gathered that many of us do not learn in a lecture setting, especially when not much else is said other than what is on the slide already. I also feel there needs to be a change in the way the courses are taught. Being in class from 8-5 is not a very conducive learning environment. CILs need to be done by physicians, not PhDs. A PhD run CIL is mainly comprised of test-like questions. Whereas that may help us pass the test, we are attending medical school to be trained as physicians, not to pass a test. Also, the clinical medicine curriculum needs to change. I feel there is not enough instruction and the class feels too obligatory. 4 hours of class the day before an exam normally means our minds are elsewhere. Could it be possible to have a clinic med day after an exam and get rid of the Thursday afternoon classes?

It is ineffective to bring an expert on a subject in to teach the class if the person teaching is unable to teach and get his point across. This happened most often with the Cellular Science course.

It is my own personal belief that TCOM attempts to maintain a high level of academic performance among its students, including high medical school rankings. That being said, I believe that the school accomplishes this goal by placing undue burden on the students in terms of class load, length of school year etc. rather than attempting to reform and perfect the existing curriculum. I feel that there are several areas of deficiency, but hesitate to mention them for fear that the few existing days of vacation students have may be gobbled up in an attempt to add to the curriculum rather than change the things that aren't working.

It is really hard to understand some instructors especially in the cell science department. Dr. XXXXXX (the younger one) was unreasonable with his lectures. You can look at his powerpoints yourself and listen to the lectures about this. You can also look at the percentages students made on his exam questions. The course director is aware of this, but did express his helplessness. Also, cell science course director did want the students to seek your assistance in finding physicians who can talk about the clinical aspects of cell science. More sample questions in Neuro would be great and summer class really helped. For people who do better with lectures, please consider giving them lectures as an option instead of DSA. OMM's new skill competency and clinical competencies are tricky and we would love to get OMM tutors but they are always limited. CAP is trying to work on this and even they are having trouble to find a solution.
Comments - Academics

Clinical Medicine is going great, but it would be great if we get to tested on portions instead of being tested on all of it once a semester during the OSCE. On a personal and social level, our professors are very helpful and nice for the most part.

It would be nice to have a President and Chancellor who support what the student body thinks is best for the school. I know that the majority of the current and former UNTHSC? TCOM student body were against the MD option at our school, yet our president continued to push the issue. He cares nothing about what the student body wants. In my opinion the course evaluations are useless unless the recommendations we list on our evaluations are at least considered. I do not feel as though our complaints and concerns are taken seriously. Perhaps the evaluations and comments should be made public to the student body at the conclusion of the course, but after all evaluations have been submitted.

It would seem as if there is no continuity with the classes. An established way for the classes to be run. Subjects are always in flux. I think sometimes drastic changes are made when only minor tweaking is necessary. I understand that it takes years to develop curricula but with the school being around since the 1970s I would have thought a more established curricula would have been implemented already. In terms of faculty advising, I don't know if its feasible but in undergrad we had advisors assigned to us that we would meet with at least once a semester during our freshman year. It was mandatory for us to meet with our advisors before registering for classes. This helped us to ease into the transition of college life. Afterwards it was our prerogative on how many times we would meet. I just think that our school is way too big now to navigate on your own if its your first time being a part of UNTHSC. That initial contact person would be a nice reference on how to handle med school life, academics, etc. Coming into school, I was intimidated to ask anyone for help because I didn't really know who to ask from.

It's absolutely ridiculous how short the summer break is for the TCOM 1st year-2nd year transition. It leaves no time for research or adequate shadowing opportunities. It is a deterrent of students to come to TCOM. The neuro course needs to be reorganized. XXXXXXX is not an effective teacher the way the class is currently organized. The OMM department is lacking in quality teaching staff. Within the main (non-omm) curriculum, there is a clear group of good professors and a clear group of weak professors.

It's hard to answer this fully b/c it definitely depends on the teachers. The admin is kind of pious & distant. I lost all trust in admin once XXXXXXX left (aside from XXXXXXX, but I'm not sure her position now).

It's really frustrating when you go to the CAP office for help and all they can tell you is to get a good night of sleep before an exam because they have no idea what it is like to be in medical school, or that there are no tutors available because all the 3rd and 4th years are on rotations.
Comments - Academics

Make faculty evaluations open for students to review. Hold faculty accountable for constantly improving themselves based on student evaluations.

Many of the quality teachers have left, and it feels like a lot of the clinical faculty who are good and willing to teach are not being given the time to do so and keep up with their patient load. Administrative support is poor, with administrators sometimes being more willing to give ultimatums and threaten students with "administrative leave" rather than actually communicate with them. For example, last year they said you must turn in paperwork 2 months in advance for a rotation. Then, I got in trouble because, despite my turning in the paperwork, didn't have a "confirmation" 2 months in advance which is often not feasible. Especially early in the year many clinical rotation sites don't tell you if you are approved or not till a month or so before the rotation. It is frustrating when we get blamed for it when we've been communicating with the site as well as we can.

My experience of teaching faculty is that they are generally unavailable excluding the physicians that have a practice and teach. Teaching style is often poor, is often material taken from a former professor which translates into unpreparedness because the instructor is unfamiliar with how the slides are put together. We had instructors that did not show up.

My only complaint with our faculty is that there are a lot of under the breath, and sometimes even blatant, comments made during lecture about other professors, especially in the anatomy department. Most of the time they are made in a joking manner, but there are been several times they seemed to be more of a jab at a colleague. This just seems unprofessional to me.

OMM curriculum needs a re-vamp--I know they are trying really hard to make this better and that is appreciated, but the bottom line is that the current curriculum is not very conducive to learning.

OMM needs help with teaching quality. Community Resources and SAGE are just wastes of time and busy work. Especially SAGE - it makes me not want to ever treat geriatrics and it is not because of the seniors we deal with. Also, the geriatric lectures are a joke, it is hard enough trying to learn the basic physiology but then you try to make us learn abnormal geriatric phys - no one cares and no one pays any attention. Also, CILs - they need to be more interesting and not like a lecture. Give us interesting, personal stories (especially if they are not directly part of a course) in order to gain better attendance and attention. Many of the CILs are boring, and do not facilitate my learning. That is why there is a problem with attendance - no one cares. TCOM needs to stop wasting our time with extra, pointless lectures and courses (CILs, SAGE/Geriatrics, Comm Res). Instead, physically assign us times in Geriatric clinics or in hospitals - give us more hands-on and less in-class fluff.

Overall I am dissappointed in the quality of education I am recieving at TCOM. The school seems so image driven that there is no consideration given to the student well-being. By image driven I mean the constant push to be top 10, and to have the best
Comments - Academics

board scores. Who cares that the curriculum is so disjoint it is ridiculous - two things scheduled at one time for instance. We as students work hard and we carry a heavy load and are then rewarded by a full three weeks off for summer break, one of which must be spent fulfilling preceptor requirements. Cutting some of the superfluous classes from the schedule would help. I feel as if classes have just been added because they sound like a good idea; ethics, community resources, grand rounds, SAGE, etc. They might be a good idea in theory but we simply cannot do everything in the allotted time, therefore the powers that be have simply taken the time out of what should be a summer break. The break is important to me as a time to regain some perspective and sanity, to see family, to give my mind time to relax. I am an out of state student and would have chose a different school for this reason alone had I realized. We go to classes all day, sit through lunch meetings, study in the evenings and are rewarded with two weeks off. I find the situation to be unconscionable. The administration's promise to change things next year means nothing to me - I am caught in your horrible scheduling nightmare. Part of a quality education includes time off from studies, it also requires some respect for student well-being and I do not find those things here.

Professors state that they know what is best for students, but I feel our coursework could be more relative to becoming clinically successful doctors. I do not think we should spend as much time on pathology or courses not related to our primary goal of becoming clinicians.

Professors who receive low evaluations from students should be made accountable to improve their curriculum and work more with students. Faculty advising is not really available to students - we currently have no advisers available to us. I think there are too many students to administrators - administrative support seems overwhelmed.

Reduce class time. DSAs are a great idea; use those instead of having someone read a PowerPoint out loud to us.

SAGE should not be required as part of the curriculum. ROME should not be integrated into the traditional medical school curriculum because it spreads out the schedule too much for the majority of the students that are not in ROME. Med Informatics should be removed and required for teaching faculty rather than students. Student Grand Rounds should allow student to explore a topic they are interested in rather than assigned for example sub specialties. Clinical clerkships should be postponed until the second semester of 2nd year like the way Baylor does it. Volunteering isn't volunteering when it is required. I would probably be more likely to volunteer more than the minimum 10 hours if volunteering were optional. OMM department needs to get it together. Pass/Fail grading is suggested to promote no-pressure learning rather than faculty trying to be intentionally tricky to get a good distribution of grades. A check list in PTR that has to be checked off by a faculty or fellow would avoid the need to perform competencies so often which is a very inefficient use of time. During OMM lectures, stress should be placed on what is important and test questions should reflect what is stressed in class. OMM department may benefit from being prepared for class and taking time to review questions that they write and also taking a look at the OMM section of COMLEX review
Comments - Academics

questions and material. FOT should not be divided up throughout the year into such small lessons. FOT questions should not be included on other courses' exams. The major course required more time to study for and it down played the importance of studying for FOT. Medical Ethics should be taught as a seminar course that is made optional for students. Get rid of Community Resources.

some classes seem irrelevant to most students in and a means to keep us busy, for example having class just to show us a video is a waste of time when we would rather watch the video at home and even take a quiz over it rather than being shown it in class. also, so teachers have made it difficult to follow with the lectures because of their lack of quality in teaching and it makes it harder to learn everything on our own.

Some of the faculty are excellent, and we wish they would teach all of our courses! Many of the instructors, however, are completely ineffective, and much work remains to be done to get them up to speed and learning how to teach. Standardization needs to happen between how different courses are taught, more training of professors (and TAs, as many of them are good but many have no idea what they're doing, as in our OMM labs), etc.

Some of the faculty could be improved, but not enough to rate below expectations.

Some professors teach material that they see, however it is not taught in a manner that will be helpful to answering test questions. Other medical schools have packets that are prepared and sold at the beginning of the year as part of tuition and professors stick by the packet, however we have a study guide which consists of material mostly from professors that are no longer here, which is also not "official material". We are told that CILs are a time for us to be tested over material we should know at an expert level, anyone in medicine knows this is not possible. We are also told that getting notes, lectures, etc from previous years is not allowed and against school policy (does this make any form of sense to anyone?) because of certain reasons which fail to consider that perhaps certain students learn best by going over the lecture and cases prior to class. Also, it has been hinted that if the cases from the CILs are given out, new ones will have to be written, making it seem as if part of the reason is because it will require too much work, which for one I don't believe it should require new ones to be written since they are good cases (not all professors) and secondly can be learned to a much deeper understanding if we had them prior to class. Also, just so you have a more detailed understanding of what actually is occurring, some students (those that are "well connected" with upperclassmen) are getting those CILs and thus creating an uneven distribution of material within students in the class. Lastly, those "unallowed" documents are in the study guide given out by the school, which is odd since we're told not to go looking for similar documents. Preventing students from obtaining material to use to prepare for class should not take place at this level, it is just not logical. There are different styles of learning, this should not be a difficult concept to grasp.
Comments - Academics

Stop ignoring the academic needs and advice that students need to pursue residencies in the ACGME because the AOA has an insufficient number with the fast growing number of Dzo students and very low in texas.

Stop losing great professors like Dr. XXXXXX, Dr. XXXXXX and half the OMM staff. And replacing them with young, new, unestablished people. The school should use the older professors to guide the new, not boot them out, like our school/dean (Dr. Ransom) is doing currently.

Take student complaints to heart when it comes to teachers. Sure, many folks are just bitter about a bad grade, but not generally the students who take the time to say... "I'm sorry but I don't think this teachers knows the physiology she's teaching."

TCOM needs more practicing physicians who can come teach 2nd year students and let them know what they will see often. There is so much emphasis on teaching for boards and describing the 1 in a million diseases, sometimes we get less focus on the problems patients present with daily.

teachers for the most part here are good, however, the support staff in place to help guide us offer us little practical help. They are not in touch with the needs or the struggles of the students. They mean to help, but just don't know enough about what is going on. Often times, I feel like I'm fighting the system to get stuff done that would benefit me. I had to check up on my paperwork constantly to ensure I was getting my rotation apps in. During the scramble process, XXXXXXX was @ a meeting, Dr. XXXXXXX was away at a meeting, and Dr. XXXXXXX did not have all the answers. The bright light to this story is that though Dr. XXXXXXX didn't have all the answers, she knew of people who did, and was more than happy to call them on my behalf.I feel the administration here at this school is hostile and acts on the behalf of some other party not consistent with needs of TCOM. I have seen many great faculty leave or "leave" this program. We lose rotation sites, we don't pay our rotators( unlike almost any other medical school), and yet we are building a giant new complex and are trying to open up a new medical school. You will have no place to put these new students come rotation time. In the future I hope to return to Ft. Worth to practice, and I love to teach. However, because of how the school/health science center is run, and how the good go punished that I am very reluctant to have any affiliations with this school.

Teaching is horrible. All material is repackaged from precious classes. Class is normally worthless.

Thanks to the political shit storm going on and the exodus of quality teaching staff I find it hard to recommend TCOM to pre med students asking me about schools

the admin support for classes is one of the weakest parts of TCOM. i know they have a lot to do, but if they can't get it done, then hire more people or get better organizational skills. and why can't anybody COMMUNICATE?!?!?!? noone ever knows what the heck's going on in the administration.....so how is that supposed to impart confidence on
Comments - Academics

the part of the students? if it weren't for xxxxxxxx running around to 29 people every day and sending 50 emails daily to admin and their staff, we would never know a dang thing! which is ridiculous. he should NOT have to do that for us, though we are grateful as heck he does.

The CILs have turned moreso into common lectures rather than the format Dr. XXXXXXX originally had envisioned. More clinical aspects would be fantastic - as well as being taught by more physicians. Many times questions students' had questions that various professors could not answer because they were not clinicians.

The Clinical Education department was completely useless to our class. A huge ordeal was made that all applications had to be done through their office and then instead of sending out our applications for fourth year rotations they handed them back while we were studying for USMLE and told us to send them ourselves. That office is totally unorganized, they should maybe just start from scratch.

The concept of having required attendance in an all day lecture format is an obsolete method of education. There is an enormous and ever expanding volume of material of doctors in training to learn. New educational options such as online lectures and testing measures should be explored to help students enjoy a happy and healthy lifestyle.

the core systems courses are good. the scheduling could definitely use some tweeking, for example, to be more consistent and coherent. the inconsistent and random scheduling of classes is frustrating and one of the more irritating things about the school.

The course evaluations are a farce. They ask questions that are biased to provide positive feedback. A good question to have on course evaluations would be "Were the exam and quiz questions for this course well written and made in concordance with the stated objectives." Asking tough questions like this, that professors don't want to see the answers too, is the best way to improve our courses. Repro2 in TCOM year II needs a new course director. That course is very poorly managed, and is in dire need of an overhaul. I feel like they did not listen to our feedback at all. Neuro2 needs improvement of matching the test questions better to the objectives. The grades speak volumes about this.

The courses in second year have been organized badly in my opinion. The instruction in classes like Repro and Neuro were incredibly ineffective and we had to learn from old material and notes passed down to people from older students. Only some students had these notes and many people struggled without direction on exactly WHAT to study for many classes since the important details to be tested were not adequately covered in class. Classes like Clin Med, Bio Res and Com Res have also been a very ineffective use of our time. The material in these classes could easily have been condensed much more since most students resent the vast amount of time we spend in these classes that fail to give us direction on why they are important.
Comments - Academics

The curriculum for 1st and 2nd years continues to be overwhelming with all the "extras" - geriatrics, grand rounds. Sure, it's nice to put on your CV, but not at the expense of failing grades or poor board scores, compromising students' health and sleep. Many students diagnose themselves with ADHD during these years, and more often than not, a doctor will agree with them and prescribe medications! This is completely unnecessary, and all due to the overwhelming curriculum. I know medical school is hard, but I also know other people who have attended other medical schools that are much less stressful, with equivalent success.

The curriculum keeps changing every year especially in the Clinical Medicine and OMM classes. There should be more continuity from year to year.

The different departments need to talk to each other more where scheduling is concerned. There is a lot of confusion when it comes to the schedule.

The evaluation questions never fit into what I need from a course. The names are never correct on my clerkship evals.

The evaluations which are similar to every other schools evaluations seem to me to be a way to anonymously "stick it" to a faculty member. I hope that they are weighted with that in mind. I do think the daily curriculum eval may give a better idea of what can do done to improve teaching. Since the advent of anonymous communications including internet chat rooms and bulletin boards, I have noticed that people who are anonymous tend to be much more hostile than real life when they are more accountable for what they do.

The medical school curriculum is full! - There are some activities like Community Resources and Informatics that could be postponed to third or fourth year. -Within the core curriculum there is overlap between some courses that could be condensed. -The CIL feature is great when all things are in place. -Not sure why preceptorship needs to be consecutive days, that can make it difficult to schedule times Teaching quality: can vary depending on the instructor. Between the two extremes, end up with a "meet expectation." Would be nice to have more D.O. instructors in core classes. It was disappointing not to have physicians for some CILs. Some courses/departments don't appear to have enough faculty and staff to support the curriculum. The instructors/physicians that are teaching seem to be constantly busy and have to juggle multiple responsibilities (classes, clinic, committees, etc.). Think more people need to be hired to support the medical school curriculum! There is no advisor for medical students. It seems that we just have to "figure it out" as we go along Evaluation system is easy to use, but not sure that the feedback the instructors get drives changes in the courses due to resource limitations Administrative support is needed to get course material posted ahead of time for many of the courses! Not having the documents makes it hard to prepare for class ahead of time or plan a study schedule for the material. It would be good to have coordination between OMM Clinical Competency and OSCEs so the "extra time" in the schedule can be translated into a shorter academic year.
Comments - Academics

The OMM TA's (2nd years) I have had experience with has been frustrating to say the least. Many times they are the only one in the room to teach us techniques (this is not okay, we're paying for instructors and we should get them) and much of the time they aren't sure of the techniques and even teach us the wrong thing. I'm not upset with the TAs (they are only 2nd years) but am annoyed that they should be there for educational support and NOT as our primary instructor.

The professors here are absolute shit. Period. In all the professors we have had, here are the good ones: XXXXXX, XXXXXX, XXXXXX, XXXXXX, XXXXXX, XXXXXX (neuro 1), XXXXXX (cardio). Everyone else is a total waste of time. Most of them confuse themselves, have no idea the answers to your questions, and just flat out cannot teach. xxxx and xxxxxx shouldn't be allowed to teach. 2 hours of "go read this in Robbins" is a waste of my valuable time. I KNOW I need to read XXXXXX, so I shouldn't be stuck in a 2 hour CIL that I'm forced to come to just to stroke the professor's ego. XXXXXX should be banned from teaching. Her slides are full of mistakes, she confuses herself all the time, and generally gives the impression she has no idea what she's talking about. Apparently she does a lot of research so good....keep here there and OUT of the classroom. A ton of professors are also jumping ship on this POS excuse for a school, which obviously makes it look terrible...not that anyone thought it was anything better than terrible to begin with. The curriculum is pretty bad too. Sorry, but the questions here are not "exactly" like the boards. Also, why am I learning about a disease that 1 out of every 5 million people have? That seems you know...not relevant at all. Another thing: why are we the ONLY school on the planet that doesn't get our tests back? "The questions need to be secure"? Give me a f###ing break. Tell the profs to get their lazy asses to work and actually write some questions. I shouldn't have to suffer not knowing why I got something wrong because the professors can't do their jobs properly. Contrary to what faculty may think, a "good" question is not good 10 years later, period. The course evaluations are a joke. No one listens to them, and they are structured so that you can't give a bad score. They ask things like "did the professor show up, and say some words". They are really a horrible gauge of quality. A lot of courses we have here are such a waste of time. NO ONE likes community resources. That class should've been just a packet. XXXXXX is useless, and a lot of us aren't even staying in Tarrant County, and I'm sick of hearing her push her agenda. Same thing with ethics. We wouldn't be here if we weren't ethical people. I'm so sick and tired of hearing XXXXXX drain on and on an on. That man straight up has dementia, and no one needs to hear his senseless rambling. He also has no concept of time, and likes to continue to just talk and talk even after class is over. How did he even end up here anyway? His "degree" isn't worth the toilet paper its written with crayon on. Clin med is also a waste of time. That could/should be the most important class, yet we have one procedure day a semester. Instead of XXXXXX putting everyone to sleep with his voice, we should be practicing suturing, etc.

The SAGE program is not relevant. Period. It has actually caused me to not consider geriatrics as a possibility, whereas before SAGE, I considered geriatrics as a profession. We don't learn the geriatric aspects of whatever system we're studying, we learn random facts and scenarios, most of which we haven't been taught the background
Comments - Academics

of anyways. It also takes up more of our "free time" which is already being consumed with volunteering hours, and preceptorships, for which there is no time allowed contrary to administration belief. Clinics are open during school hours only, but we are not allowed to miss school for them, but they are mandatory. Further, preceptorships at this level of our education are still just an extension of shadowing. Community resources also should be in the later years where we can actually do something about it.

The school is preparing me well for my future work as a physician; however, I wish that more time was put into organization and consolidating our time. I wish someone went through the schedule and realized that there is much time wasted. I wish the departments would communicate more. I wish that we would be scheduled for OSCEs and competencies further in advance. I wish that the school would schedule our preceptorships, instead of making the students search for doctors.

The Student Life Office is very helpful. The politics of UNTHSC might be driving away teachers/faculty, making the students very nervous and bleak about their future academia. There are numerous teachers however that many students do not enjoy as professors, not because of rigorous coursework, but because they fail at teaching the concepts. Sadly, there are only a small handful of teachers praised by myself and classmates as being good teachers. Many of them don't express their opinion on the surveys, even after the test.

The support staff for the medical school needs to be more professional. Effective changes have been made to the clinical education department, however there are still problems with student affairs. For instance, career services had misplaced my letter of recommendation. I also knew of an instance last year where the recommendation letter for another student was uploaded to the ERAS of one student. Also the Dean's letter was not edited properly. It was obvious that material was cut and pasted. The font was not even consistent throughout the entire document.

The way that the clinical education process works for applying for rotations often seems redundant and inefficient. It would be great to streamline the process more for the current 3rd year TCOM DO students.

There are many additional courses that are integrated into the curriculum that take up time and take away from actual studying. Community Resources and SAGE are examples. It is not necessity that they are not important, but just poorly organized into our schedule. I came to this school because of the intrigue for OMM, however that course as well is very unorganized! It really leaves a begrudging and negative attitude toward the subject in many of the students.

There aren't enough OMM TAs to help us during PTR, and we have to scarble to get help from one professor who is helping 15 students at a time, and usually we can't even ask for help or get help before we move on to the next technique.
Comments - Academics

There is a complete disconnect between all departments at our school. Nobody communicates effectively to one another. As a student this is very frustrating especially when trying to make changes. I feel like many of my professors are very good. However, there are a few that I believe make no effort to teach us or make changes that would be beneficial to our education.

There is minimal time to focus on core classes, as we are continuously bogged down with the extras in our curriculum. These include hospital rounds, community resources shadowing, preceptorship, visiting SAGE seniors. Clinical medicine and OMM are continuously repetitive. Community resources is a considerable waste of time, and all the resources discussed can be found in the blue book not to mention most of us won't be practicing in Tarrant County. Instructors most certainly do not care about evaluations. When I make a comment on the daily curriculum website, the concerns are never addressed.

There is WAY too much fluff in the curriculum. The schedule is ridiculous. 3 weeks for summer is too short, especially considering that we will spend a week of that doing preceptorship. We covered examination and testing of the upper extremity, for example, during the MSS portion way back in September, then repeated the same material in Clin Med two months later, THEN repeated the exact same material in OMM in January. This redundancy is a waste of time. Same thing happened with other segments, such as lower extremity. The lectures in Clin Med are less than effective. The PTR portions are useful, but the lectures have not been very useful. We should be spending more time working on our physical exam skills and less having lecture about what to do if a patient comes in with chest pain (the answer, apparently, has been "Get a patient psychosocial history! Ask if they smoke cigarettes." and various other nonsense. The SAGE visits are unnecessary. We could get the same benefit from having one meeting for a couple of hours with an elderly patient. And the order of assignments is haphazard at best. Visit 1: house inspection (invasive and offputting), visit 2: sexual history, visit 3: where are you from? tell me about your kids. COMPLETELY OUT OF ORDER. Anyone with an ounce of interpersonal skills would have covered the third visit to death during the first visit. The same learning about elderly patients would take place in the clinical setting, if a student followed a geriatrician around the PCC for a day. I don't feel like I've been advised at all, as to what will happen in the future. What does 3rd and 4th year look like? How do I get into a residency program? And, again, the schedule is bloated with fluff. It feels like we're in some sort of contest to be the longest running med school in history. It contributes to excess stress and burnout. No wonder so many students resort to taking Adderall and other stimulants. I don't, but I suspect that the HSC would be quite shocked if they did a random drug test how many speed freaks are floating around.

there needs to be better teachers for the majority of 2nd year. Please limit the classes to just a few teachers or at least have them all on the same page- teach for the information that is on the boards.
Comments - Academics

There needs to be more faculty advising during the 3rd and 4th years to help students make decisions about their future careers. We need individual advisors, an advisor that is assigned to us that we can go to when necessary. Similar to the set up in college.

There needs to be more overall organization! The curriculum should be reviewed each year for relevance. There have been many techniques and/or topics that we have learned about that I have been told are no longer used. In addition, many of our classes seem to be disorganized. There needs to be unity between the classes. I would like to see a general outline of everything we are going to cover in a course at the beginning of this course. I know that this is how some other medical schools operate, and I have heard that it works well.

There should be video recording of lectures. There should be the entire curriculum in an interactive hyperlinked learning modules.

They only advisory faculty I have a problem with is XXXXXXX. I feel bad pointing her out specifically, but I have made several appointments that were canceled last minute. Then, when I ask her questions over email, I was told to get in touch with the specialty advisers. I feel like she is just passing the buck and does no any answers. From now on I will ask XXXXXXX. I feel like if he doesn't know, he will work to find out!

Things that are curriculum dead weight: GET IT/ SAGE, preceptorships (glorified doctor shadowing), Clin med (could be cut down to every other week for a couple hours, but the lectures are useless), prepping for the 4th year PE test is a waste of time at this point, the OSCE is merely an exercise in memorization that is crammed for two days and dumped (because we're still more than a year from real patient contact), Community Resources is nice and pleasant, but could be SIGNIFICANTLY whittled down. Basically, the schedule is bloated with wasteful squandering of my time. It needs to be trimmed down and our breaks need to be increased. You can't squeeze blood from a stone, and after 26 straight weeks of school, the level of exhaustion will negate whatever added benefit cramming the extra material in got you.

This is my only response to this survey, please read. I am quite unsatisfied with TCOM. For some reason we toot our own horns about how we are the best DO school in the nation. How we score higher than any other school on the boards and how we get the best residencies. Is this due to our amazing curriculum? I would say yes. I have gone through several sets of questions on kaplan's qbank and I am pleasantly surprised at how much I can recall without having studied the material since I took the class months ago. But are we the best DO school in the nation? If being the best means that we have the highest scores than by all means we are the best! If being the best DO school means practicing what we preach, we suck! How is it that we are an osteopathic school that claims that we are to encourage our patients to be a healthy individual in mind body and soul, and yet our own health is diminished in those three areas? We are bogged down with classes that are time wasters. The time that we spend in these classes could be used for other things like working out, resting, spiritual growth, etc. But no, we need to know about all of the community resources that are available because when we are
Comments - Academics

physicians we won't be able to access the information at that time. We also need to know about ethics. I guess our clinical faculty has no ethical dilemmas and if they did they are incapable of teaching us how to approach those dilemmas. We also need to go through OMM. I know OMM it's an osteopathic specialty. But do we need to spend a month on cranial? Do we have to learn procedures over and over again? Do we have to be lectured about Jone's strain counterstrain in the last months of OMM as if it was our first time to hear about it? Do we have to wait 90 seconds in the PTR when all we need to do is learn the setup so that when we ACTUALLY see somatic dysfunction we will know how to set it up and treat it. We also go through clin med. Don't get me wrong, I am happy that I know how to do a head to toe physical, but outside of that I have gotten NOTHING out of clin med. We also go through all of the "non-graded" requirements like our bioresearch presentation, our grand rounds presentation, our preceptorships. Waste, waste, waste. I am no more educated on bioresearch after my presentation, I can't even tell you what my grand round was over, and I presented! My preceptorship was a fun time to reminisce about my shadowing hours I did BEFORE med school started. It would be hard for me to imagine that this is news to you. I know that this is a lot of me throwing at you what I think are problems and I have provided no solutions, so here I go. MAKE THESE THINGS OPTIONAL. Nothing makes me feel more like an adult than having to be babysat in med school. Mandatory attendance, taking attendance, forcing me to sit through presentations that I am not listening to. These are the things that make me feel like I am being babysat. Why can't these things be optional? There is no way that these are courses that MUST be taken in order to graduate when there are plenty of med schools out there that have non of the requirements. If someone wants to listen to someone talk about JPS connection for 2 hours, let them. If someone doesn't, LET THEM! We are not children, by God we are going to be doctors! When will we be treated as such? In conclusion, because OMM is about to end, we are not osteopathic because we can't even take care of our own spirit, body and soul. Please stop babysitting us with all these "requirements" let's have the freedom to go to the classes that we want. One final note. I think what the administration has done to the first years and I assume every class that follows them is crap. Wow, 2 million dollar grant and all we have to do is take away a week of the students summer vacation, no problem. I have no idea what their second year schedule looks like but I hope to God the administration didn't screw them with tacking on another class in place of endocrine 2 that got placed on the end of their first year. Congratulations TCOM we are the best (at boards)

Try to change some of the subjective grading to objective grading.

Using different learning styles in the classroom.

work on relations with the dfw hospitals and hire staff that understands the application process, as well as specifics of applying to particular specialties.

Would like to see how our evaluations are used. Also, there are few/no advisors in some departments for medical students to aid in helping choose a specialty.
Comments - Academics

Again, I feel that the curriculum should be constantly reviewed for relevance. It seems as though we are frequently learning information that is not current. Also, I feel that some of the professors do not present information very well. Therefore, since I attend all of my classes, I spend a lot of time in classes that I feel are not the best use of my time. I feel as though my time would be better spent reading a textbook on the information being presented. Specifically, I have an issue with the way that OMM is taught. There is so much disorganization in this course that it is very difficult to even know what to study or how to study. We are constantly told conflicting information. This is a problem in many courses. We will be told conflicting information by two professors during the same course, and we find ourselves missing test questions because we did not know which answer they were looking for. There needs to be more coordination between professors.

Again, it feels impossible to actually focus on my education and core curriculum, which ultimately is what we are tested on for the boards.

although many areas can be improved, overall this place provide a good environment for learning.

Although there are problems, I am thankful for my education and felt adequately prepared for rotations... but my osteopathic skills were not able to be applied well in 3rd year rotations. I think this is partly a rotational site issue and partly a curriculum issue

Because of the dynamic of my classmates as a support group

CIL's ppts used to be available for students in the class and class recordings were available for the class as a whole for review. Now they are not. But here's what has happened: Student without the ppts are busily trying to take notes and less able to absorb content in class. Some students have the old ppts from big buddies or friends with big buddies and are able to focus on class more. Some students have finally relaxed and realized that cases in the CIL's are EVERYWHERE and can take the notes effectively in class. I like that some instructors have made the NOTES from the powerpoint available and removed the cases because I understand that they want the case removed so that students have to hear them fresh. I don't really think this matters because even if the student went over it before class, hearing it again in class will reinforce the reasoning in the case. Old material is passed down from class to class and since they are no longer made available on the courses website, students are more inclined to scrounge for old material. So the students who find it are at an advantage over students who don't. I think that since we all pay for this education, we should get the material for the year we pay for and this would even out the playing field. And, audio recordings should be available for review. Yes, we can record in class but if you happen to be sitting next to students who talk incessently (which is almost every single student) or someone with a cough or sniffing from allergies) then your recording can be pretty bad. One more thing: Sometimes departments use email instead of the courses website for posting class information like instructions for exams and practicals. sending an email is great but if this information includes information about how students will be graded and content about procedures that will be used for grading or information that is
Comments - Academics

expected to be utilized for a practical, it should also be posted to the courses website. I have been burned on a practical because I did not dig deep enough though several emails regarding a practical to find information that was not given in class or made available any other way. Every once in a while, an email server decides that an email is junk or simply doesn't deliver it. In addition, I personally receive 30-35 emails a day from various departments, organizations and this is after changing rules to eliminate as much as I can to control the flow ie: amazon.com goes to deleted. Email is good but I don't want my grade to depend on it. AND, I have enough places to look for grading policy information and course curricula information as it is.

Comm Resources needs to be a thing of the past. It is a waste of time. I can google all of the info for that course. XXXXXXX is a great person, but the class is outdated. I have learned next to nothing in BioRes statistics. It also is a waste of time as it is now, and needs to be incorporated into everyday class. I am compelled to say that the TA's are superb in this course. We need more weight placed on Radiology in the systems courses. The lectures are super long and not worth doing. They are usually 3 points on any given test, and it is easy to blow off to study other sections of greater point value.

Compared to students from other schools, I feel my knowledge and performance on rotations is equal and sometimes exceeds that of theirs.

Despite the fact that our administration is awful, TCOM did an excellent job of preparing us academically. I've never been on a rotation and felt that I wasn't on par or more advanced than the medical students from other schools.

For the first two years, I am not sure of the situation now, but during my second year, a lot of faculty left. We were being taught by physicians right out of residency and in subjects outside there field of expertise on some occasions. During the clinical years, many preceptors (esp. non-TCOM) just did not care to teach. Additionally, many preceptors (including TCOM faculty) were more obsessed with "professionalism" than actually teaching anything worthwhile. If UNT really wants to be a Top 10 health science center, they first need faculty in all departments that really care to teach students and who help to build student confidence. For me, I learned the most in OBGYN, Pediatrics, and Psych. My family medicine preceptor did not teach that much. My surgery and orthopedic surgery rotations were practically worthless. They consisted mostly of scutwork rather than any actual teaching. Internal Med. was somewhere in the middle.

Get us a new president, Dr. Ransom has done nothing but create strife and division in the health science center by pretending to listen and then doing whatever he wants with no way to stop him. Anyone who has disagreed with him has been fired or voluntarily transferred before such firing could take place. He will say that he has expanded the schools faculty. But I don't consider losing a large percentage of our established, well trained instructors and replacing them with teachers who don't have as much experience teaching and have not been in practice as long as a positive. Once the M.D. program is viable and being expanded, where do you think the resources, the
Comments - Academics

applicants, the clinical rotation spots are going to go? TCOM will become a second class program which is exactly what the D.O. profession has been fighting since it was created. Then it will be easy for the institution or the state to look at the expense of the TCOM program and say: "why do we need both of these?" TCOM will then be phased out. This is unacceptable that our own president is bringing about the demise of our own profession.

I agree with just about anything.

I am a current 3rd year DO student and I think we were not prepared to write notes or present patient to attending physicians. If it has not been changed already, clin med needs an overhaul.

I am being taught what is required to be a physician, and that is what I want. I feel there is too much emphasis on geriatric healthcare. I know that a large number of patients are elderly, but I do not feel that programs like SAGE are beneficial to medical students. I think physicians can take care of geriatric patients just as well without programs like SAGE. I see it as an added burden to me as a student.

I am disagreeing with this because the only reason I had a good education was my ability to continually overcome the hurdles thrown at me by this school. Further more any decent faculty member you had has left. I am just hoping to make it off this sinking ship alive.

I am disappointed because I feel that there is lack of communication between the various departments. Any free time we have on the schedule, it is filled with some type of busy work by another department. Is it possible for us to have some time off to do other things? We already have the longest academic calendar out of all medical schools.

I am fairly satisfied with most of the classes. The main concern I have is with some lecturers who have a thick foreign accent, this is a huge problem for me when I cannot understand what they are saying, even if I play the lectures back twice as slow. I am very dissatisfied with the OMM course and it's lack of organization and quality of efficient teaching methods.

I am pretty satisfied with the quality of my education. While the school cannot always keep professors, it was frustrating to see so many excellent professors leave for other osteopathic institutions.

I am sufficiently satisfied - we do get exposure to many aspects of medicine in our first year, however I do think it's important to take into account the students' well-being which this school does not do. We are constantly being hit with required work - online quizzes, SAGE visits, community observations, preceptorships, volunteering.

I am thankful that TCOM is giving me a chance to become a physician, and I feel that most of the basic science faculty doing their job very well. I would like to see TCOM be
Comments - Academics

able to keep their faculty and have sufficient numbers of them. I am adamantly opposed to extra courses like Community Resources and SAGE that cause a strain to our schedule. These courses would be better offered as optional and not required. SAGE drives me further and further away from any interest in geriatrics. In addition, mandatory Hospital Rounds is not something that is beneficial to first year students. The faculty physician even agreed that this was not an experience conducive to learning. The resident who was supposed to be our contact person was not even present at the hospital. No one from the hospital knew that we were coming. I think this shows very poor organization on the part of UNTHSC. There are so many extra courses that are integrated into our curriculum that are disorganized and time consuming for us as students. Also, there is a feeling of lack of voice in our opinions. We never had a say in whether or not we wanted to do SAGE. It was forced upon us. Peers have had their clients die or constantly forget who we are, and yet still expects us to make this visits as a requirement to complete the course. How does this make us better physicians?

I am very disappointed with the quality of clinical education on the majority of my clinical rotations

I am very satisfied about quality of my education because I was able to score very high on my COMLEX and USMLE exams

i believe i am receiving a good education but feel inadequate during my preceptorship. i think clin med can be more instructive by not just going over cases but doing more procedure based/ hands on activities. we can utilize SAM the simulated patient more often, create scenarios where we have to make critical decisions. perhaps learn clinically related things while we are in our cardio lectures etc

I believe if you can learn all the school wants you to learn we would be very successful. However, do to the length and rigor of this school's curriculum we have very little time to rest and recuperate. We tend to get frustrated and burned out. I believe our faculty should read over the new study dealing with the rigor or med school in combination with the increased levels of burn out and suicide rates. This describes the problems of med students losing their empathy and medical schools trying to combat this by adding classes to make medicine more human.

I believe TCOM has prepared me well enough to be an intern and continue with my higher studies.

I believe the quality of my education is good. There is always room for improvement. There should be more time spent on clincal procedures because I feel that I may not have the proper training going into rotations. For example, one hour of clinical suturing is not enough time to learn how it is done.

I do love the institution. There are definately some things that need improvement, but that is to be said of any place. Overall, it is a great place.
Comments - Academics

I do not like the prevailing attitude that the faculty know what is best for me. I have chosen a career that involves a great deal of personal responsibility and a lot of the policies (doctor's note, mandatory attendance) are counterproductive to the goal of making autonomous professionals. The idea that my school does not trust its students to be truthful about being ill but feels free to graduate them so they can care for the general population is mind-boggling. I felt that my undergraduate education treated me as an adult and coming here is more like elementary school where the teacher told us what to do with every moment of our time. In fact, from the beginning of school to now you can see a distinct change in the maturity of medical students.

I don't feel like all of the classes that the students take adds anything to the learning experience and feels more like busy work, and some classes last too long a period (e.g. I don't think Community Resources should last two years).

I don't feel like I am learning much from the school anymore. Most of my learning is on my own now. I feel like the time spent in Surgery, Peds, Ob/Gyn, & Family Medicine could be 2 weeks each, and I would learn the max they have to offer.

I don't feel like I've been able to focus as much on learning the really important things, since classes like biore and community resources steal valuable study time. Again, I don't need someone to be teaching me something that I can learn on my own. As far as biore is concerned, if we don't know how to critically read journal articles, we shouldn't have made it to the second year of medical school. With community resources, even if I choose to stay and practice in Tarrant County, I would still have to look up contact info for whatever resources may be available for my future patients. It's a waste of time to learn about organizations that may not even still be in existence when we are practicing physicians.

I feel as though the curriculum is very challenging and will get me to the place I need to be. I also feel that for the majority of my classes the professors are very good and extremely helpful in my learning process. There are however, some professors that I believe are not helpful and do not encourage my learning and that hinders my education.

I feel I am well prepared to start my residency.

I feel I received the basic training I needed to complete my education. I think it would be even better if there were more opportunities for clinical training and rotation sites for more variety.

I feel like as students we are often not listened to, and that they university wants to increase numbers without increasing quality of education.

I feel like I am learning very relevant information, which is giving me a great baseline to work from. When we integrate clinical cases with the material we learn, it all makes
Comments - Academics

sense. That teaching technique has made me a little more confident as a first year student.

I feel like I am learning what I need to, but sometimes I feel my time is wasted with things I don’t feel are important or things that are not being done very efficiently. For example, in clin med, why in one afternoon do we switch back and forth between two rooms 3 different times? Why don’t we do everything we need to do in each room during the time we are there and only switch once, I think this simple thing could save 30 minutes to an hour.

I feel like I have been provided the tools needed to be successful in my field and move on to the next level.

I feel like i have not learned anything. I am so pressured into getting ready for the test, that i dont even have time to absorb anything and make connections. not everyone learns the same way, it takes me time, which I dont have. 8-5 classes, all these other requirements, tests, quizzes. how am i expected to retain anything?

I feel like I teach myself as much as what the professors teach me. Most do a better job of presenting than teaching.

I feel like I teach myself everything without any help from faculty.

I feel like the faculty can be a bit better in terms of teaching material. I am aware that we are not supposed to be spoon fed but some faculty are counterproductive to learning. In my opinion, faculty should focus our studies but sometimes it feels like they expect us to read all the material and figure out on our own. Also, I think we need to make sure that clinical application is done well in class. Dr XXXXXXX seems like a really smart physician but he seems to teach above us which is demonstrated in our test grades.

I feel like the first two years were adequate in providing me the knowledge I needed to for the clinical years. I did not preform as well as I would have liked, though I tried due to my own inability to figure out how to study best for me. This was likely not due to the school but me. However, I do wish the department that helps with study and test taking problems would have provided a course/class concerning how to take the Shelves and COMLEX/USMLE. I eventually went to them after a couple of failures and had success. Due to my difficulty with test, it would have been nice if they offered something directed for that. I should have thought of going to them before these test started but had previously had poor results with my meetings there.

I feel ready to enter graduate medical education

I feel TCOM is changing a lot of things and the school is bigger than just the medical school etc. I acknowledge and respect this and would like to see TCOM to grow to be one of the best schools in Texas and the US. Keep working hard and as long as your
Comments - Academics

decisions are really in the best interest of the students, professors and staff I am on board.

I feel that having quality enthusiastic professors made up for an obsolete means of education.

I feel that I got a good education at a good price

I feel that I was adequately prepared for all board examinations and feel confident during clinical clerkships that I am prepared for residency.

I feel that I was pretty adequately prepared for the clinical rotations but would have liked a little more clinical days in school to prepares us. for example- it would be nice if we had a whole day of suturing and more surgery preparation instead of 15 mins on a pig's foot. i just felt very unprepared when it came to clinical procedures but i did feel prepared in terms of knowledge base.

I feel that my education at TCOM was top-notch, especially in the area of primary care. We should continue to place our interest in primary care, with less investment in specialty medicine. Unfortunately, however, the majority of the stellar faculty that taught me has now left the university. I think this is a direct reflection of their unsatisfaction with our current administration. I'm afraid that the education provided at TCOM will gradually become more average and less exceptional.

I feel that my first two years of didactics, especially pathology, thoroughly prepared me for Step I and Step II. I was confident going into my rotations as a third year. I did well on my board exams and matched into my #2 rank for Anesthesiology, a fairly competitive residency.

I feel that TCOM has facilitated my learning in a positive way. There are areas where I might disagree (OMM department) but overall I have been pleased.

I feel that TCOM has prepared me well for my future endeavors in medicine. The curriculum was challenging and it was evident to me that my success was important to many. I was particulary impressed with Dr. XXXXXX and his efforts to improve the program and make us the best students who can compete anywhere in the country.

I feel that TCOM has prepped me greatly for both diagnosing the disease as well as gathering information to get to that point. After a year of rotations with other students from Baylor, UTMB, and UT Houston, I can state that our interviewing skills are untouchable. Most of these other students look very nervous and don't ask the right question.

I feel that the atmosphere at TCOM is unhealthy. Students are treated like children or unruly adolescents and many have regressed to acting this way. Unilateral decisions are made in regards to our time (schedule, canceling of CILs or lectures) which breeds
Comments - Academics

resentment and makes students feel defeated and out of control of their education. In the first part of this semester we were stood up twice by professors. We are taught osteopathic principles which pays respect to mind, body, and spirit, but we are not treated with the same regard. A three-week summer does not allow for physiological rest, internships and research, and puts a hardship on those students with families. I feel that the shortened break is a grave mistake made on the part of the administration without regard to student opinion. I am an excellent student, so my words are not ones of anger over my success. I regard this school's treatment of students as abusive.

I feel that there is not a strong sense of community and support for the students. The administration and faculty at times seem more interested in becoming a 'top ten school' without being interested in the welfare and well-being of their students. How can this HSC produce caring and compassionate professionals if they do not even model it to their students? Supporting students when there is a challenge (whether it be health, school, or personal issues) is a quality that is lacking at this school, but it cannot truly be gauged with surveys. If this school would dedicate more of their energy into making its students succeed (regardless of whether or not they are in the top tier of their class) instead of trying to encourage them to quit when difficulties arise, I do believe it would improve the satisfaction and perspective of its students.

I feel that we need to assess how we compare with other Osteopathic schools in terms of USMLE prep. Also, I want to know that I am competitive enough to practice with my peers in the allopathic field. To assess that, we need to compare our scores with them, and aim for improvement. We need to know as students how many have placed in allopathic residences because there are not enough osteopathic residencies for all of us to get into. We need advisors outside of TCOM, who are TCOM grads, who would be willing to mentor us especially if we have aspirations to become leaders in our field, or would like to pursue a challenging field. We need encouragement as budding physicians. I know Osteopathic physicians make fine physicians, but as students, we need that reassurance.

I feel there are many people at the institution who genuinely want to contribute to the education of the next generation of physicians. That said, I think once we develop better relations with the community and surrounding hospitals (including starting new residencies at Harris and Cook Childrens), we will have a more complete/traditional clinical medical education for the students.

I feel this way because although I have had both positive and negative experiences, I feel that I am getting exactly what I expected when I joined TCOM

I feel this way because I am about to graduate and I passed all of my boards so the school must have done something right.

I feel too much time is wasted in meaningless classes; community resources, sage, grand rounds. In addition we are punished if we choose not to attend, which is even more frustrating.
Comments - Academics

I feel very disappointed with 2nd year and the lack of cohesiveness. Some classes were very good- Renal, Respiratory, and some were awful- Cardio. I would have been better studying at home than coming to class for most of Repro. I do not feel prepared for my board exams at all.

I felt there were both strengths and weaknesses in our program when compared to other medical students. There will always remain room for improvement. Currently the high turnover in the faculty means I cannot fully comment on the current status of training our medical students are receiving.

I frustrated with the bickering and politics of the Health Science Center. I believe the students are viewed merely as numbers, and the school is just hoping that we continue performing well with its dwindling state. I am disappointed in the amount of time that the first years have for a summer break. It is just that, a break. How does the administration expect us to perform well if we are completely strained and overworked. With predominately DSAs at the end of our semester, it is hard to believe that they cannot find time to shorten our semester. Also, I find it humorous that they schedule DSAs for classes during mandatory class time for other classes, such as OMM PTR time. This is ridiculous, and is just one of many examples of how the schedule is not being properly executed.

I had a rough second year because I have a hard time reading a book and teaching myself medicine. I think overall my learning style and TCOM's teaching method do not match at all. I also don't like the way we as students are treating like children more often than not by having constant attendance taken and being threatened with vague punishments. I think the OMM department is doing itself a huge injustice because by the end of second year, the vast majority of us (even those of us who want to do family medicine) really can't stand OMM just because of the way we are treated and graded in that class. I feel that overall TCOM just sees us a students to filter out into the world rather than nurturing or cultivating any sense of loyalty of love of this school. Y'all are gonna miss out on a lot of alumni donations because you didn't treat us very well while we were here.

I have had a solid, well rounded education that has been sufficient for me to pass the first step of usmle & comlex; has prepared me for my clinical core rotation year, and is financially one of the best medical school deals in the nation.

I have loved my time here-except for the time of the summer break!

I hope changes have been made to the clin med curriculum. It was a total waste of time last year and I was unprepared going into 3rd year. Clin Med should teach students to present patients, write notes, start and IV, insert a chest tube, intubate, etc. We touched on some of these topics (maybe once) but were never held accountable for being proficient in them as our notes were never graded.
Comments - Academics

I know that I have to take care of what I need to graduate and become a physician. The education I received is adequate. However, I just think there are better more efficient (and enjoyable) ways in which to go about doing this. It seems to me the school is more concerned about new buildings, MD/DO issues, and lots of exterior issues rather than improving the quality of education of the students. Surveys can only do so much.

I received my first choice of residency and did so because I had a good knowledge base from the 1st and 2nd years of med school. I did have to self teach a lot, but this is probably true at any institution.

I shouldn't be wanting to get out of the school so fast to be avoiding the politics going on. The students are being ignored in the name of money

I sincerely feel my education is just average.

I sometimes feel like the scheduling and what they expect of us to do in terms of being in class, is unreasonable. It is cruel to make us be in class till five when we have an eight am test the next morning.

I sure hope this MD option that's coming will open up doors to more physicians lecturing.

I think the faculty are knowledgeable and are willing to help us learn. I love that and that is something I didn't have at my undergrad (it was a big school). It appears that the focus really is on education here, and I appreciate that.

I think there are several flaws with the faculty and facilities, but overall I see that our preparation for our future careers is pretty good, especially compared with other osteopathic schools. I appreciate the concern and care that many of our faculty and staff have for us as students and future physicians.

I used to love TCOM. Now, I'm finding it harder and harder to learn anything from these professors we get thrown our way.

I would feel much better if doctors weren't being run off by our current administration.

I'm more of a "somewhat agree", because I feel that UNTHSC does not embrace the world of medicine like other schools might. That at times we are cripled by the overpowering idea of tradition and sticking to what has been done in the past, especially by the administration. My education would be just fine if I were looking for an average school to go to where I could stick my head in my books for 2 years and then leave for 2 more on rotations. But, I am not that kind of person, and I would like to see the student body actually happy to be attending this school, which I feel is not the case. Are the 3rd and 4th years having to double their efforts to be on the same page as everyone else in medicine during rotations and residency? Why are so many first years upset with the way things are handled at the school, and the second years just tell us to buckle down it
Comments - Academics

will be over soon? I guess what I am trying to say is that the students should have more
say in changes that affect us, and be allowed to ask for and rece
ive legitimate changes when unhappy or unsatisfied. Technically, we are the customers
in this "business" and should be given the services we ask for.

I'm not completely happy. There is a lack of organization that appears endemic in the
institution. Emails about material arriving the night before the quiz, etc.Cut the fat from
the schedule.Also, I don't have any concrete timeline for the future. When are boards
scheduled, when do I apply, how do 3rd and 4th year rotations work, etc.

In my systems courses, I feel this is the case. However, in Clin-Med, I feel this is not
the case at all.Clinical medicine does not utilize their lecture time efficiently. They are
not organized. It would be more helpful for there to be a powerpoint posted over that
system's exam that we may have to utilize. It would be more efficacious if a
presentation was prepared that included step by step the physical exam for this section
and case examples. It is NOT helpful for Dr. XXXXX to stand in front of us and to
make up cases out of nowhere that weren't prepared beforehand or organized. I feel
that lack or organization and the appearance of the course not being taken seriously
has been extremely detrimental to my acquisition of clinical medicine skills.

Instructors outdated lecture format inhibits learning. I spend all day in class without any
time to study. If I actually do become a doctor, it will be in spite of TCOM not because of
it.

It feels like students bring up suggestions/complaints and they are never followed
through with. We are also the only school that seems to go to school longer. I
understand that we have an extensive curriculum and OMM, but it just feels like we are
rushed through certain classes, adding courses, shortening summer, also having us
participate in a program (SAGE) that most students don't feel they are learning anything
from and that it is cutting away from studying not to mention what feels like a waste of
time to most of us.

It is an intense program and has some really good useful aspects like CIL, early clinical
exposure, and some fantastic faculty.It can be a challenge to learn and balance the
material with schedule, but I'm making the best of it. After a while, a person gets used to
all the pressure ...

it was frustrating sorting through the abundance of material thrown at us to find a
skeletal outline to build off of. But i learned to be a good self-learner in the midst of the
frustrating battle.

Many of the faculty here are great and truly do want to see us exceed. However, not
having a Med Sci or Masters degree put me at a disadvantage since courses are so
similar.
Comments - Academics

Many times too much information is shoved into a class. I would rather know less really well than memorize keywords to pass a test.

Most of our core courses are of good quality. OMM however, IS NOT. While most of the faculty are great in the lab, the classroom is in desperate need of revision and the examinations are very poor. I was excited to learn OMM upon arriving on campus, and chose to come here largely based on that measure. Now I dread Tuesdays (OMM is on Tuesday) and wish that OMM wasn't part of my life. There is still time to win me back, but my enthusiasm is lacking and I question whether or not I made a good choice to come to an osteopathic school.

My education was adequate. If I turn out to be a good physician, I don't think that is the result of the teaching so much as the clinical preceptors I've been lucky enough to have.

My grades are not dependent on whether I study the assigned readings and attend class, but on whether or not I get notes and exam answers from previous classes. I choose ethics over rank, my classmates don't.

no real idea other than the courses seem to be covering all the material on the boards and that previous classes have done well on the boards

Nothing to compare it to as of yet.

OMM and Clinical Medicine are pretty unorganized.

OMM and ClinMed departments are unprepared for class. They don't use time efficiently. Extra courses that aren't taken seriously are thrown into the curriculum and wastes time such as med informatics, preceptorship in 1st year, ethics, SAGE, and community resources and should be taken out of the curriculum. ROME is also causing the curriculum to be extended longer than necessary. They should truly have ROME students do ROME on their own time, in the summer or in the evening. TCOM is not taking advantage of technology to promote our learning. Streaming videos and video recordings of lectures should be offered to students for review to best promote learning. Taking these steps would best improve my quality of education by streamlining the curriculum to only include what is actually beneficial and giving students more summer time to pursue research opportunities and fellowships. Also more time to review what was learned for the board exams.

only because of Dr. XXXXXXX, Dr. XXXXXXX, Dr. XXXXXXX, and Dr. XXXXXXX. and only 3 of those are left. they are the only reasons. Dr. Ransom, as a pawn of the chancellor, has sucked the life out of tcom and does nothing for our campus or curriculum. there needs to be a MAJOR overhaul of clinmed, and XXXXXXX needs to focus on his practice and admin stuff, and hand over the teaching to someone else, which takes more time than he has to prepare.
Comments - Academics

Our campus is awesome and most professors are good. There are a few things that is lacking that seem vital to any campus though. These include student access to the clinic, food options, temperature in class room, library hours (please please address this if you can) and OMM.

Our curriculum puts us at a disadvantage if we are applying for residencies outside of primary care

Please read the above comment as well as understand that I feel like the quality of my education is not necessarily the problem, but the way that it was obtained. I feel like things could have been simplified through syllabi, consolidated by combining omm with our systems courses, and shortened by eliminating some fluff classes. I also feel like there is so much redundancy in clin med that I could have learned everything presented in the last 2 years in this last semester's time. I am not a child, and I do not like sitting in class covering the same material hour after hour. This brings me to the final idea that there is no reason we cannot have a year long schedule like other schools. Many students may not chose to come to TCOM for the sole reason that the breaks are inadequate. I feel that we could easily compress the material into a manageable schedule by combining omm with the systems courses as well as cutting out extra classes like community resources to yield a schedule more like those of the allopathic schools in this state.

Second year was basically, heres Robbins, go home and read it. Our teachers didnt teach, but rather just gave reading assignments in Robbins. Maybe teaching the material would be a start as opposing to crappy 1hr lectures on like 50ish pages in Robbins, and throwing a billion DSAs because the school does not have the staff needed to make proper lectures over the material.

Some of the teachers arent very good at their job. Dr. XXXXXX sends out an email "no muscle origin or insertion on exam" and then u have a question on exam dealing with insertion. Wheres the honesty? Dr. XXXXXX needs to better learn her subject, she is usually unable to answer difficult questions and makes things up to justify her response. Needs to take a teaching course in order to become a better teacher.

Systems-based learning is an excellent approach. I also feel like the CILs are beneficial in helping us integrate the science education into real world problems. However, while I have no complaints about the rigors of the courses, the students should receive a longer summer break to allow more time for students to re-energize and be able to participate in research, preceptorships, etc.

TCOM talked itself up before coming here. But it turns out that the students here for the most part are very frustrated with how this program operates. The real learning we have to do on our own, on our own time. Meanwhile, what we end up doing at school is usually busy work and waists of time, no exaggeration. Besides our CILs, the rest of what we do is extremely lacking in quality and efficacy towards our being becoming effective and efficient physicians. As anyone could note, most students spend the
Comments - Academics

entire day trying to subtly study our more important course material while tuning out the white noise that is the rest of our day.

The academic calendar is terrible. We are in class for 46 of the 52 weeks in the year, without a proportional increase in board scores relative to other schools. I feel the law of diminishing returns is in place, with little progress being made for all the extra hours of class time. Other schools have 2 month summers, and have not suffered on the boards. I am a 4.0 student, but have felt so much burnout during this past semester that my desire to finish school is waning and am becoming jaded to the profession. I don't want to hate this by the time I'm done, but at the rate we are currently going, I don't see a way to enjoy my schooling. Please include more break time, it is needed to recharge physically and mentally. Many of us have families who would love to see us, and 3 weeks is simply insufficient for that or any other endeavor such as research, preceptorship etc.

The atmosphere of TCOM is stifling and not conducive to a collegial experience of learning. The mindset of "you are a student, I am the prof, thus you deserve to be looked down upon" prevails at TCOM. There is too much peripheral material covered and expected from students. Medical school is difficult enough without adding peripheral information/exercises/assignments.

The general systems courses are fine, minus many of the CILs, especially geriatrics. Many other "courses" are a waste of time, in both sitting in lecture and through mindless paper work. Also, it seems like we have no say in anything that goes on. We take out large loans and pay a lot for tuition just to have sub-par quality schooling and experiences. It feels like all the administration wants is our money and they don't care about what we get in return.

The incompetence of the OMM department is legendary. How do you explain a school whose board scores are the highest in the nation, yet the omm portion is below average? I came here looking forward to OMM, but now detest it with every fiber of my being. I vow to avoid any osteopathic residency as a result.

The material given or required assignments are a real problem. It would be nice to have powerpoints that professors could stand by and own up to mistakes. Please do not think that this is the case with most professors. As a matter of fact, this problem started second year. Courses such as cardio 2, reproductive 2, and Neuro 2. Professors where this is never an issue that I can think of off the top of my head are Dr. XXXXXXX, Dr XXXXXXX, Dr XXXXXXX, Dr. XXXXXXX, any first year professors, and most of the OMM faculty. It is honestly more of a problem with the clinical faculty quite possibly because teaching is a profession that people do not get taught during medical school, while they are outstanding physicians and clinicians when it comes to teaching pathology in a manner that is conducive to doing well on exams during our second year, it is just a little more difficult to learn from their styles of teaching. Thank you for the anonymity during this survey.
Comments - Academics

The post test reviews have been very inadequate in addressing our concerns with questions and making sure there is enough time to educate us on the right material. I always leave post test reviews not understanding my mistakes since the sessions are always cut so short. Since we aren't allowed to email professors questions about the tests, I never get my questions answered and it is very hard to make appointments with professors to meet up. We have way too many exams and much more and than any other medical school in Texas. I feel that it is really bad for student morale to never have any weekends off to see family or friends and a lot of students are very depressed and resent the school for making the schedules so unnecessarily packed with exams and quizzes. The lack of holidays or down time has seriously affected my quality of life and education and I've heard similar stories from other students. We are also the only school that gets 2 weeks off between first and second yr for summer break during which students are expected to do a weeklong preceptorship. If classes like clin med, com res and bio res were condensed further to be more effective, we could probably have a longer vacation to improve student morale and mental health that is seriously suffering and impacting people's academics. TCOM also has very little to offer in the terms of education in health policy, global health etc. that are all important issues for future physicians to be aware of whereas other schools like Baylor and UTMB encourage their students to pursue their intellectual interests in these fields and therefore produce well rounded experts in these fields. I don't think I will be a well rounded physician with exposure to these topics due to the lack of emphasis at TCOM on anything outside of our strict medical curriculum.

the way a lot of stuff feels slapped together and poorly thought through. the omm dept is the worst. i have no respect for the dept or omm anymore. there are huge problems with inconsistency between instructors and graders. the lectures are often unclear and disorganized, much like the exams. the other thing that is aggravating and causes the school to lose credibility is the way powerpoints for lecture often have errors that are never corrected from year to year.

There are many courses I've enjoyed (cardio, endo, heme...) but there are also many courses that were made much more difficult than they needed to be (OMM) or really unorganized (clin med, interviewing. Many times it comes down to the particular instructor. It is VERY easy to see which ones are truly passionate about teaching and this makes a difficult class much easier and more enjoyable. Also, what is the point of grand rounds if no one has to go? What is happening to the students who have skipped every single one of these mandatory events? Also, please stop doing grand rounds during our lunch. Many times we have 7 or 8 hours of lecture in one day only to have the one hour we have for lunch scheduled for grand rounds. This is ridiculous. I wonder how the students presenting the grand round found time to eat lunch, they probably didn't. I am also EXTREMELY frustrated with the lack of organization by some courses. I understand that some are going through a transition process, but we actually recieded an email with required readings the evening before the class and were told that there was "no excuse" not to be prepared for class the next day. Really there is no excuse for getting an assignment to us the night before. This was for clin med interviewing. I'm also really frustrated with the whole OMM department. It is obvious
Comments - Academics

when things are prepared late the night before, ppts, exams, practice questions. I think that the OMM department needs instructors that can spend more time with the school and make that their main focus. We have competencies in our schedule but no specific dates/times for each student, and the reason we find out only a few days (sometimes one day) before the test, exactly which days we are going, is b/c they need to make sure the instructors will be available. I don't understand how hard it is for them to keep that time open for us when it is in the schedule MONTHS in advance and we are paying them to teach us and be available for us. Also, if the class average for one OMM test is failing, and the next is a high B, it is NOT the students, it is the test.

There are problems with every program, and this school has staff support issues primarily. Over all, this is a state school with low tuition and the education is well-rounded. Therefore, it is acceptable.

There is too much expected of us outside the basic science courses in the first 2 years.

This school is an absolute joke! Nothing is done right, professors are bailing, it's inefficient as hell, and tuition is going UP? Excuse me, but you can't even do your jobs properly as it is, and continually screw the students over at every turn. Why the school thinks it needs to charge more for an ever decreasing level of quality is beyond me. I wish I had gone "anywhere" else. Anywhere. I'm embarrassed when I tell people I go to school here. This place has less credibility than ITT Tech.

Too many unnecessary classes

Too much forced changes during school. I feel choosing to go to an osteopathic medical school was a mistake. The administration is prejudiced against D.O.'s and finds them inferior to those with a MD degree. The school lacks integrity and apparently should allow all students the option to change their degree to a MD degree, or are we still not good enough to have the MD degree.

We are in class so often with so many due dates that I hate medicine. My preceptors and the general feel of medical practice is negative. I debate whether I should choose another career daily. The stress and time commitment for this institution is too great. And at this point we are so overworked that I worry that board preparation and my Board Exam grades will be poor because of our curriculum.

We are missing the forest for the trees. Curriculum needs to be trimmed. There needs to be a student on the curriculum committee to represent the student point of view. It seems like there is a huge disconnect between what happens to the students and the views of administrators. We're tired and we feel neglected/abused.

We do have good faculty, and some of these faculty really care about us and our education. XXXXXX, XXXXXX, XXXXXX, XXXXXX......

We need clinicians to teach CILs.
Comments - Academics

We need more time for studying, especially at the end of second year (for board study). We need less time in classes such as community resources, ethics, clin med, and OMM PTR.

Well right now I feel its mostly sufficient. But ask me after the boards.

While it seems like the idea of multiple learning styles was considered during curriculum development, students have to use each style themselves to learn all of the material. For example, there are DSAs because some students learn more effectively on their own. These students, however are required to go to class to get guidance about how to approach the reading material (no, the objectives do not achieve this). Then there are the students who learn better in class. There are now only a few classes, and most of the material is covered in the DSA. So to get a full education, you must do all of the DSA material as well as go to class. There should be classes on all of the material as well as sufficient opportunity for students to learn at home. As it stands, to get all of the material, one must attend all classes, read all of the assigned reading (which is neither focus nor relevant in many cases), and hope that if there are helpful notes from last years class, that they will find their way to you. We need a syllabus with all of the relevant important information in ONE place. Class time to expand our understanding of this information where we can ask questions and have interactive learning. We also need to be able to miss classes and learn it on our own. Our curriculum is piece meal, and our grades equally reflect our ability network with other students in order to find necessary resources as it does our understanding of the material.

Add more variety and increase the amount of clinical staff.

After the "satisfaction survey" of last year I don't feel that I will waste my time filling out another one. Reading what people said and watching NO CHANGES be made is comical. Don't waste resources "surveying" us if you don't plan to implement anything new.

again, there is NOT adequate communication btwn them and our tcom faculty/admin. noone ever knows what's going on. right hand couldn't have a clue what left hand is doing.

Amazingly dedicated and caring.

As a 1st year student, there are a number of different items that are integrated within the 1st year curriculum which are not that informing and don't necessarily further our education. For instance Community Resources is very helpful, but at times is quite bothersome and tedious.

As I'm a 2nd year, I can't adequately comment
Comments - Academics

As stated above, we have a lot of new teachers and a lot of classes that have been previously taught to 2nd years simply converted to DSA, I feel I gain more insight when I can hear a clinician talk to me about topics.

Clin Med was horrible. TCOM had a reputation that clin med was where they excelled over other Texas schools. This was not the case in the least. Again, more faculty left. The clinical education did NOT prepare us for rotations whatsoever.

Clinical Lecturers seem to be well versed in their fields, but does now help us recognize the important basics of Year 2 Material.

Clinical med is a good idea, but is totally ineffective and a waste of our time. We get out early every Monday. The truth is the course director, Dr. XXXXXX, is not a very good teacher. Soapnotes are a waste of time too. We just copy and paste the info. The class is mostly busy work.

Clinical medicine is not conducted effectively, we do not actually gain new insight into clinical medicine by being required to meet 4 hours every Thursday. I do believe this course could conducted much more efficiently. CILs however are run well - the clinical doctors that come and lecture are very interesting and engaging.

Clinical Medicine is often disorganized, often starts late, and seems to be a collection of factoids. I understand that the faculty are trying to give us valuable information but the lack of planning is evident. I would like Clinical Medicine to take some time and think of objectives that they would like us to learn, plan a method to test those objectives, and then teach only those objectives. It would make learning less frustrating and I believe there is a correlation between telling us what we need to learn and us learning it.

Clinical staff can be great. As I said, they aren't really encouraged to teach, and the institution keeps piling on more patients for the instructors which gives them even less time to teach.

Clinical staff has been good for the most part. I could use some more official q-banks for certain 4th year core and elective rotations, like emergency, geriatrics, and maybe radiology, ICU. We have the kaplan stuff all of 3rd year, but not much for 4th year; not that it should really be required mind you, or maybe only required for the core, like emergency medicine, but just available. And maybe more powerpoints available for study on our own in courses like that as well.

XXXXXX and others were awesome

Decrease patient loads to allow time for teaching.

depends on the clinician. some are great others are very boring
**Comments - Academics**

Dr Xxxxxx is a great teacher. I think we need to take more advantage of the simulators that we have and set up scenarios that the students can run through with the SAMs.

Employ faculty who desire to passionately teach students and not just an added duty to clinic.

Fix OMM PLEASE. Also, Clin Med could use some work. The school seems very disorganized.

For clinical staff who are teaching in systems courses, it is important that they should not assume that we know everything about in patient procedures/exams since we are currently more familiar with the theory rather than the technical details of a medical practice. So, the significance of certain patient exams and how they actually work should be explained more. Clinician staff in systems courses should spend more time explaining rather than assuming that we will understand everything because TCOM students have varying amounts of experience in the clinic prior to enrolling.

For the best DO school in the country, atleast on boards, the school itself is unorganized and inefficient. Stop treating us like children. Take away frivolous classes. Give us more clinical, hands-on training prior to 3rd year rotations.

For the most part, the clinical staff is very good. However, I have noticed a disconnect between those that are in charge and those that help facilitate. I have witnessed multiple times where a facilitator doesn't even know what we are doing in class. The students ended up telling them what we are doing. How can we be properly evaluated if the facilitator doesn't even know what is going on.

grading does no reflect information learned

Having a practicing, clinical staff member give 1-3 presentations during the 1st year curriculum for every system should be mandatory. It gives students a better perspective on how to approach clinical problems.

Hire more staff

I am only a 2nd year, but I have not been very impressed with the clinical education this far. It is very unorganized and often relies on students to figure out simple scheduling and dissemination of material. Something has to be done to organize this department.

I cannot speak for clinicians that teach on rotations, but I feel there is often a lack of clinicians that are available to teach in the basic sciences. I wish this was not so.

I don't have any advice, merely a comment that some of the staff enjoys teaching and others don't.
Comments - Academics

I don't think we have enough clinical staff that give us CILs. When we have clinical staff, I think they are good, but we need more.

I feel that clin med doesn't teach us enough clinical medicine. We should take better advantage of our Norm and Stan simulated patients. We should be taught in progressively more difficult situations how to distinguish between viral vs bacterial, bacterial vs allergies, etc. Second year we should start learning how to deal with situations that will kill our patients like stroke, MI, etc. We should learn how they present, how to treat, etc. This way when we get to the clinics we don't feel so under-prepared and incompetent.

I feel that we waste alot of the time planned out for us on the calender, which cuts into the needed time to re-group over breaks. Either make the most of the time required of us to be in the PTR, clin med specifically, or condense those classes and put the extra time to good use, like more phlebotomy, wound care, x-ray, or SIM MAN lab lessons. Those are the classes the students want more of, and yet we learn maybe 30 minutes to an hour of each.

I know I have heard multiple basic science/PhD professors being distressed by the fact that there were no willing/available clinical staff to teach a clinical portion of the course.

I prefer nonclinical staff unless they are good teachers too like Dr. XXXXXX.

I think some of the clinical staff exceeds expectations...excited to teach, happy to have students...while others are below expectations. Some clinical faculty do not seem eager to teach or to include students as much as they could.

I think that our CILs led by our clinical staff are excellent and very much add to my education. I do wish we had more clinicians to hold CILs in GI and Cardio.

I think the clin med professors and staff are great. I would like to have more time to work with the simulators. I think it would be helpful if the students were able to check out a room with the SAM's so that we could listen to the heart/lungs on our own time when the room is quiet.

I thought organization would be better with such a small institution. Departments don't communicate very well with each other and decisions are made on a last-minute basis.

I wish the clin med class was a little more organized. I would like a few less cases and a little more hands on instruction. I really want to be a good clinician, and I think the hands on stuff is just as important and learning to think like a doctor. I wish we could spend more time learning what actual physicians deal with in their actual practices.

I would suggest not teaching OMM techniques and theories that are not evidenced based or contradict current facts in medicine.
Comments - Academics

If this includes OMM, see comment above. If only referring to Clin Med, Dr. XXXXXXX is incredible

If we could get syllabus with what material would be covered that would be great. also if things could get posted earlier that would be good too.

I'm not sure what this is referring to, but if it's in reference to clinical application during 2nd year it's not that good. Only clinical application that was good was in renal & respiratory. As for CM, it was a waste of time this year. Again, I'm not sure what this question is specifically asking.

Improve the clinical procedure activity

In all of my rotations thus far, most of the preceptors are obviously only taking students for the extra compensation. Many of them have no interest in teaching. There are a few exceptions, and I really appreciate them. To name a few of the better TEACHING physicians I've worked with: Dr. XXXXXXX (IM), Dr. XXXXXXX (IM), Dr. XXXXXXX (IM), Dr. XXXXXXX (OB/Gyn), Dr. XXXXXXX (Peds), all of the peds staff at Cook children's, and all of the JPS psychiatrists.

In most classes I don't feel like there were enough clinicians that were available to come lecture to the first years--the course directors were forced on several occasions to be in charge of the CIL's when they would admit that they did not have the clinical knowledge

Integrate more externship-like opportunities during the first 2 years of medical training like other medical schools do.

It is few and far between that we see clinical staff but when they do lecture to us the information is interesting and relative to the class.

It often seems as though the clinical staff is out of the loop. They don't always seem to know what they are supposed to do. It doesn't always feel like clinical medicine is making an efficient use of its allotted time.

It seems that the clinical medicine program continually has issues with clinicians being present to help.

It would be great if more clinicians were involved with teaching the DO students.

Make sure they write clinical questions that are based less on personal opinion.

Many preceptors during rotations do not support osteopathy and manipulative medicine.

maybe more organization

more clinicians talking to us during CILs
Comments - Academics

more direct involvement of clinical faculty who take time to instruct you & teach you, give you feedback, and help you advance your clinical skills

More faculty recruitment in specialties would be helpful

More physician input in all the systems courses please!

more time spent being taught by clinicians and less time with PhD's

Most of the clinical staff I did rotations with were more than willing to teach and answer questions

Most of the preceptors at school teach well, and the older ones seem to care for the students. But JPS, Plaza, and other rotation sites are very inconsistent. The department chairmen need to sit down with preceptors and decide what needs to be taught, what competencies should be gained, etc. by the end of a rotation. If the physicians are not willing to take time to teach the students, take interest in there goals, etc, then they should not be preceptors. I tried to take interest in all my rotations, and learn as much as I could. With that being said, I still had trouble getting good recommendation letters from preceptors with whom I worked with for several weeks.

Most of the visiting professors this year were very unclear on what was important to learn from their lectures. Everyone has a different style and no one provided guidance on what to know for their questions. It was incredibly ineffective as students spent hours studying everything or the wrong material and had no idea what was clinically important to learn.

My only disappointment is that we don't have our own staff for the most part in the clinical years. We are at times treated like second class students because we are from a "DO" school. It also feels like some programs don't even want students and there is not enough oversight of preceptors.

Needs to be more clinical faculty

Not sure what to compare them to as this is the only medical school I have been to. Some of course were better than others. It seems like we lost a lot of the good ones though.

Not sure what to improve here... find more involved ways to learn physical exam skills. perhaps bringing in patients with real pathology and having the staff explain how they examen people and what they are thinking

Offer more awards or perks to exceptional staff and faculty to encourage or motivate them to improve or work harder.
Comments - Academics

Overall, I believe they are very good, with a few exceptions.

Please see above. Also, like I stated earlier, we really need to know who we can go to for relevant information when we are confused. We are really not encouraged to approach anyone directly with our questions. Instead, we are always told to tell our class officers with our concerns. Well, some concerns are private, and I would really like if we could know that our "advisors" are accessible to our questions by allowing us to openly make appointments with them, instead of biting our nails and worrying about the future. To me, it seems like questions are discouraged, unfortunately. If someone has medical/legal concerns or personal issues outside of school, there should be someone to help us make correct decisions that does not adversely affect our academic performance or standing. I feel like I've been abandoned after 1st year. There is no one to ask about what to do if I am suddenly experiencing an adverse event in my life or a happy event (having a baby).

Several instructors in our clinical medicine classes and labs seem to be inconvenienced by our questions and the fact that they are teaching us.

Some of the clinicians need more direction in how to make a great CIL.

Some professors seem to be strictly interested in making us into professions in their specific field. This was more evident in cell science than any other course. I think there just needs to be an understanding that we are here to extract the clinically relevant material from the given subject, and not all the excess details more ideal for a research scientist.

Some staff seemed to not care as much to teach students. i.e. JPS ER docs

Staff r good didactics are poor in several rotations

take it more serious and devote real time to clinical medicine. perhaps give it its own week or weeks instead of a day a week. more direct and hands on instruction would be nice as well.

The Clin med department has improved this course tremendously this year.

The clinical faculty during year 3 don't have designated teaching time for us and most of the time we are standing around or doing clerical work, not learning about the clinical elements of medicine

The clinical staff are just that. Clinicians. Although they provide great insight, I feel that they need more guidance in presenting and assigning their material. It is far too frequent that a clinician will assign material that is too much for a student to actually study, or even worse assign it, and then it never shows up on the test so that if you did do it, it was a HUGE waste of time. I also feel that many of them teach things in an unorganized way, or they teach a lecture that they did not even make themselves, so there are
Comments - Academics

discrepancies in the information. I think that they should only teach a couple of lectures per course and leave the core teaching to the teaching staff like Dr. XXXXXX, Dr. XXXXXX, etc.

The clinical staff in the first two years are complete time wasters.

The clinical staff we have does a good job but I would like to see more clinicians teaching us who are specialist in the topic to which they are addressing (for example dermatology is one very obvious weakness). Sometimes I feel like the clinical staff is stretched to thin and are often lecturing in areas they are not particularly strong in.

The clinicians we follow are excellent. However, I often felt and the clinicians also felt that once the school was sure we had a spot, they washed their hands of us. The offered us and the clinicians little academic support. Essentially, we were on our own.

The staff that teaches our Clinical Medicine component always seems disorganized and pieced together. We frequently have ClinMed time that seems like a last minute attempt to put together something educational. For example, last week when we were watching the Well Woman/Prostate videos, Dr. XXXXXX showed us part of a video regarding clinical prostate problems, asked us if it was boring, switched it to a male anatomy video, and then switched over to the Well Woman exam without even a brief mention of the actual prostate exam. This is a frequent occurrence in this course. Additionally, I feel as though our clinical skills component is just glanced over. We were given our equipment but never really taught proper techniques to use it. I have learned more from Rome and my time shadowing physicians about procedural things (such as using my stethoscope) than I have in ClinMed. The ClinMed professors have tried to use things such as "SAM" to teach us breath sounds and heart sounds, but when you have 30 minutes and 45 students to a mannequin it is difficult to get enough, if any, time listening. Lastly, it is frustrating that we have had many courses without clinician lead CILs. Renal, for example, we had several hours of CIL time cancelled because the PhDs did not feel like they could adequately present the clinical side of the material. I appreciate and respect their modesty, but it would be nice if more effort was made to fill in these gaps by the clinicians.

The TCOM faculty and staff are excellent. I know they know their material very thoroughly and are very capable of teaching. If the second year courses could be organized better as I described, the educational experience would be significantly improved.

There are some great clinical staff that are working with TCOM. They balance out the other clinical staff who do not always care to have a student around.

There are some really great physicians that have come and spoken at CILs. Some of the ones in Clin Med are good as well, though there can be different grading requirements on OSCEs by physicians ...
Comments - Academics

There are too many students to one doctor or clinician. Often students resort to studying for other courses rather than wait in line to use something.

There definitely needs to be more clinical faculty available to conduct the CILs during first year. It is an immeasurable learning experience to have clinical faculty teaching us the clinical aspects of what we learn in first year.

They are knowledgeable and answer any questions.

They would be great if we were given a condensed booklet of what material we are supposed to master. Then hearing the clinical perspective from these professors would be valuable. As it stands, we are trying to figure out what we need to focus on and are unable to learn the subtleties that these clinicians are brought in to teach us. Dr. XXXXXX uses this method, and it is very very effective.

Use evaluations to make sure that the clinical staff are meeting the expectations of the students.

We have heard on multiple occasions how the presentation of a certain topic would be greatly enhanced by a clinician, but they "can't get one to come in."

We have not had that many clinicians lecture us. It has mainly been PhDs. For our CILs it would be nice to have integration. To improve, hire more clinicians.

We often do not have enough clinical staff.

Weekly journal articles to keep current and spark interest in innovations, which I think is being done now.

While few faculty are interested in teaching material, the vast majority are more concerned with the irresponsible way in which the university is being run.
Comments - Academics

SHP – PA Studies (n=71)

Evals do not seem to make a difference. Supportive staff is overworked and stretched too thin, and it ends up hurting the students because things are not as organized as they could be.

Everyone seems to be focused on improvement and making sure that the faculty meet our expectations.

I am exceedingly impressed with the efficiency of the PA department staff. They always keep us informed in a timely manner and they ensure that we have all of the information that we need to be where we need to be and be there prepared. Excellent staff.

I think more high quality professors are needed.

Increased organization of some of the powerpoint lectures. The Master's Project requires too much time that could be spent learning more relevant clinical education.

It's very positive in that there is a lot of weight in student evaluations that comes to the decision-making of the university. I truly value the inclusion of student opinions in the improvement of anything that goes on in campus.

More responsiveness to surveys, letting us know how survey information is being implemented when possible

not sure how the course and instructor evaluations are used to improve classes. I feel that numerous suggestions have been made, but little change has actually occurred.

Some courses seem like they would be more convenient as an online course, such as PIMP and Fundamentals of Behavioral Science. More time could then be devoted to more demanding courses.

Teachers need to be more educated in regards to powerpoint usage and formatting.

Also strong accents are a very large barrier to our learning.

The administrative support staff is disorganized. They will inform us that we need to complete paperwork within a few days that they have known we need to do for months. It is very stressful.

The didactic years were great. They listened to our curriculum suggestions and made changes for the following classes. However, when dealing with faculty concerns the program failed to respond in a timely manner (class before us made same complaints about faculty member).

The evaluations are useful to those who use them. I know there are certain faculty that read them and others that don't. I find that there are some serious issues that have
 Comments - Academics

been brought up in the evaluations that were not dealt with. In terms of advising - I think each PA student should be paired with a PA faculty for guidance and counseling throughout their PA school career.

The faculty tests students on things the faculty knows from his/her years of experience not from course objectives. This is not professional or appropriate. PA IPACM 1 course instructors for the Neurology and EENT block need to be held accountable for their teaching inadequacies. These blocks are instructed by a doctor, NOT by a physician assistant. The course and instructor evaluations are not addressed properly because the PA classes have SUCCESSIVELY reported this deficiency in the PA studies program and nothing has been done to address it. Administrative support has not been helpful.

The PA office staff are always on top of things. I feel like I can go to them for anything. The faculty, especially the professors that have been teaching for a long time, need to expand their knowledge base to what is relevant now and become more computer and technology literate.

The PA Program does not regularly review commonly missed test questions after test completion. Many of us take the test & never review them, just pass them & move on. School is about learning, learning from mistakes, putting learning skills into real life practice. Having test reviews I believe would help me improve my individual test scores & possibly the overall schools performance level relative to other med schools. Moreover, I feel that course evaluations are merely paperwork. While sometimes I have comments to make other times I do not. How do I know faculty reviewed/read my course evaluations, they never contacted me, never said "great idea" etc.

The program is too long. Most PA programs are 2 years, and I believe that this program could be 2 years as well and still provide us with an excellent education. Masters project seems to be just busy work and not really applicable to our career.

The quality of teaching could be improved for certain classes. Sometimes it is obvious that teachers are not that enthusiastic about teaching/simply do not care. This is definitely a problem, as it impacts how well we learn the information.

There are a few GREAT instructors in the PA faculty who deserve significant recognition for what they do. But there's been far too much turnover in the department, and so far the new hires have been inadequate. I feel the program was much stronger when I began the program than it is now. Of course, I've been on clinical rotations for the past 12 months so perhaps some positive changes have been made in that time frame of which I am unaware.

There are times when the instructors don't quite know the subject well but these are few. I believe in this economy and technology that most can be accomplished via the internet. I can read and study more effectively on my own that sitting for most of the
Comments - Academics

day listening to people drone on over power points. The administration support appears overworked and can be irritable due to their large work load.

This is hard to answer without being personal to the faculty members that I have an issue with. The issue that stands out the most is classroom organization. I would imagine that most students at UNTHSC are pretty organized and dedicated to their studies, and it is disappointing as a student when the faculty members due not display that same dedication to the course being taught. Classes need to be relevant and organized, otherwise, it is a waste of time for all involved. This does not reflect all our faculty members, we have amazing teachers in the PA program, but I still believe that they could get better, and the one area that could be improved upon is relevancy and organization of the lectures.

This is somewhat inaccurate, most of the curriculum is very relevant, but a few might be restructured: master's project, epidemiology, cultural competency.

Understaffed admin and faculty.

With increasing the size of the PA class for next year, we will for sure have a higher demand for professors as we did this year. I think this puts a lot of pressure on the students as well as professors.

This school has taught me a lot.

Every program will have its difficulties, but have been told that we receive a great education according to rotations preceptor

Everything seems to be meshing well and I feel as though I am retaining a lot of information.

Feel like my time is used to teach me what in pertinent and relevant. Little time wasted. Most of the instructors are current in their knowledge as well, which is really helpful.

I feel like I am being challenged and most importantly I am retaining the information.

I feel like there are far too many changes to the curriculum then necessary. Each year policies change, such as grading, that it is something students have to worry about rather than focusing on their studies

I feel some classes are very pertinent and helpful. The heavy emphasis on research and the large amount of time devoted to writing a masters project I think could be spent better learning the medical sciences. Learning skills the vast majority of us will never use is frustrating. D.O. students don't have to write a masters paper so I'm a bit confused as to why PA students have to. I think a dual track plan for the PA students would be nice. The students that want to be a clinical PA could spend more time on the
Comments - Academics

medical sciences and the PA students that want to do research could take those research classes as electives.

I feel that I have been challenged and am being exposed to pertinent information - I'll know more about the quality of my education once I get to the clinic

I feel that our education was extensive and thorough. I feel very well prepared to start my career.

I feel the PA curriculum has prepared me well to begin rotations. The core PA faculty as a whole are very willing to hear and respond to student concerns and suggestions

I feel there is room for improvement on multiple levels

I feel this because physician assistants are continually complemented on our outstanding performance.

I know that I am being educated by a group of people that have "real world" knowledge and they are focused on tested me on the information that is pertinent to my future clinical success. you can tell that most of the staff that educates us truly cares about us actually learning the material.

I learned a lot from knowledgable staff. But I have no way of knowing whether I have sufficient knowledge base to apply to actual clinical situations yet.

I like the camaraderie that this school exudes compared with other universities I have been. There is a warm feeling and a lot of support from co-students, faculty, and administration that makes it work. Such type of environment is definitely important in contributing to our learning.

I recently participated in the challenge bowl and found our education was at par with the other universities in Texas

I suppose, I am more prepared than I anticipated I would be for clinics and real world, but I do feel that the level of teaching quality is mediocre. There are a few excellent teaching professors, but I am not sure there are enough. The clinic phase was very good experiences and I am happy with most of my rotation sites, having felt i'ce learned a lot.

I think I have been challenged and been encouraged to raise expectataions academically ultimately to be a better professional both in knowldge and skill

Most instructors appear to be truly concerned with the level of student's competence, very few of the student's questions go unanswered, instructors (save a few) have been very approachable.
Comments - Academics

My only improvement which I would offer is work harder at pooling the different classes together. Pharmacology would be better if we had the class, Intro to Disease mirror the concepts covered in Pharm. I realize this takes work, but it should be on the list.

One additional class should be integrated into the PA Program: Lab & Imaging Interpretation. As PAs a major part of our job involves ordering & interpret labs & imaging. While we are exposed to imaging early on (e.g. radiographs) & faculty did a great job, it was interspersed. We had little imaging practice with CTs, PFTs, ABGs & basic lab practice (done in Intro to Pathology). While I have many minor suggestions for PA Program improvement, this suggestion is by far the most important.

Overall, I agree. However, I do not believe that Dr. XXXXXX is adequate for the teaching of our pathology class. We are constantly in the dark with what is expected out of us, and there were many test questions that were not taught until after the test!! The majority of the course is SELF-STUDY, in which we have to basically teach ourselves the material. This is NOT why I am paying $60,000 for my education. We have tried contacting her and telling her our concerns and her reply was that we have to teach ourselves and she is just responsible for reviewing with us. This is unacceptable! Also, professionally, she is constantly late and there are many points in the lecture where she goes off on tangents completely unrelated to the material. These tangents usually include making fun of classmates, joking, or just asking what we did over the weekend. I would love to answer those questions before class or during a break, but there is no reason to spend 15 min. talking about xxxx hair when she was already 15 min. late. Overall, I am satisfied with my OVERALL education, but I am completely not satisfied with Pathology.

Sometimes I feel as if I am not being challenged enough with clinical cases. MORE CILs and small groups with one instructor will help meet this deficit.

The facilities are adequate, and I believe that we are getting a good education that will help a lot in the future.

The PA program is way too disorganized. Faculty and staff don't inform the students of what's going on until the last minute. The students are already under enough stress, and when the faculty is unprepared, it makes it even harder for us. The period of time for clinical rotations is long enough for PA students. Also the PA students were prepared well in the classroom before sending to the clinical rotations.

There has been a lot of faculty turn over during our years here (both PA and DO). Maybe this should prompt some investigation why these faculty members have left, if there are issues with current staff members.

Was able to learn what I felt I needed
Comments - Academics

We could become a Top 10 health science center, if we focus our efforts on the small things. A lot of small changes add up to huge changes. Clean up the hallways, organize your lectures to portray what you want us to learn, and add a cafeteria, and you will achieve your goal. It starts with a faculty that is willing to work at it, that is willing to look at their courses and improve them, that is willing to find the small imperfections and correct them. If you faculty members set the bar high, we students will achieve it.

We practically live at the school a fact that I think the current administration doesn't understand. We in the PA department constantly change class rooms which makes us feel like the school is not really committed to our education. We have 40+ women that on ten minute breaks must use one very small bathroom. The work out facilities at the school are poor at best which is why many students don't bother using it. The food facilities are lacking with no variety and almost no healthy choices. I would think at a medical school we would want to promote good health and this schools administration seems to care very little about our health. This is exhibited by the food and work out facilities. I am very disappointing that many times I end up studying at restaurants and grocery stores due to the far to few study rooms and the use of those few rooms by faculty to teach classes. With the library space so limited I'm also disappointed that often times I find that students studying here are not even students on this campus. Until this administration starts to show some commitment to the students I can not recommend this school to anyone as there are many other schools that can provide a similar education while still providing for the health and well being of their students.

all of the professors that train us in the clinical aspect of our education are highly trained in their area and they care that we uphold the standards that they are delivering to us. excellent clinical staff.

consistantncy in blocks as far as grading, objectives, application. some blocks were very strong and some very weak in organization.

During my time, several professors left. These were professors that taught well and we were used to their teaching style and felt they were an asset to the program. I know there is little anyone can do about professors wanting to leave, but the turn over rate should not be so high. I also did not appreciate the fact that most of them left in the middle of the school year. Is there any plan in motion to prevent this from happening in the future?

Extremely hard working, not enough staff for the PA dept

For the most part, the staff is accessible and well educated. But, there are a few professors I feel have very little to offer in way of a teaching perspective and it's frustrating as students that are eager to learn to have poor teaching.

i feel like the PA program could be more organized and thus communication between staff and students could be smoother. I feel like a lot of the time students dont really know what is going on- especially when entering rotations and this is very frustrating- people are trying to plan their lives.
Comments - Academics

I feel that the DO students don't give us PAs enough credit for what we do so I feel that they should be better educated about PAs, especially since we share a school with them.

I felt a lot of the focus is on policy and educational implementation rather than on the students

I have limited exposure, but so far they exceed my expectations.

I think there are some classes in the curriculum that waste time and take time away from more important classes. These classes could probably meet less or have more self study.

I would like to appreciate a better working environment for the staff. My impression is that the leadership conveys a somewhat toxic atmosphere. We lost a few really excellent instructors, ones that had excellent rapport with the students and that portrayed a genuine concern for our learning and well being.

The energy and effort put forth by the Anatomy dept (fall 2009) was incredible. To get all of our professors to teach with such joy would make every class as inspirational/ motivating as anatomy.

The PA program has some very well informed and prepared staff/lecturers and some that need improvement on higher order thinking.

The PA program staff is great! The Anatomy professors were exceptionally well educated and great at explaining a difficult subject.

The program needs to make changes or ask the students about concerns they made on their rotation evaluations. There were many concerns/problems with rotations that the class before us made, yet those rotations were not removed or fixed. Our class thus ran into the same problems and we too made complaints. Examples: a student was only allowed to perform two PAP smears during one month of OBGYN. a student did family practice half of the time during a surgery rotation. a hand-full of students only
Comments - Academics

experienced nursing home care for their internal medicine rotation. The preceptors should be given a preceptor manual on how to teach and best interact with students to increase learning. Rotations need a lot of improvements.

With the size of classes increasing and the great professors leaving, how are you going to address that?! I think there is a reason why we are loosing our best professors, because you keep increasing the size of the class without having enough faculty. This brings the quality of education and the program down.
Comments - Academics

GSBS – MS, Medical Sciences (n=57)

Classes need to be presented in a manner that will assist with clinical relevance towards medical school.

Dr. XXXXXXX is the head of the medical sciences program, but since she has so many responsibilities at the health science center, it is almost impossible to even schedule a meeting to talk with her! She is not accessible enough to her students, through no fault of her own. Additionally, we have had countless horrible professors this year. It should be REQUIRED that all professors make their own slides- not use someone else's slides from ten years ago. This problem led to ineffective lectures and frustrated students. Many of the tests that we took were too controversial to be effective. If you have to announce, "Pick the BEST answer even though there may be more than one RIGHT answer" before the exam, it's not a good test. Finally, this program is structured in such a way that pop-quizzes do nothing but bring down the students' averages. In the fall, we took several tests a week and it is unreasonable to expect us to keep up with information in every class at all times. The pop-quizzes are a terrible idea and are unfair to the students.

During the summer and the first half of the fall semester I felt that administration was behind us doing well and getting into medical school. As time moved on and students started getting acceptance letters I felt abandoned. Then they had a workshop where they basically said sorry your on your own. I understand that this program requires us to perform but lately I feel like I'm just paying somebody's paycheck and not a part of school. At this point if someone from my undergraduate school asked me if they should apply I would tell them not to come unless they are a 4.0 student and have a good MCAT. Otherwise this program will teach you something but it might also set you back another year.

For the program I am in, Medical Sciences, I only found that professors that taught both medical students and Medical Sciences students to be highly qualified to teach and teach well! Dr. XXXXXXX and the rest of the Anatomy professors are outstanding. Dr. XXXXXXX did a tremendous job for his quarter section in teaching Endocrinology in Physiology for Medical Sciences. However, the rest of the courses I had were not well taught and were difficult to follow. I found self-teaching to be the best method.

GSBS Medical Sciences is the biggest fraud ever. We have professors who can barely speak English and include phrases like "Good LUCKS" on your exam without knowing anything is wrong. The quality of teaching was poor and honestly I wish enough of us will demand our money back. We were used and abused and even threatened by our Dean Dr. XXXXXXX that she would "make exams tougher" if people did not show up. We were always accused of cheating even though they either could not prove any of it or simply turned a blind eye to cheating. If you were the Program Directors or you sucked up enough you got you wanted while some of us asked for recommendation letters countless times and were promised one but never got one. This is the biggest waste of 30 thousand dollars(all in loan money) mind you that I ever made and I WILL NOT RECOMMEND this program to anyone after all the changes that were made to hurt us
Comments - Academics

destroy people's lives. Unfortunately most MED SCI students cannot fully express how they were treated because it they will be blacklisted from TCOM and no one at UNTHSC cares enough to bring us together as a group to air our grievances after the program is over. I am not one of the bitter students because I know that will be your excuse. I am actually one of the students that worked hard enough before they even got here and landed a spot at another medical school.

I have been thoroughly disappointed in the way Dr. XXXXXX has handled this entire program. She talks about Medical Science students to other students that she knows personally. This is incredibly unprofessional!!Before the Focus Meeting on March 25, Dr. XXXXXXX asked Dr. XXXXXX what the meeting was about, to which Dr. XXXXXX replied "oh, this is where all the whiners come to whine." First of all, her personal feelings should NEVER influence how she handles herself professionally. Second of all, when she comes to focus meetings already anticipating us to "whine", then nothing constructive will EVER be accomplished because she already has a pre-determined mindset.At the focus meeting on February 25, more Med Sci students showed up than expected. Instead of staying and listening to all of the constructive things we had to say, XXXXXXX stormed out of the room before the meeting had started, stating that "I can't deal with this right now". This was one of the most childish and unprofessional things I have seen in my life. It is simply inexcusable for someone of administrative authority to act in such a rude and antagonistic manner.In the future, please do not assign Dr. XXXXXX to lectures. Although the man is a great professor, he is just too hard to understand. A course like Physiology is already difficult enough without having to decipher a thick foreign accent.Dr. XXXXXXX is honestly the worst teacher we have had all year. I can understand her borrowing powerpoint material from other professors, but I don't understand how she doesn't proofread the material beforehand. She is terribly unprepared for each class session and frequently second-guesses herself on her own material, which makes us question whether she actually hurts or helps us learn. So far, she has been more of a detriment than a help to my learning. Keep in mind, we are the customers who are paying for a quality education.That being said, our graduate assistants have been EXCELLENT. XXXXXXX, XXXXXXX, and XXXXXXX have been invaluable to the Med Sci students. They have been incredibly helpful and always willing to sacrifice their time to help us learn.I feel that Dr. XXXXXXX and Dr. XXXXXXX deserve praise as well. They are the only professors who have really supported us throughout the entire year. They have given us every tool available to help each of us attain our goals and I feel they deserve to be commended for it.

I understand that this is a relatively new program, and with the amount of growth it is (logistically) much like a very new program. So when there are issues with exam questions or new faculty, I take it with a grain of salt. Problems arise, however, when administrators behave as if there are no problems at all. All year long we've given feedback about instructors which is met with an authoritarian close-mindedness. Rather than approaching these times as growing years with an open mind, Dr. XXXXXXX stubbornly lords over every aspect of the program. She limits the autonomy of new professors (which aren't always effective instructors), so that if a problem arises with any exam (and that's going to be inevitable with any new program/instructor) the
Comments - Academics

instructor is limited in what they can do or adjust based on students’ issues. If I am in
an instructor’s office and argue a point about a question in a way that clearly shows my
depth of understanding about the material and reveals that the question could be
interpreted multiple ways, I shouldn’t be told by a professor that their hands are tied and
I still won’t get credit even though they admit I sufficiently understand the material.
Rather than supervise as a coordinator, she involves herself to the point that our
questions in exam reviews aren't always met with an open mind. I don't agree with the
class’s inappropriate outbursts in response to this, but I understand their sentiment
when concepts aren't sufficiently explained in class and test questions are confirmed as
iron-clad by one person before listening to the feedback by 100 different minds. I've
noticed how much better our classes go when the professor is a faculty member from
the medical school. I think this highlights our issues by pointing out how superior their
instruction is, as well as the fact that Dr. XXXXXX seems to let them run the show.
Granted, their questions are going to be better because they have been criticized by
many other classes of students so that they've been adjusted and only the best remain,
but this is exactly why more of an open mind should be applied to our exams from new
faculty. A couple of our instructors aren't great, but as disappointing as that is I wouldn't
necessarily hold it against the program since it is growing so fast. I do feel a little
resentment when I don't think my grades represent my understanding because nobody
is willing to listen, or those who are willing to listen are limited in their ability to
respond/adjust things appropriately. The negative effects of the attitude I'm trying to
convey are two-fold: they hamper the maturity of the program, and (by issuing grades
that do not necessarily reflect the understanding of its students) can very possible limit
the ability of its graduates to matriculate into medical school, which further limits the
program.

If at all possible have a single instructor for a topic rather than multiple. Utilize the
iClicker and provide more interactive lectures. It's great to encourage lecture
attendance if lecture is going to be engaging and useful. If lecture is 2 hours of
powerpoints being read aloud many students would be better served not attending.

Instructors need to start giving altered make up exams--I think the problems of not doing
so are relevant and need not be stated.

Many of our teachers do not seem to be prepared in terms of creating powerpoints that
are complete at the time they are uploaded to the courses web-site. If a teacher does
not speak English well--that teacher needs to make sure that there are words on the
powerpoint so that we as students have an opportunity to figure out what is being
taught. Otherwise, it is pointless for us to waste study time by attending the lecture. One
teacher in particular does not seem to be prepared to teach the material in the course
being taught. This teacher seemingly did not make the powerpoints and does not know
what is on the powerpoints even up to the time during which the teacher is teaching the
class. It is as if each slide is a mystery, and the teacher figures out what is happening
on the slide as the teacher goes along. This is unacceptable in my eyes.
Comments - Academics

Many of the professors did not seem to be experts in their field of study. At times they struggled to explain simple concepts that they were teaching. This situation reflects either poor preparation for the lectures and topics that they presented or they do not have a mastery of their field. Examinations are less of a test of one's knowledge than a reading comprehension test. On many occasions I found myself more confused by the poor syntax of the question than the depth of information being tested. Professors must dedicate more time to understanding the concepts that they are teaching, this will both improve the quality of their instruction and the quality of their examinations. Many students seemed upset with the structure of the examinations, including multiple errors present in many examinations. No appeals process has been put in place in which students can voice their concerns with the examinations. This created situations in post-exam reviews where both students and professors became overly emotional arguing about these questions. This should never occur in an academic institution, especially in a graduate school. There should be a student advocate present as an independent observer. This individual should not be a part of the medical sciences program to avoid bias. This would allow for a system of checks and balances and prevent professors from abusing their positions to protect their egos.

Med Sci's first semester was too strenuous & as a result, alot of people's GPAs suffered. This program is supposed to help students recover their GPA, not make it worse. The spring semester pretty much ends in mid-April, they could have spread the classes around more to evenly balance the semester instead of 17hrs in the fall and 13 in the spring. The teaching for these courses has been sub par. They just presented way too much material without providing a strong foundation for the basics. It just became so that whoever could memorize the most would get the best grade. Please dont give them multiple tests every week. It's physically draining to never have a day to relax. Evaluations are joke, this is the only one that I've actually sat down and written comments. People do have comments about the classes, but it comes down to time availability, especially in Med Sci... if you want real feedback, hold focus groups with the Med Sci students.

Most of the medsci teachers were severely disorganized, especially in their presentation of material. Also, for those of us that do not bring lap tops to class and like to take traditional notes, we are not catered to. For instance, one small thing that's easily fixed that'd really help is to have all of the slides numbered so that we can correlate our notes with the slides when we go back later and study. Pay better attention to the teacher evaluations and what the professor has actually gotten their PhD in. It doesn't make sense to have a teacher who got their PhD in physiology teach pharmacology for the first time, for example. Read comment 26 for more.

people complain about professor accents in the curriculum, but I disagree. I believe it only enhances our culture perspectives. health sciences if filled with an array of individuals from different backgrounds. so I am actually glad that the evaluations do not have a place to leave written comments because I feel like individuals in my program would use this as an opportunity to write comments about how difficult it is to understand professor's accents.
Quite frankly, I am extremely disappointed in all aspects of academics at the UNTHSC. I had envisioned there would be more teaching assistance and availability. There simply needs to be more personnel. There needs to be more assistance and more concern given in educating the students. I truly did not see the enthusiasm that I would expect at such a high level of education. Also, the course evaluations are bothersome, in that one of our course directors actually is our program director. Thus, how am I supposed to be completely honest, when on the evaluation itself, it states that these individuals have access?

Reorganize the MedSci core curriculum
Assign a different advisor to the MedSci program (Dr XXXXXX would be great)
Please listen to the feedback that we provide during the core meetings and then do your best to act on that feedback

Some administrative assistants have problems with interpersonal skills with students.

Some professors were exceptional (XXXXXX, XXXXXX, XXXX), while others we not good professors. There should be consistancy thoughout our courses in testing style.
Our program needs more direct faculty support. I feel like there is not a direct head of our program fully devoted to us, therefore there was a lot of confusion and lack of support.

The dean of the Medical Sciences program needs to not yeild to winning students and let others get their way because they complain. The administrtation needs to stand by their word and not change their minds because they don't want people complaining. This is a good institution but it is severely deminished by the lack of competent administration.

The evaluations are not a true assesment of what the students think because they know that the course director and some professors can see what they write. Because we sign in to do those evaluations then anything can be traced back to us. We are all on the edge of a brick wall. Some of us walk on our tip toes so we don't step on the wrong person. So the evaluations for the Med Sci program is not very effective.
The LGTs by former Med Scis and other medical students are great. Dr. XXXXXX is a great adviser. Generally, with med sci administrative support, I feel as though I am being herded along with my fellow classmates or barely tolerated. While I know they are effective administrators, I don't feel I can bring them my questions without auditioning for the part of "normal human being." Sometimes too, I think they are too open with students about the weaknesses of other students, which is, in my humble opinion, highly unprofessional.

There are far too many problems that need to be address in the Medical Sciences program. Unfortunately, I have learned that anything our class will attempt to fix will go unnoticed. Subsequently, I will not suggest anything since it will be shuffled under a pile of papers where no one will read them.
Comments - Academics

With the exception of Dr. XXXXXX and Dr. XXXXXX, the teachers in this program were horrible. Our professors were excellent presenters, but horrible teachers. Therefore, the students were left to fend for themselves in terms of learning the material. Not only were their lectures unorganized, but rarely did the tests correlate with the material presented in class. This was evident in the amount of test questions that were thrown out after each exam. In one of the exams, there were over ten questions that either had to be thrown out or credit was given for other answer choices. That is ridiculous. As a result, the students who got the questions correct in the first place ended up being penalized.

Bad professors. Poorly written exams. The program is designed so that students must cram before tests, and therefore do not retain the information.

As a Medical Sciences student, although I felt some of the courses to have not been taught very well, I feel as though it is very close to a medical students' curriculum as I can get without yet being a medical student. I truly believe that this program has helped me better my chances in gaining acceptance into medical school, and to succeed once I am admitted. There should be nothing taken away from the program as it has taught me to study well and work hard at what I need in achieving my dream of becoming a medical student.

As a medical sciences student, I feel like our program this year was very unorganized. It is beyond me to think of how they will be able to manage an additional 50-60 students next year. The second semester had ample help with LGTs which were beneficial, but it would have been advantageous to have those earlier. I feel like the program is full of false promises and that they took on more students than they could handle. Many students in this program unfortunately only have the option of one medical school acceptance which is for TCOM. This leaves a large number of students competing for a limited number of spots. Competition is intense, the lack of organization is frustrating, and the lack of guidance in entering these courses was limited at the start of the Fall semester. I believe the LGTs only started once it was realized that the students were struggling through the curriculum. Unfortunately, at this point it was too late for some students. I would not recommend this program to students to come. I believe the number of students we had this year exceeded what the program could handle. If GSBS is looking to make more money, they need to find alternative ways of doing so, rather than bringing even MORE students into this program with the potential of further jeopardizing their acceptance into a medical school.

I am glad that I came to a program to undergo the type of classes that I have attended at this school. I am very disappointed in the the actual learning/instruction that I have received. Some professors have made so many mistakes and we have had to look up the correct answers. I understand that they are human and it is ok to make a mistake here and there. I think professors need to be instructed on how to teach and undergo teaching classes like a non collegiate teacher has to take. (of Course if this does not already happen).
Comments - Academics

I did learn a lot but I don't feel I got what this program promised to do. I don't feel any closer to getting into medical school. I know I will be successful in medical school but my grades are not fantastic so I don't know if I'll be accepted into TCOM. Administration has stopped communicating and if I do ask questions I feel a hostile attitude. I feel like I'm bothering the people who told me in the beginning I could always come talk to.

I do feel like there's no way medical school could be that bad compared to Med Sci. It's showed me I have stamina. And anatomy has been a very good course for us. the teachers are excellent.

I expected much more this institution. I committed myself to this school, paid a lot of money to be here, and I have not been shown any sort of appreciation for being a part of the UNTHSC. I had other opportunities and I chose the UNTHSC. I thoroughly ask that this be improved, because I am quite tempted to remove my recommendation to others and undergraduate advisors for students who desire to attend this institution in the future.

I feel like I learned a lot this year. However, the overall lack of consistancy was very frustrating. It made it difficult to excel. All professors need to be fully aware of policies and what is expect of these students.

I feel that while some lecturers were ill prepared, while others were excellent teachers who were passionate about teaching and their students. This program taught me to be a better student even if the curriculum did not meet my specific goals.

I feel the med sci's are kind of second string on the education totem pole, while we are all still trying to gain entrance to medical school, most of the instructors we are assigned are those that are not well established teachers, we are the guinea pig classes, I think.

I think in some classes I have learned a lot from teachers and have been able to extend my learning through textbooks and powerpoint teaching materials. In other classes, the teachers have had us buy a textbook that they then mention is not a good text. I don't understand why we buy a book if the teachers tell us not to read them? I am on a strict budget currently working two jobs while in school, and I find that to be very frustrating. Also, some teachers do not have their powerpoints completed when they upload them to the courses web-site. This requires us to focus on making sure we fill them in during class rather than focusing on the lecture and material we are being taught. Additionally, teachers that have difficulty with their English should have words on their powerpoints. If we are told the text is not sufficient and our teacher has difficulty communicating in English, that teacher needs to always have detailed powerpoints with words. Otherwise, it is pointless for me to go to that teacher's class. I am also appalled when we are given a teacher to teach a course that the teacher is not prepared to teach in terms of the teacher's knowledge of the material. This teacher seemingly did not make their own powerpoints and many days did not even look at the powerpoints that were used prior to the lecture to see what material was covered in them. It was as if every slide was a mystery and the teacher in question would figure out what was going on with the slide
Comments - Academics

as it was being taught. This caused us as students to correct the teacher many times over the course leading up to the first test. As the course progressed, this teacher began preparing for the class, but the teacher was still not well versed on the subject matter being taught. I cannot understand why we as graduate students would be given a teacher like this? Are we that low on the totem pole? It is a very serious problem in my eyes. I am paying for this education, and I want to be the best student I can be. That requires this institution to pair us with the best teachers that it can. That, in my opinion, has not been done on many occasions. Thank goodness for Dr. XXXXXXX and Dr. XXXXXXXX. Otherwise, I would say that I have had no teachers that met my expectations.

I think the education itself was very valuable to me, and will make me a much better medical student in the years to come. However, the terrible quality of professors and the unprofessionalism of many faculty/staff has made this year more of a hassle than it needed to be. For future reference, I will not be recommending this program to my friends as long as Dr. XXXXXXX continues to be in charge of it. Thank you and have a nice day.

If this program was longer than one year in length, I would have considered transferring from the school. With the exception of the anatomy course, the medical sciences program is extremely poorly run. I would not recommend it to anyone that I know who is looking to enter medical school. This institution has an obsession with maintaining professionalism in its student population, yet many of the faculty members lack a professional attitude. Activities by UNTHSC staff included frequent answering of phone calls and carrying on conversations (including instances during examinations) and falling asleep during guest lecturers. Why should students be held to a specific code of conduct when the actions of their professors reflects poor professionalism? Such actions are unacceptable in any academic institution. As mentioned earlier, many post exam review sessions became heated. This promoted a feeling of resentment between professors and students. At times professors have threatened to make tests harder because they were criticized for the structure of their questions, in one instance I believe a professor did take this action. One cannot expect to succeed in a threatening environment like the one present in the medical sciences program at UNTHSC. It is my belief that many professors were unable to separate their emotions from their jobs. The severe lack of professionalism by the UNTHSC faculty has caused me to decline applying to medical school here, and has caused others to withdraw their applications from this institution.

My goal for this year was to prepare for med school next year. Some classes were extremely beneficial (anatomy, epidemiology) but the bulk of our curriculum was the core and those classes were organized and taught very poorly. The biochemistry class was the best of the all the classes. Immunology/microbiology was taught well but trying cram two courses into 2.5 weeks of school at the end of a semester is ridiculous. Do you really think we are going to remember any of that material? The other three core classes (molecular cell, physiology, and pharmacology) were poorly taught and structured.
Comments - Academics

Never in my undergraduate experience have I had so many teachers who seemed unprepared for class or were not able to answer a student's question with a definitive and or confident answer. After speaking with medical sciences students from last year, it seems that we have been assigned different teachers for various subjects that in comparison to their descriptions of their teachers and course experience, ours has not be anywhere near par. If a teacher has been given a good evaluation, I don't see the point in assigning a different teacher to that particular course if the previous one was doing a great job. I had a teacher this year who had never taught the course and needless to say she was confused which caused our class to be confused and frustrated with her and this institution. I will be attending medical school next year and I feel like my education for preparing me for next year has been cheated along with the money that I gave to this school. I am displeased with some of the teachers that were provided to us to teach particular courses. The administration needs to be more in tune with the professors and their capabilities before they start assigning them to teach certain courses that they are not well educated in. This will save both our time and their time so that we don't feel like we're here for nothing.

Poor organization and scheduling, exams and quizzes that were scheduled a mere day after a big exam, me having to teach myself classes like Physiology and Pharmacology because the professors were either inept or didn't give a damm about the students. Professors that could not speak English or write their own exams who used test banks that had questions that were eventually thrown out because they were so poorly worded or had nothing to do with what they taught. The only good thing about this place was I learned Anatomy and Ethics because Drs. XXXXXXX, XXXXXXX and XXXXXXX cared. I would FIRE everyone else starting with XXXXXXX and have these people take over Med Sci next year. God Help the next batch of 160 who will get their money taken and abused.

Some courses could have been taught with more of the practical applications in mind, and I know some teachers would say that they did this, but they did not. Giving us the raw material and on the test expecting us to know what happens in the clinical/lab setting is not a good way to teach.

There are problems that I have with some of the professors, but overall, I am not disappointed with my education.

This is program made me feel like an underachiever and a student below the average academic level.

While I feel that I have been prepared to meet some of the demands of medical school, I will probably never know if I can apply my skills. The obvious grade adjustments and political issues that seem to dictate my education have left me without a viable option for the future. I believe the administration has lost sight of the ultimate goal of this program: to get students into medical school. Unfortunately, purposely giving low grades and preventing LGTs to help students understand has shown that this program is not trying to accomplish their initial goal.
Comments - Academics

Assign a new advisor to the program! I am sure that Dr XXXXX has wonderful intentions, but she was almost never available. It is extremely difficult to get an appointment with her.

Better professors!

Dean wouldn't address problems or give advice directly to the students. Instead others would relay the information.

Director of my special program has too much going on. thankfully she has a good assistant.

Dr. XXXXX needs to be more accessible to her students.

Dr. XXXXX should not be the only person running Med Sci. Organize a team of individuals who take a more proactive role in promoting the program and helping students get into medical school. I think we were under the impression that there would be staff that would constantly be working for us, helping us with our applications, and calling the schools to talk up the Med Sci students to increase interest and get us interviews. That was the biggest letdown of the program.

For Med Sci either get people who are competent enough to teach or shut the program down.

I consider our major mentor to be Dr. XXXXX. He has been excellent in giving us support and encouragement throughout the year.

I was not shown the excitement, assistance, kindness, and concern that I expected from such a small institution, at such a level.

Like I stated before, they were supportive in the beginning. Now I feel like discarded, expendable, and a cash cow.

Our mentor not only coordinates our program, but teaches in the medical school, and has other responsibilities within the graduate school--some of these duties need to be stripped so one is more effectively able to execute a single job.

Professors need to be fully aware of our expectations. Consistency is a must.

Put less on her plate. It's nearly impossible to set up a meeting with her. I feel too, that she is exceptionally defensive where there is no need to be. I'm not a hostile person.

Replace Dr. XXXXX with Dr. XXXXX. At least, he cares.
Comments - Academics

The Course Director is too busy to truly guide 100 students. I am glad that another professor was brought on to help out, however because it was a little late I am not sure how much he is utilized.

There needs to be a primary faculty member dedicated to the oversight and administration of the Medical Science program. Having a few different faculty that tend to different parts of the program seems to an inefficient means of facilitating the programing and advising students in what the expectations of the program are.

There was too much drama that was generated by the administration and the class leadership that was essentially picked by the program administrators. Guiltng students into coming to class or treating us like children when one of us has done something wrong is not very professional. Let those who don't come to class or act inappropriately be talked to individually or if it's just a question of attendance let them fail the exam.

Throughout the year I have felt that the MedSci students were being kept in the dark regarding potential matriculation into TCOM. More transparency in the process could have eased a lot anxiety and worry on the part of the students.

We are being advised with the objective of advancing to medical school. I think that an effort should continue to be made to check in with students at every opportunity to find out how they are doing with regard to the interview and acceptance process. The more active the institution is in our learning and our application process towards medical school, the more successful we will have an opportunity to be.
Comments - Academics

GSBS – MS (n=29)

A majority of what I have been exposed to in the core courses have little to no relevance to what I am here to study.

Although I felt all of the faculty were very well educated in their areas, I had difficulty learning due to communication barriers. This is not by any means the professor’s fault; however, impedes on my learning capabilities. I felt I was spending more of my time in certain classes trying to translate than actually studying which is what I am in school to do. I felt there was very low administrative support for students in my program and that there was much negativity. I believe future students in this program would benefit from more positive support. No student should feel their program is the "scum of the school" as I have heard fellow students say.

As a student in the specialized Forensic Genetics program, we would benefit if more of the CORE curriculum could be geared toward our field as well as those traditional research students. Much of the faculty teach only to the traditional research students, without consideration of the variety of students within the courses. If would also be beneficial to the students if we were given more guidance and advisement in general.

Faculty and teaching has been somewhat hit or miss this year.

for us the availability of tutors is difficult. even if available they are from the phd courses which makes some things difficult

I have been taken a back by the lack of planning, preparation, and teaching skills of nearly all the professors that have taught the Medical Science program this last year. I consistently felt that I spent an abundance of time organizing and deciphering power points rather than dedicating my energy to studying the course material. It is the responsibility of the school each professor to create an environment that promotes an efficient exchange information instead a convoluted lecture/course design. Lessons on course design can be learned from how the Anatomy department or Dr. XXXXXXX organize their lecture materials.

In my opinion, the core courses are not being taught at the graduate course level. Most of the information that is presented is the same as what I encountered during my undergraduate courses. Personally, I would prefer to be more challenged. In regards to advising, there are too many different versions, old and new, of the course requirements for my particular degree plan available on the website. It would be less confusing if someone would remove the old and no longer applicable versions of the degree requirements. Thank you.

Need a lot more faculty improvement in grading tests because there are always very low averages.

no suggestions
Comments - Academics

The core curriculum is geared towards medical students and does not focus on the aspects that will benefit me most as a Forensic Genetics student.

The Med Sci program is the most unorganized, poorly run, least managed organization I have ever been apart of. It is the reason I would prefer to go to any other Medical School in the state before coming to TCOM. I understand TCOM is an amazing institution, but I feel that the low quality of teaching, facilitating, and lack of administrative honesty with the students must bleed over, in some degree, to the medical school. How can anything function at a high level when there is a representative program (Med Sci) that is so blatantly broken. I understand that Dr. XXXXXXX works very hard to accomplish her list of responsibilities, but the quality is diluted simply because of the amount. Dr. XXXXXXX, Dr. XXXXXXX, and Med Trials are not good educators. Additionally, though Dr. XXXXXXX lectures better than the average professor we are given, her tests are deplorable. How can a proof-read test need so many multiple answers in order to make it fair? The class average in Physiology was the lowest our class had of any class. How can I have an A average in anatomy and C in physiology. Physiology is simply expounded anatomy. I put no more work into anatomy than I do physiology. In fact, I put more. I have gone to every class. Yet, our average as been chalked up to a lack of attendance? This is the faculties in ability to find to correlation between the professor's responsibility to educate and the success of the students. Though I do not know, I would guess anatomy has the highest class average of all classes for our program. I can also assure you that there is not a single student in this program that would say Dr. XXXXXXX does not do his very best to make sure we know the material. The anatomy department is the only class that has operated at the caliber an institution like this should have.

We've had some problems with teaching quality, but I think that was adequately addressed through the course evaluations.

At this point in my tenure at UNTHSC, I can't say that I am satisfied with the education that I have thus far received. However, i am optimistic that the remainder of my program will be more beneficial.
combining medical science students and CRM students is making our performance go down

I agree because of the energy that I have put into my studies. Also, the exposure I received in Anatomy is invaluable. In addition, I think that the classes chosen for the Med Sci program provided a good foundation for Medical School. An exception to this statement is the Clinical Research Management class that we have been required to take. I acknowledge that it is important that we understand the basic processes and guidelines of Clinical Research, however I contend that it is not important nor necessary for us to memorize the specific federal regulations that govern research. Instead of dedicating an entire class, the necessary information could be communicated over a two week workshop. Secondly, the question should be asked, "Is there another class that could be substituted that would be more beneficial to future physicians"?
Comments - Academics

i am overall satisfied . its good academic environment here

I am self-motivated, so I do well in the lab setting/hands-on tasks. However, I think that there are some major holes in gauging the ability of the student by exams since the grading is not consistent, nor is the focus of the curriculum on one thing (i.e. clinical relevance, concept based, etc.). We are a Health Science Institute, so although I am working in a lab setting, I would still like to know clinical relevance to the situations discussed in the core and be tested on knowing normal versus abnormal situations in vivo. I also think more emphasis should be put on lab techniques and performance rather than solely on exam grades that seem to be detail oriented instead of conceptually based.

I believe the coursework should be more challenging. Unfortunately, the material being presented does not vary much from what I encountered in my undergraduate courses. In my opinion, graduate school should expand on my undergraduate coursework, not repeat the same material.

I feel I should be taking courses that directly relate to my degree. For example: The biostatistics course I took was helpful and I understood it but did not help me when I took population genetics - I felt I was starting all over again. The D-loop region of the mitochondria was practically skipped over in the core courses but this is very important in Forensic Genetics.

I feel like we’re supposed to be raising the standards here... In a core class where there needs to be a 15 point curve at the end of it, more than half the class should not be getting an A...

I go to a very good University and my degree/ course work was difficult enough to be worth the work.

I really dislike the fact that 4 core curriculum courses are to an expertise level. It should be a fundamentals based, and graduate school level approach to these types of classes. It’s not fair that so many of GSBS graduates receives such low grades because of not knowing true expertise on their weakest core class. More emphasis needs to be based on higher level courses and research.

I would love for my core classes to be more specifically geared to my major (forensic genetics). I have done a full year at UNTHSC and have only learned very little in terms of the forensic side of my major. It seems geared toward more research and medical students as oppose to forensic students. I know the forensic genetic program is small but i am sure one of the major professors from the FGEN department can teach this course to a small group of us and give it more of a forensic relevance. I was hoping to specialize some more, and right now it seems like i am getting a general degree like back in undergrad.
Comments - Academics

I would say strongly disagree but the anatomy department educates my class on the material while making it obvious they are there to help us learn. I feel that I was pitched the idea of a great graduate program that would get me into medical school. I was unfortunately misled. This program is designed to find adequate students for TCOM while putting the students in a perpetual purgatory. At the beginning of the year, I delayed submitting my application so that I could attend the application workshops. They were worthless. Additionally, they prevented me from submitting my application early, what could have been a defining factor in my acceptance at another school, but that additionally feeds the idea that UNTHSC is looking for TCOM students, not Med Sci students who will get into medical school. Further, I know that TCOM wants to see our grades as we proceed through this program, but by doing so, you are postponing decision that the students can make about their future. TMDSAS has people matched in February for a reason. Those who are not matched can move on to the next step. If you are wait listed then you are still waiting, but this is a small number of students. Every Med Sci student is "wait-listed" at TCOM right now except for the small number with 3.7 GPA with preliminary acceptances. Overall, I feel the administration is very out of touch with the students. You are dealing with adults who are look probably looking at their second rejection from everything they have ever wanted and dreamed for. There are serious outcomes to your decisions that change the future of these people forever. We deserve a candid, professional and open relationship with our administration. A relationship that facilitates the better interest of the student and their life. Medical school acceptance does not stop at the applicant, it reaches to the applicants wife/husband/fiance/boyfriend/girlfriend, parents and children.

The core covered a lot of material that I was forced to simply memorize for the time and was very displeased about it. However, my mentor and the upper level courses I have taken have built upon my foundation from the core and are more focused toward my discipline. Looking at the big picture I am now satisfied of the way I was/am instructed.

The core curriculum doesn't really apply to my specific field of study so it is sometimes hard to find relevance in all of the details.

The courses that I have taken that are in my actual discipline have been very worthwhile. My specific program has exceeded all of my expectations. However, I feel that in general the academic standards to which students are held to in the GSBS is lower than what I would expect from a masters program.

Dr. Xxxxxxxx is obviously overwhelmed by her current responsibilities. Despite her best intentions she was not able to make the time available that is necessary for 100 students attempting to get into medical school.

More options for summer classes.

The PMI graduate school may need some revisions on coursework.
Comments - Academics

We have one advisor for a 100 students. How is that supposed to work when she is maxed out on obligations? More faculty advisors should be made available to the MedSci students.
Comments - Academics

GSBS – PhD (n=54)

Honestly, this is a tough one. Hire a consultant. A survey only gives one an insight into the quality of the above. Am sure some students will go with whatever quality, some will suck it up, or take it in stride.

I think there should be more specific information to individual courses (e.g. allow faculty to add fields to the course evaluations), rather than a one-size-fits-all evaluation for all courses.

I think there should be stricter admissions policies at least for the GSBS. Many students are entering without basic knowledge. Then reviewing this material slows down other students.

Some of the professors do not have enthusiasm toward what they are teaching. I feel that they are being forced to be there and would rather be elsewhere.

Some of the professors that teach the GSBS core courses aren't even qualified to teach dogs how to do tricks. They might be knowledgeable in their field, but when it comes to teaching what they know it seems like they have no clear idea of what people should know, and no clear way to making sure the students understand it. I don't go to class to have someone stand and read from a powerpoint word for word. I can do that at home.

Student should be able to evaluate mentors in a similar manner to course evaluation. Often students cannot go to their mentors with problems.

Students joining focused PhD program after completing Masters should be allowed to skip core courses requirements...esp which are not relevant to their interest area...Its a year of waste at its best. Sorry!

Teachers, especially within the CORE should write new exams every year. There should never be an assumption that incoming students have access to old exams (this only condones the laziness for certain faculty members to write the same questions over again). Individual departments should be aware of how the professors are organizing their courseloads, and make sure the meet a certain level of quality.

The course material (core classes), is way too much and the time given to study before a test is very less. Instead of learning and understanding the basics, the students are in panic about the test. Not good for graduate education!!

the curriculum covered in classes is too fast sometimes and students who have no knowledge of subject are not able tp have pace with it. it should be made easier that way.

The mentoring ability should also be evaluated.
Comments - Academics

There are a few courses that could be improved. I know 6310 (Grant Writing) has been a large topic of concern, however, it really needs to be improved. The problem comes from a lot of angles but one major problem is that faculty are taking on the job as committee to students and serve on their grant writing committee, however, they seem to just be taking on the job to add it to their CV and don't actually have the time or want to provide the time to provide support and guidance to students. I know this is not only my opinion but a very large majority of the student body feels the same way.

There are some course that we are required to take which I don't find necessary. Such as Seminar in current topics and Scientific Communications. I also sense attitude from some of the faculty such as XXXXXX, every time I come into the office she is always filled with a bad attitude. I did not ask her to apply to this position, if she is not happy then she should quit. She does not provide a friendly environment to the GSBS students.

There is no administrative support, the main office always loses our paperwork.

We need more courses or rather well-structured courses. Courses like biostatistics, grant writing classes and scientific communication need a major revamp. They are not well structured and a lot of classes in these courses is just not needed.

As a graduate student, I think I've been guided ok in terms of techniques but not satisfactory in terms of developing my independency as a scientist.

because the environment, the faculty and the students around make it a good place to be at, and it gives me satisfaction.

For a small school, it's already very good. Thank you. I wish we could have more choices for lunch.

Great mentors and faculty

I am being lead in the right direction toward higher learning and believe that my department's staff wish the best for me.

I am extremely disappointed in the PhD program. I would have expected more assistance towards finding an adviser. The lab rotation is a start in finding an adviser and joining a faculty, but it is a pathetic attempt to achieving the goal. After taking a lab rotation, and selecting the adviser you would like to work under, you have to be later told that the place is full and only one spot was available. UNTHSC should have a bimonthly update on ALL spaces that are available and under which lecturer. This way students like myself do not need to spend time looking for advisers. If there is a list, we can selectively go to those advisers. At the moment it is like a "double glazed window sales person" that is knocking on all the doors trying to sale a window.

I am getting what I had dreamed about my education.
Comments - Academics

I believe that I am being taught the most current scientific knowledge and techniques available.

I believe that my education is acceptable, but feel that I could have received a better education elsewhere.

I believe that there are a lot of good things going on with my education, but there are also a lot of areas with room for improvement.

I feel I am ready to attain a position as a professional. I have a considerable knowledge of biomedical science after 5 years at this institution and have improved my problem solving and problem forming skills.

I feel the core curriculum is under-utilized; too much emphasis on too much, would feel like I had a more solid foundation if it were more focused on a smaller group of basic topics. I believe the scientific communications course is an excellent requirement for all students and believe my department courses have been very productive.

I fell like I can compete with most of the graduates in my field, and that my education at UNTHSC can spring board me to the post-doctoral level. However, the majority of this is because of my major professor and my willingness to work hard. I am proud to be a graduate from our school and I hope that it continues to grow.

I felt overall the core curriculum while far from perfect in its structure and format for some of the courses, did give me a strong base in the areas which will be most applicable to me during my time here.

I have been here for a semester, so far it has been good.

I just feel like this school could do a lot better. It just seems like the aim is mediocrity.

I'm satisfied with most professor, however some aren't very receptive to students.

It's not a great education, but it's an education. It just feels like the TCOM and Med Sci students are the favorites of this institution and that the GSBS is a pet project that no one takes seriously. Students are having a hard time with funding and yet the campus spends how much money on touch screens that no one cares about?

My degree says the same thing as other people's degree, yet due to the differences between individual departments, the amount of work each student does in oral exams and grant writing, aside from research, is so disparate that I feel my degree, taking considerably more work, is meaningless next to a student from another department who did less work, yet has the EXACT SAME WORDS ON THEIR DIPLOMA.
Comments - Academics

Need some more tougher ways to evaluate student instead of just essay type examinations

The courses need to be structured very well, to allow the students to grasp the material, so that they can use the knowledge in research. It should not be burden to them!!

V satisfied with the school overall. Has potential to excel more. :-)

We do not have enough student-student and student-faculty interaction outside class. The faculty say its an open-door policy whereas most faculty is not approachable. We need to create more informal stages where there can be more interaction amongst students and faculty discussing their research/science.

As a first year student there is not much choice in which classes there are to take. I will say that if it is going to be called a core curriculum certain classes should not be optional for students in different majors. Either we all take all of the core classes or we should all be able to pick and chose which classes we would like to take, the school needs to pick a side of this argument.

availability of classes..... what classes???

Communication skills are very important for the major professor, so that the students are not inhibited to talk to them.

CORE is ridiculous in it's setup, not conducive to conceptualization of information for Qualifying exam

Courses such as scientific communications should be open to more senior students. I was not able to enroll due to too many registered students, only to find out that it was because there were no spots reserved for the students who had ALREADY registered for the class the previous year before, but were turned away because the class was cancelled...

For individual research we, students, are evaluated as satisfactory or not by the end of semester. However, I think this course also need some degree of evaluation for mentor as well to facilitate responsibility of major professor to guide students into their research.

If there were more advanced classes available, it would enhance our understanding of our field. The addition of new advanced courses would also give us the ability to learn more about what interests us in our field of study.

Increase the number of advanced courses in all departments, which would be appropriate for students in other disciplines. I don't believe it's a good idea to use the Core as the only basis for interdisciplinary learning.

It is satisfying and good.
Comments - Academics

It really depends on your mentor as to the quality of guidance. Some professors are amazing while others are just the opposite.

It would be helpful to have more advanced classes for the microbiology students, particularly with regard to microbiology. We have several immunology professors (which all are great), but no actual microbiologists on staff. The students could really benefit from seeing their project from a microbiological perspective, too.

Mentors should be subject to evaluations by the students in their labs just like course evaluations.

Obviously not everyone has the same mentor/pi. I wish this survey could be updated for gsbs students. My mentor was excellent but this poor survey question will not accurately indicate how good one’s mentor/pi is... But my personal mentor should be cloned and made mentor for all gsbs students.

Okay, I am going to suggest something very important here. Please, please, and please. Lets have every professor especially those with Labs and are performing research to have a LAB WEBSITE. It is very important. Just looking up a faculty information through "Search For Faculty" is not enough. Every Professor with a lab, should have a lab website. This is very important, not only does it give an insight, it helps in identifying those research areas a professor is involved in (It should provide additional information, including the lab members and staff. I cannot emphasize how important this is).

Read the previous response. No adviser was assigned when I joined the program and now 4 months into the program I am still adviser less. I have approached several advisers only to be told that they have no space, and to try another person. So how many advisers doors is a student supposed to knock at before he/she finds and adviser.Mentor? Please do let us know where we are to find one of those too. Am we supposed to knock on doors for that too?

The computerized registration system is very hard to navigate, and when a class requires an authorization code the instructor should have that code available.

there is a great need for a course in bioinformatics

There should be some courses may be elective, related to chemistry such as use analytical instrumentation e.g Mass Spectroscopy, Fluorescence spectroscopy and use of such analytical techniques in the health science research.
Comments - Academics

SHP – MPH (n=91)

A curriculum plan should be in place for those that start in the spring.

classes being held more often (particularly departmental classes and electives) Community Health needs a sequence of courses set in place for their required departmental classes. Professors often expect you to have knowledge that you have not yet acquired because you might not have taken another required class yet.

Course scheduling may work for those that have full time jobs but there should be more options to allow for people that don't want to take 3 classes in one day.

Courses need to take into consideration those who work- it is very difficult to be expected to be in class twice a week at 11 am. Night classes or weekend classes would be very great- With the schedule it seems like the school is excluding professional students. Three courses had the same final project (program planning, public health interventions, and research methods). Would be nice to have a more diverse experience. Please consider offering a grant writing course/workshop.

Don't keep packing people in classes. I don't know if the SPH plans to keep expanding, but I don't like being in my larger classes.

find higher qualified teachers to teach. professors need to determine what is more important passing exams or being able to write a well researched, well written paper (i.e. this semester for my three courses i have midterms & final exams, plus a 12-15pg paper. on top of all this they assign other assignments), it is challenging to accomplish all this to a students satisfaction - something has to give and it's the quality of the work, in all respects.

For "Community Assessment" the course is moving very slowly, lectures are somewhat unstructured and always end very early.

For course evaluation, need more space for typing comments. It's currently too short.

From Prof. Xxxxxx to Prof. Xxxxxx you have quite a range in approach

have an equal balance between theory and clinical practice

I am a SPH student with a concentration in community health. THERE ARE NOT ENOUGH REQUIRED CORE AND COURSES BEING OFFERED IN THE EVENING. I only need two more required courses to graduate(public health interventions and research methods/evaluation). In the past theses courses have only been offered in the day or not at all! I work full time and it is EXTREMELY difficult for me to take day classes. I would like to graduate by 2011, so please start balancing the courses between day and evening. I feel like this school does not accomodate students who work full time.
Comments - Academics

I feel more confused about my curriculum plan and have no idea if I should do a thesis or comprehensive exam.

I have never seen any changes come from course evaluations. I know there are a few classes where evaluations have been very poor for many semesters, and nothing is changed. Our faculty are aware of the problems, but continue on without change.

I have not taken a comprehensive examination, but it is a good idea that option is available. We should make it possible to have classroom scheduled permanently for the various classes.

I have not taken the Comp Exam but when I hear people talking about it (Professors also) it doesn't seem put together and seems like they are always second guessing what will be on it. The availability of classes is very poor. If you are working or a parent it is hard to get the degree finished in a reasonable amount of time. Also the schedules for the classes is always released late, I am not able to plan a semester ahead of time.

I know with a small faculty, teaching many courses is not much of an option. However, as a graduate student, I wanted more variety in my education and hoping to get it out of certain classes (which I will no longer be able to take because the availability is so spread out). With the limited availability, it appears that we are in cohorts because there is no room for variability. This is not the graduate experience I was seeking.

I love Dr. XXXXXX, my advisor. She is so helpful and is always willing to provide guidance. Class schedules need improvement. I was planning on taking a course this summer but it was not offered - why are classes posted in the catalog as being offered a certain semester and they're not? The summer and fall schedules came out extremely late (very close to the start of classes). Why aren't the schedules planned more in advance??

I think online courses have a great deal of potential, but having biostatistics as an online course is problematic because the technology does not seem to allow the instructor to demonstrate how to work problems while online. Please save online courses for lecture only courses. Math-based courses are better taught face-to-face. Many of the instructors are very good, others need to work up more enthusiasm for teaching.

I think program planning should be offered first semester b/c it is a foundational course that will explain why the other courses we take such as research methods & community assessment are important. There are some faculty that don't maybe are brilliant & have great experience but that doesn't translate to effective teaching - when we express our concerns we feel like they go unacknowledge. The comprehensive exam is somewhat a mystery - students should be prepared for that from day 1 - each course instructor should provide info concerning this exam. Some of us were really uneasy about the fact that 4 out of the 5 students that took it last semester had problems. The guidance they give us is inadequate - we were provided a sheet telling us what classes & books it
Comments - Academics

would cover - well we already what classes b/c we took the classes & we are aware of what our core classes are. Please provide students with some tips on how to study!

Improved teaching methods and higher expectations. Too much reliance on textbook, powerpoint, etc. Would be nice to get away from the powerpoint lectures taken straight from the textbook. More reading of literature and discussion that is more applicable to our careers in public health practice and/or research. More organization and communication regarding comprehensive exam - format, what is to be expected, etc. Little information was given to students who wanted to study in advance and exam format was changed at the last minute. The quality of test questions suffered due to the rush to alter the format (poorly worded questions, typos, etc.)

In Biostat, Dr. XXXXXXX and Dr. XXXXXXX are the best teacher. Try to give more courses to them.

It has been very disheartening to see the lack of effort placed on improving the MPH program in the department of Social and Behavioral Sciences. It appears the addition of new programs has been the focus rather than improving current ones. In the two and a half years that I have been a student, there has been the addition of an MHA program, a DrPH program, and a PhD program, and faculty brought in to promote each of these programs. I believe that the administration has been given plenty of feedback regarding to SABS department but it appears little is being done to improve it. I suggest more attention be paid to the MPH program to ensure it is a high quality degree.

It's really hard to honestly grade your professor or course when they know your hand writing or it seems like your response does not matter. There needs to be an anonymous way to submit your course evaluations and you also need to be able to make opinions and the faculty should have to answer how they would improve on the negatives that they received.

More application base testing opportunities to match that manner in which they choose to test. More clarity with regard to the essay question.

more availablr classes

More classes need to be offered at night. For my Statistics course that takes place at night, all of the tutoring sessions are held during the afternoon. This makes it very difficult to get the help I need, and the help other students are receiving, when I am a working student.

More revision or other preparation classes for Comprehensive Exam.

Not all professors should be teaching at this level. There are some very good teachers though. There needs to be more hands on and real life applicable content in the courses. It is difficult graduate within the guidelines with the desired coursework without some of the classes being offered both semesters.
Comments - Academics

Offer more classes and require a certain number of night classes be taught each semester. There are no night classes offered anymore and grad students have jobs.

Often times I feel like I'm advising myself. There needs to be greater networking form the school especially SPH on helping students such as myself find overseas practicums and help in making connections and after practicum and professional experience finding real jobs.

Online classes please, we just have 2 since the last year

please do not have epi classes online. the class is too conceptual

Please increase online classes, it saves time, its more accessible, less man-hours spent on driving to the class.

Professor should provide much more research exposure!

professors ramble on for 3 hours and don't teach reality and how the subject applies to the real world. most students want to take their learned knowledge and apply it to the workforce. professors teach in theory and of no help. I had theory as an undergrad and was hoping to learn something in Grad School and to use my MBA - not just say that I have one!

Sequence of classes and availability of classes needs some serious consideration. Although it is understood that the Epidemiology Dept. is short staffed, there are enough professors to allow for CORE and REQUIRED courses be offered more than once a year. Some professors within the Epidemiology Dept. seem more preoccupied with doing research and managing the Center for Biohealth rather than teaching. Without students there would be no need for the professors and no funding for the SPH. Course evaluation from students for professors are not taken seriously. This conclusion is do to the continual problems and issues seen by her students from the teaching of Intro. to SAS and Survey Methodology. Continuous dissatisfaction with her teaching and erratic course structure seems to be continually dismissed by the Chair and other faculty.

Some students have noted that they are discouraged from completing a thesis due to time constraints and due to lack of support from professors. Professors do not have enough time to provide the appropriate mentorship students need if everyone chose to do a thesis and there are not appropriate classes/support for students to develop their own thesis proposal. As a suggestion, in classes where students do proposal development (public health interventions and planning/evaluation), they could be asked to write a proposal, do background research/literature review, and find a real organization (or research potential organizations) for whom they could write up their proposal based on their research interests. This would create more support for students within existing classroom structure and create an environment that supports
Comments - Academics

the possibility of doing a thesis if students choose to go that route. If not, they would still gain experience fol. The content of the 3 year course matrix should not be changed after students have submitted their degree plans. I had to substitute an important class which I would have preferred to take. I ended up buying the course textbook for the class I would have taken in order to make sure I knew the information I needed for that class. Some courses are very helpful in providing practical, real life experience (for example in community assessment, I worked with an organization in the community to complete a needs assessment) or theoretical/statistical tools that will be necessary for me to use in the future. Others, however, are mainly textbook based - in other words I could read the textbook and not come in to the lecture if attendance was not required. Also, the importance of some core courses do not make sense until later courses. For example, the importance of theory (one of the first classes)did not make sense until I took the interventions class and program planning. It may make sense to reorganize the sequence of those classes, or emphasize the application of theory in the core theory class.

Students would benefit academically if courses were standardized in a particular order. I took classes randomly. In some cases, I had no idea what the instructor was talking about because I needed another class.

The availability of classes meets expectations mostly for full-time students. For part-time, class availability is still below expectations.

The course evaluations should be able to be filled out once grades have been posted. While this may lead to some additional complaints on the evaluations, I think that the additional information gained from students who are able to evaluate the entire course as a whole, including the way it was graded, would be useful.

The professors in the EOHS department are not teachers... they are researchers. Dr. XXXXXXX was the only professor that actually cared about the students learning in his classes.

The quality of teaching varies far too much. Either the teachers are excellent or else they seem completely disinterested in teaching. I know research is growing focus at the school, but so should the education those professors provide. Every professor doesn't have to be an excellent teacher, but where's the middle ground?

the school has a long way to go in hiring experienced lecturers who not only prepare students for the active world but also go the extra mile in providing all round education. the quality of education is still way below what should be offered.most students are graduating wondering what they are supposed to be doing with their graduate degree.what exactly they learnt or skills acquired.

The thesis track needs to be more transparent and should be over two semesters.

Tired of not having classroom assignments at the beginning of the semester!
Comments - Academics

We definitely need more policy faculty. Sometimes I think the course aren't different enough, and I learn the same information over and over. The faculty should be encouraged to use more blackboard-type teaching tools.

We had problems initially for class allocation at the beginning of the semester. This could be better assigned.

While I believe the comprehensive exam was a fair measure of my knowledge, I think all the last minute changes & secrecy surrounding the format of the exam was unnecessary and stressful.

Why not give students to professors for mentors. It would give them to different perspectives when they have questions.

Would like to have a mentor familiar with my degree program (dual MPH/MSN) to answer my questions during advisement/orientation. However, they do find the answers and follow up with me, which I appreciate.

All my classes provide the expected information that would prepare me for my professional workplace.

Although the rigour of the program needs to be improved, I am happy with the experiences I have been able to gain both in the classroom and with the volunteer/research opportunities that are available through the health science center outside of the classroom.

Better advising - I feel like my advisers do not advise me well enough or guide me well enough. More global networks especially related to internships/practicums/professional experience. There needs to be more emphasis also on global health opportunities besides just local and around Texas or Fort Worth/Dallas area.

From my experience thus far and from second hand accounts from students that have been here longer than I have, I feel a bit apathetic toward the School of Public Health. Don't get me wrong, I feel that I can clearly gaining knowledge about the field that I am going in to but there seems to be a major disconnect between the various disciplines, the main SPH office, and the Center for Public Health Practice. I feel that of the disciplines, SABS/Community Health gets placed on the back burner in comparison to other departments.

I agree because I've worked hard to make sure I leave with a quality education. For the most part, my professors were not concerned about it, so I took the initiative to do it myself. I found opportunities to learn and I found the people willing to mentor me and teach me.
Comments - Academics

I am a little over half way through and I can see some of the important benefits of looking at theory in the areas I already am working. Epidemiology requirement is one while difficult, I appreciate the value it adds to my degree.

I am comfortable with the institution

I am impressed with the school's level of reputation, and providing a Tuesday Interlude that brings in prominent guests, as well as career fairs.

I am not sure if what I am learning is beneficial or satisfactory to me in the future because I have yet to have my practicum experience. I feel that will tell if I have missed any information.

I believe I've learned the fundamentals of public health and what skills we ought to be prepared with, however I am not confident that I will be able to perform these skills on my own without guidance. I don't believe that the faculty has prepared students to take and pass the comprehensive exam and the CPH exam. Would I recommend this school to another, NO.

I believe UNT has done a great job of obtaining faculty that are passionate about public health in the social and behavioral field. I cannot speak for any of the other divisions but community health is stellar.

I feel like I am getting what I paid for, and I like the results my funds yield.

I feel like I'm learning and overall, the professors are good

I feel prepared for the job market with the skills I obtained from SPH. However, I wish my statistical analysis of real life situation is not as strong as I think is necessary.

I feel that I have learned a great deal, but I don't think that UNTHSC has the kind of reputation that will open up a lot of doors for me outside the DFW area.

I feel the School of Public Health has given me the knowledge, skills and tools necessary to implement programs in the community. There are times when I felt like a guinea pig, but unfortunately an organization that is trying to grow and improve has to try things out to determine if it will work or not. My hope is that the school will continue to build upon its successes and failures. I will be proud to say that I am a UNTHSC alum!

I have learned alto since 2007 and I am able to use what I have learned and am learning everyday with my current job.

I think this was a wonderful opportunity to find my niche. I am very confident that my passion for Public Health will catapult me further and the knowledge that I have acquired will help in my professional work. My only concern is if my degree from this
Comments - Academics

institution will be considered credible considering the lack of respect of some of the student that are matriculating through the program.

I wanted to write a thesis and could not find anyone who would commit to helping me when I was having trouble pinpointing my thesis topic. I was encouraged to take the comprehensive exam so that I "could finish faster." I expect more out of a graduate school. The comprehensive exam experience was disappointing. There was obviously a lack of organization, the format changed at the last minute, typos and poorly written questions, etc. I wanted to start studying for the exam last fall, but when I asked for a copy of the study guide, I was denied. I was told I would only get it in the semester in which I was taking the exam. I felt I was being punished for wanting to be well-prepared and study in advance.

I'm only taking 2 classes this semester (this is my first semester) and compared to my undergraduate experience, the level of the curriculum is just not that impressive. I am happy with one of my classes (Environmental Health) because the material is presented in a way which is stimulating, but Community Assessment leaves a lot to be desired.

In my experience here, the professors are very intelligent and know the subject matter extensively. My experience at UTA was never as good as it is here. I love UNT HSC.

It initially overwhelmed me at the start of the semester. But I adjusted to the work load and information with time. I am happy I'm here!

It is very obvious this is a young program (evidenced by: poorly organized schedules/curriculum, inconsistent academics, lack of recognition even in the Fort Worth community, poor enforcement of cheating policy). But, the professors here are great and I've really enjoyed getting to know them and their research interests.

Most professors are well qualify to teach in their various discipline.

Most Professors have left me feeling that I have learned. A few fall through the cracks but overall I'm VERY happy with the staff here at UNT HSC in the MPH program.

Mostly I feel that my professors have given me great instruction. Being someone who had been out of school for many years, and working in a field not at all applicable to my current program, I have been able to catch up quickly with the curriculum during my first semester, and exceed in my current classes by building on the knowledge I gain each semester.

online epidemiology. too much homework, not enough time to understand the material

People at this school are capable professionals in their field, but sometimes I feel that educating students comes second to that. The answer to this is not to add more students.
Comments - Academics

XXXXXX is the worst professor I have ever had and I continue to hear the same from all students who have taken courses from him. He emails materials for class the night before - most times into the late, late hours (11pm or so and class is 8:30am the next day). If he is going to be so ill-prepared, let him print his material for all and hand it out. XXXXXXX also lectures for 3 hours straight and it is so boring. He at least does attempt to bring outside, real world experience into lectures but he has unrealistic expectations about the amount of work that can be done by students during one semester. Not all of us take just his class.

Staff and campus is definitely dedicated to fostering learning. Professors are passionate about material and genuinely concerned about students academic progress and learning.

Teachers obviously love what they're teaching and it shows. Though sometimes I wish the teachers would coordinate on their subject material because it seems to overlap sometimes and this causes some conflicting information.

The community health dept just doesn't seem as up to par as other departments. For it to be the size it is you'd expect more attention & organization. Thanks though to those individuals who really do work hard to make sure students are satisfied & gaining everything they need.

The experience is once-in-a-lifetime and my peers and most professors are amazing. I just hoped for more interesting classes.

The faculty had a lot of offer and I learned a lot in the classroom- however, holding a job within the field was extremely meaningful to my education because I was able to take classroom experience to the real world and the real world to the classroom. I would really recommend starting an executive MPH program!

The open cheating by many of the students just pisses me off. Also, I feel my education was uneven due to quality of teaching.

The professors are always willing to help.

The quality is good, but there are not enough core and required courses being offered in the evening.

The standard and quality of education was well below what I expected. I feel that the course should be more practical. send us out to do evaluations and needs assessments. let us do co-op works that we get credit for. theory is only good for so long.

There needs to be better technology access, more real world classwork, and better curriculum options.
Comments - Academics

Unfortunately due to the inadequate quality of current faculty, specifically for the SABS core courses, lack of organization I experienced during the comprehensive exam, lack of attention paid to the MPH program, and lack of job prospects as I reach graduation, I do not feel that I could recommend UNTHSC or an MPH degree to anyone interested in the field.

UNT HSC trained me into a professional. People are very friendly and welcoming. When the environment is good learning becomes easy for students. The only change I want to suggest is in the SPH and on campus experience related to what we are taught.

UNT HSC has given me a great opportunity to further my education on a part time basis, with enough support as a non-traditional, culturally diverse student as myself.

Very limited opportunities, mostly for international students. Campus doesn't provide enough opportunities to grow, very limited.

Please provide recommendations for any additional improvements related to Academics in the School of Public Health. (n=31)

Academic advising needs to be less formal- the student needs to be given more autonomy in planning and making discussion regarding their coursework. This was a very negative experience in that I was advised not to do a thesis and I wanted to do a thesis. Due to the difference of opinions there was no support in planning/preparing for a thesis. I am very grateful to other faculty for their support although they are not responsible for academic experience.

Better advising More global networks especially related to internships/practicums/professional experience More real job opportunities and announcements especially in public health and social science research

Clinical Epidemiology and Infection Control. Could be considered as a new course for Epidemiology

Experienced professors not people right out of graduate school who are clearly reading out of the same textbooks that they recommend for classwork. We need people who are practicing not just academic bookworms.

Get professors that can and care about teaching! Tired of classes taught by phds that only care about their research.

hire real professors that have been in the real world and know how the courses apply to what is going on in the business world today. also, express to them that it is not the quantity of homework that they assign, rather the quality. Lecturing for 3 hours does not one good. Guest speakers, field trips, etc. to grasp the concept of the course and see how you can apply it to your work, job and life. Very poor professors.
Comments - Academics

I believe exams should be given in core classes which we will have a comprehensive exam cover. I do not think elective classes should have exams if papers and out of class field assignments are going to be required.

I don't really have an idea.

I know sequence makes sense but with the courses being alternated every other year, it is hard to maintain that balance. Faculty have been here for years at a time and get the opportunity to teach and see courses play out. For a student going through a two-year program, they miss out on valuable academic exposure. I know faculty is tough to find, much less a compatible professor. But just a reminder that passion and knowledge do not always get along. Just because they know a certain subject does not mean they can teach it, much less plant a passion in students to further this subject/field.

I wish that for a couple of my classes the people in charge of making the curriculum plan had set down and assessed the tools I would need and gain in each class and set of the plan accordingly. I feel that I struggled far more in the class as an incoming student than the seasoned students who were also in the class because they had the necessary knowledge to better complete the tasks.

I would like more professors to try and involve students in research Integration of HOT among all classes

It is very frustrating that some students do not take the classes seriously and feel that it is ok to blatantly cheat on tests and assignments. This makes it difficult for those who are putting in 100% of the efforts into their education.

It will be good to have practicum opportunities in more international nations or agencies. More class availability for non traditional students (dual degree, full time workers, etc.)

More elective courses should be made available for spring and fall. Summer offers a lot of good courses, so it is difficult for students to select.

Need increased evening or night class options to accomodate the needs of part-time students returning to seek an advanced degree. Most often, these students have job commitments during the day that preclude them from easily attending all of the day activities. Would also appreciate true Internet available classes - not classes where the course description listed the class as an Internet class, yet you as a student have to attend 50% of the classes on campus.

Our classes need to have more application. Most of us are going to work after our MPH, not do research. For the most part our degree is not preparing us to enter the workforce.

Please try to involve SPH students in faculty research projects. All the universities have and provide ample opportunities for students to actually learn through practice. Only lectures never help at Master level studies.
Comments - Academics

provide more tutor sessions

Some professors are knowledgeable in their area of expertise, but they are not good teachers. I think more attention needs to be paid to this.

The availability of courses was difficult to fit into my schedule. I have a full time professional job where I can't leave during working hours to go to class. It took me 6 years to complete this program because I could only take 3 to 6 hours at a time.

The cheating is getting out of control. I truly hope an inquiry and emphasis will be placed on this in the future. I hate how this makes my degree seem less worthy.

The difficulty of the courses should be a little more balanced out. Last semester, I spent more time on one course (Survey Methodology) than I did on my other courses combined, and more than I had spent on all four of my courses in the previous semester. In addition, even with the amount of work I was putting in, I wasn't sure if my grade would reflect my efforts. I know that grades aren't everything, but they are the only way someone outside of the school (such as an internship or scholarship reviewer) can objectively evaluate what I gained from the course. Courses that require that much effort and time should not be the same number of credit hours as other courses.

The online Biostat was not as expected (interaction). Maybe this was not a good course to be done online, via blackboard and wimba.

The practicum requirement seems a bit redundant for students who are currently employed in the public health field. Has there been a consideration to drop the requirement for those who are currently working in the field? It may be difficult to find a project that does not have any relationship to one's job.

The rigor of courses varies greatly depending on the professor. For example, Biostatistics I with XXXXXX was very easy (but, fun), compared with Biostatistics II with XXXXXXX, which is challenging (but, reasonable).

the sequenceing of courses in the recommended plan I find not conducive to getting the most out of a class, i don't believe research methods ought to be in the first semester, students haven't even begun to read public health journal articles or have an understanding of interventions. if this course was towards the end of sequence, i belive better work would be accomplished.

Their does not appear to be high quality faculty in the Social and Behavioral department that teach the core courses for the MPH degree program with the exception of Dr. XXXXXXX. I would encourage the university to recruit some faculty with teaching skills as well as research skills.
Comments - Academics

There are certain classes that should be taken before others but when you register for the classes there is not way of knowing. If the school truly prefers for some classes to be pre-reqs they need to adequately have it outlined on website.

There are times when students are required to work in groups and in certain instances, good students are taken advantage of by their classmates and there are some professors that try to help the students to get along or grade the group differently and there are other professors that just seem to let the injustice happen. I don't think it's fair that some students are getting a "free ride" and obtaining PhDs and Master's Degrees that they do not deserve. So, I recommend an improvement in this area.

There should be more online courses

Train professors on how to effectively advice and assist students. Create an on-boarding program for new professors so that they may have the tools need to successfully guide students through their programs.

Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health. (n= 24)

Advertise and encourage both faculty and staff to become more involved with (speaking, lecturing, research presentations) at state level public health associations (Texas Public Health Association, Texas Environmental Health Association)

Better advising More global networks especially related to internships/practicums/professional experience
dont have any yet
each student should have a mentor

enjoyed working at the Tarrant County Health Department. would recommend it to any DO/MPH student.

Help ALL students find practicums because it is very stressful when you can't identify one. They say they help students but really only a select few "favorites" get assistance and that is disheartening.

Help finding placements suited for the students.

Hire better professors! Stop the cheating during exams! Printers that work in library are needed!

I haven't taken the comprehensive examination yet, nor have I received any communication about it. I'm assuming that I will be able to take it this semester.
Comments - Academics

I would appreciate it if book requirements were posted sooner since we don't have a campus library. I prefer to have my books before the first day of class.

Improve thesis program. Create standard operating procedures for the thesis process because some professors are not very knowledgeable about it.

Include input from students and faculty from each field of study. Expand the office so it isn't just two people managing it.

Increase options for those students who are part-time - night and weekend activities.

It think it might be a beneficial for the website to be better maintained and to provide students with more guidance with regard to finding sites to compliment the educational experience. Fort Worth has a wealth of what appears to be untapped resources that students could really benefit from.

It would be helpful if there were specific email contacts available for students to access, rather than weblinks to the organization. If someone wanted to intern at Cook Children's, a link to the org is not helpful because the org is too big. Having up-to-date contacts available will make it easier for a student to find a site (and also relieve some stress from administration!) Last semester there were too many students who felt the practice experience was disorganized and their questions went unanswered. It is not helpful to be told to read the manual when the manual doesn't answer your question. more hands on oppurtunities. advisors that advise and keep in touch.

Need more advance notice of what will be covered in the Comprehensive Exam with a study guide that is more inclusive than just a book list.

No matter the circumstances, the comprehensive exam will be a stressful event. I feel that the department of Social and Behavioral Sciences did a particularly poor job of minimizing the stress felt by students. There seemed to be a level of secrecy around the exam that felt unnecessary. From what I heard from students in other departments, they knew the format of their exam months in advance. Additionally I think the study guide was created before the decision was made to have a multiple choice exam therefore the study guide was not a good predictor of what would be asked of us. I am not a firm believer that graduate levels students should be given a study guide, we are graduate students after all, but if one is given out, it should be reflective of the material on the exam.

Please consider offering meetings/guest speakers at different times of the day/week. I rarely can attend the Student SPH 1st Tuesday of the month meetings as I have to travel back to the Dallas area.

Should be wide variety of field site.
Comments - Academics

should have more job and research opportunities for sph students,.right now the only time they have experience is during practicum,.no jobs available no research experience could have been gained,.not all students have private vehicles to go in the community,.all services should be improved

The comprehensive exam experience was traumatic. There was no direction from anyone. No expectations. Last minute updates and changes.

We need more affiliations with clinical research organizations in and around Dallas.

What is been done to make public Health more recognized as a profession. For example what place have we in the newly passed national Health Reform.

You need to take a serious look at who is teaching your classes. if you want research funding fine, but dont make the students suffer.
Comments - Academics

SPH – MHA (n=5)

fix it

XXXXXX should not teach!

I would suggest a more progressive teaching style that involves writing papers, group work and people working in the field

more variety in the classes

Offer the same classes during the Fall and Spring Semester. More specifically, it would be nice to offer (MHA) Capstone during both the Fall and Spring Semesters.

Please provide recommendations for any additional improvements related to Academics in the School of Public Health. (n=3)

fix it

increased vigilance to reduce cheating

training the professors on how to properly teach and challenge the students.

Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health. (n=1)

fix it
Comments - Academics

SPH – DrPH/PhD (n=22)

A policy professor needs to be hired in the HMAP department. I had one faculty member teach over 50% of my courses when I went through the program. That is unacceptable. Graduate school is to introduce a student to new ways of thinking and that mission is not accomplished when primarily exposed to one individual. However, I am thankful that there was, at least, an instructor so the course could be offered and I could maintain progress towards my degree. I hope, though, for future policy students, more than one professor is available to teach and guide policy students.

Classes that are taught by multiple instructors need to be evaluated immediately following the instructors lecture. It is hard to recall likes and dislikes and provide constructive criticism for 3 or more professors because you start confusing who did what. Also I wish more classes were taught in a seminar format and not a lecture format. We need more practical experiences and not just theory and hypothetical applications.

help--I need guidance. Some courses on my degree plan are no longer offered and my academic advisor is not helping me.

I am disappointed in the number of available courses as well as scheduling of courses. There are far too few electives and they are often times only available every other year and only during the summer. This limits a student's opportunity to have a curriculum plan that meets their individual academic and future career objectives.

I feel that the class sizes are a little large for the DrPH program and would prefer more classes exclusive to only doctoral students. I also wish that more doctoral SABS classes were offered during the fall and Spring semesters and not just during the summer.

Keep the Indians in class from cheating! They speak and mumble in their own language and they cheat. Nobody speaks their dialects, so they get away with it!

Make courses more available so people aren't behind a year when they have to drop a course!!!

more guidance from major professor

My advisor has missed meetings scheduled, does not appear to be interested in making sure that I have the best opportunities to succeed. I would not consider her a mentor. I have had to find advising support outside of this university to ensure that I am headed in the right direction with regards to career advancement. It is very disheartening.

My only issue with the instruction is that I have had some classes that let our early on a regular basis or did not meet at each scheduled time. I enjoy learning and am not in a
Comments - Academics

hurry to leave each class. I don't appreciate it when the other students pressure the instructors and the instructor gives in and lets class out up to an hour early.

online courses for the seminar classes (1 or 2 hr classes) would be great. also, recording classes for download would be a great option for students who work and struggle with class times.

Provide a more instruction by adjunct faculty that actually hold public health positions within the community - we're doctoral students in a practice-based program, but there is little instruction to reflect that

Quality of teaching greatly varies, and even though course evaluations provide a tool to evaluate the instructors, I doubt they are being adequately reviewed by department chairs to assess their staff. Schedule is not being made available until a few weeks before the next semester, and for scheduling purposes, I would appreciate if course schedules are posted to the web at least 5 weeks prior to the start of the semester.

Required meeting with advisor 1X/semester

Revamp the whole curriculum. As a DrPH student, don't see why we are subjected to human resources, or finance courses as REQUIRED. Also for people who are interested in applied field of public health there are too many theories being taught and less application.

Sequence and availability of courses is inadequate. Three and four year rotations of classes is a moral issue and blatantly exposes a lack of faculty manpower to cover courses adequately; which is also the sources of a lack of funding/research opportunities for students.

The classes are staggered in such a way that there is limited options for those who enter in the spring semester. I was fortunate enough to enter and have been able to waive some classes from my undergraduate experience. but the degree program was well designed to equip me with some of the skills necessary to take on tasks that I might be asked of.

The classes offered to doctoral students is not conducive to students who are also employed full-time. Is is best to have classes arranged where those of us who leave early from work can do so later in the day, so as not to miss too many work hours. For example, scheduling classes back to back from the 2:30pm timeslot rather than having two classes back to back beginning in the morning.

There are a sufficient number of students who have an interest in international health. There is a need for classes in this field.

There is a need of a wider variety of classes and schedules that are that are created for students and not for the professors' convenience.
Comments - Academics

Very little info comes out, the DrPH program, seems to develop day-to-day. Understand it's a new program, but at least try to communicate something to the students. And please stop with the pat answer of "It was e-mailed to you, why don't you read your e-mails". What takes so long in making decisions, I understand its important for as much feedback as possible, but there comes a time when some one finally stands up and says, here's the final outcome.

Wow, where do I start. I am a working professional who actually APPLIES what I learn, but it is exceedingly more and more difficult to get classes in the late afternoon and evening hours. This summer, there are no core classes for me to take and will have to take electives that I don't really want to take. There has to be a more concerted effort to have classes late and back to back so that our commutes and work time are more compatible. Wow, many of the classes I have taken are where the profs read from the Powerpoint. These are better off being distance learning or internet classes. I have pretty much had to "mentor" myself (through my MPH as well)...my "advisor" that I had prior to the one I have now was not interested in me AT ALL. I am in a better place now, but I think that many of the professors need to stop being so ego-centric and start caring about us as students and peers.

Please provide recommendations for any additional improvements related to Academics in the School of Public Health. (n=11)

Entirely too much emphasis placed upon examination. We will never be asked to take an exam as a professional. Engaging in actual needs assessments, evaluations, and program development/ administration is what we should be doing. Our courses should reflect these areas.

I wish there were more student opportunities to engage in research both within the institution and with external community organizations, providing opportunity to practice skills learned in the class room.

I would like to see more opportunities for student involvement, engagement and research within the school of public health.

Improve communication to students, more real face time between administration and students. And not "come because there will be pizza" not everyone enjoys pizza.

More varied instruction and in class practice and projects would be welcomed especially during the 3 hour class period we have.

Need more scholarship opportunities

perhaps encourage both the comprehensive exam and thesis for students at the masters level. More projects. The practicum is nice, but at least for the biostatistics students, the availability of publicly available data allows for personal research to be
Comments - Academics

carried out, from my experience this research has increased my knowledge of statistics, as well as forced me to communicate with other public health professionals, which is not something they teach you in classes, but that you gain in the field.

Recruit DrPH teachers for the DrPH program..

Some of the group projects that are done in classes are repeatative. I don't like repeating a project. For example, the "recreating" of a study is done in nearly every class. Make us apply a theory to a real life application or something.

SPH needs to hire more faculty. The number and background of the existing faculty is a little disappointing. However, I am very satisfied with the existing faculty. SPH should hire more practitioners to give students a working professional's perspective rather than relying solely on faculty whose primary focus is research and theory.

Please provide recommendations for any additional improvements related to the Culminating Experience in the School of Public Health. (n=4)

I need guidance in preparing my dissertation and forming a committee.

More application projects. If there was a way to integrate the different schools so that they collaborated, it would benefit both sides. data can be analyzed and that way both physicians and analysts cooperate and help each others careers. Too often have I run across people with ego problems thinking that their contribution to medicine is the Superior path, they do not see the value in other disciplines, which may be either their own personal view, or being imparted on them by their professors. Statisticians need practice as consultants, and basic scientists are busy working with new studies, why not have a more open collaboration of disciplines. Even within the same school I have noticed an air of arrogance around certain disciplines over other disciplines. BUt of course no one will admit to arrogance, so the only solution I can suggest is combined courses, where they are taught by two professors, for instance between the epidemiology and statistics departments, if the epidemiology department is focused more on study design, but not necessarily on analysis, why not combine them into a consulting type of class, more collaboration is my emphasis. It is unreal to expect a recently graduated student to be able to function in a collaborative manner with little to no experience.

More sites

Need a career service and should get more partnership with the industry.
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. While a respondent’s comments may spanned a variety of topics within a particular section, for the purposes of this report these comments have been divided and categorized by topic. 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 (n=112)**

3rd and 4th year department needs more staff and Dr. XXXXXX is not a good director, shes a good secretary

A few UNT PA Program catalogs should be printed & available for reading.

Administrative staff is so friendly and helpful.

As a commuter student, I do not use most of these services directly since I am only on campus for classes.

As I addressed earlier, CAP is not in the business of helping students if they are purposely preventing LGTs and, furthermore, threatening our class leaders with "unprofessional reports."

Better awareness of services offered

Build a student union where all of these services would be located.

Can we get our schedule for next year around early spring as we are trying to plan our breaks/trips with family next year/during this summer?

CAP - tutors are not available at any time; appointments must be made. Also when performing review's for final exam, there is not point in a review if you're not knowledgable about the specific teacher's teaching style. Student Affairs - for a school that boasts to be the most diverse of the SPHs, there are few organized events that celebrate cultural activities, events, holidays, etc. Maybe the black student organization is to blame but I do not feel that the university is as celebratory and embracing of diversity as they should be, especially for incoming students who are not from the are. For example, UNC-SPH has an informational packet pre-prepared (http://www.sph.unc.edu/images/stories/diversity/documents/sph-area-info_final.pdf) detailing diverse events around the university which I think REALLY helps in the transition phase for minority students. Linking minorities with mentors as well to help with the transition I think is a good idea. I suppose I feel so strongly because I have had a difficult time with the transition to Ft. Worth where I feel cultural and diverse events are lacking.
Comments – Student Services and Programs

CAP - you cannot just get help if you want it because resources are limited. You have to be academically in trouble for it to be easy access. Health - There is always a long hold to make an appointment.

CAP does not provide as much help as I thought they would

CAP doesn't do anything. I went to them for help once, and was told to "study more." No kidding. During orientation, we heard all about how they had these tools to help you figure out your learning style and all that stuff, but they seem like they won't use any of it. So, waste of time to go there.

CAP had a biostats final question session that started after our final ended.

CAP has very few hours for exam reviews and very often these hours are scheduled during our class or PTR time.

CAP is doing their job, but I feel that we need more qualified advisors like Dr. XXXXXX to answer our questions/concerns about anything related to course work and if we need time off. I feel that we need more resources, and to know that they are approachable (as opposed to having our class officers address our concerns with them.)

CAP is dumb.

CAP is too difficult to work with. I should not take a multi-step reservation process and appointment to review a past test.

CAP is very ineffective. I had high expectations for CAP when they gave their presentations during orientation, but through my workings with them I have been severely disappointed. It seems that they feel like they can just give you a pamphlet about studying instead of helping to get tutoring to solve the problem. It’s hard to listen to someone talk to you about studying in medical school when they have not been to medical school.

CAP isn't student friendly most times not to mention some of the people they hire are very incompetent. if you are hiring someone as a tutor, make sure their grades show they are proficient to tutor in that subject.

CAP never helped me out when I asked for it in the past--they only help you if you fail.

CAP office is worthless. They have tried to restrict some large group tutorials from our program. There was one instance where they stated no tutors were available. Luckily for us, our class rep was able to personally ask one the tutors and found that the tutor was AVAILABLE and happy to provide the review. What a worthless office CAP is! Students were able to more effectively handle their duties. There are also times when we large group tutorials set up my CAP with tutors that not anywhere closed to being qualified.
Comments – Student Services and Programs

Just a waste of time. I have no doubt in my mind that the leadership in CAP needs to re-evaluated.

CAP openly supports upper classman giving others quiz and exam questions. Not exactly what I consider "tutoring." Student Development has made operating student organizations much more complex than need be. And honestly, orgsync is a waste of time and money.

CAP should do a better job of informing 2nd years in advance of LGT assignments. There have been multiple times this year that our tutor did not give a helpful presentation because they found out the day of that they were giving the presentation. There should be healthier food on campus.

CAP was my lifesaver in Biostats and Epi! Thank you!

CAP was pretty helpful after a while I think, if you are receptive to what they have to say. There is only so much they can do though. Overall? This school is trash.

CAP were helpful for a certain portion when trying to locate a tutor. More assistance is needed for students who are P/T.

Cap, please allow for students to get tutoring if they have a valid excuse for not being able to make it to a LGT. This hinders their learning not helping it. Tutors should be prepared. Follow up on meetings would help.

Career fairs should be geared towards employers who are hiring. Because the UNTHSC is affiliated with UNT, it may be helpful for students to be able to access their career fairs and particularly their job listings (employers who hire UNTHSC students - or, UNTHSC could create similar listings). Panel discussions and meeting people working in the field has been helpful.

Catalog timeline and curriculum list are out of order.

Could we get a better looking website for our grades and financial aid/tuition information and easier access to them?

Dont let students fall through any cracks academically. Catch people early on and build/plan for their success the moment problems arise.

Dr. XXXXXX is a true advocate of the students. Also, XXXXXX seems to be making that office more credible and reliable.

First off, staff needs to b trained on who the true customer is - not the boss. This will correct many problems
Comments – Student Services and Programs

For international students it would be good to have personal tutor or some type of club who can share or help with communication skills. And also for all graduate students, it will be good to have class specifically helping writing thesis or manuscript. It could be personal tutor type or class as well.

get students more involved in their activities

Have a better streamlined system. Improve your online appearance.

Having more access to past exams would be helpful in assessing what we learned and how we are applying the information.

Health promotions - I don't really feel like I have heard from this part of UNTHSC

Health promotions does not really exist on campus unless it is through other organizations bringing in speakers.

Health promotions has had great events. I work at the office of student development, so I may be a little biased, but I think that office has put on some great events this year.

Health Promotions might start up a Weight Watcher's program and see who's interested.

Honestly, if you don't need them, you really don't utilize them. The few times I did, they seemed helpful.

I do wish the schedule would be posted earlier, as my job requires early notification

I don't have much contact with these people. I just talk to my advisor. I don't know what these people do.

I don't know much about the Health Promotions area on campus. Maybe they could do more to get student involvement and let us know they are there.

I feel like sometimes course matrix are slow to be released and classes are not always offered when they are supposed to be offered. It is hard to comprehend why we are two weeks away from ending the spring semester and registration for summer courses has not opened yet and we don't know what will be offered and when for the fall.

I feel like the Registrar's office has missed opportunities to have good customer service and have left me very frustrated at times. CAP needs to eliminate the red tape that you must go through to receive tutoring. It definitely discourages use.

I feel that CAP does a good job in reaching out to students, but could be a bit more comprehensive in the services offered. For example, it would be nice to have educational testing offered through the school for students who might benefit from these
Comments – Student Services and Programs

services. CAP does have a list of providers, but they do not know much about the process or have any idea what providers would be best. It's just a list and you have to call and make your own arrangements. It would be nice if CAP could develop a relationship with a few of the providers and were familiar with the process/providers.

I feel that most programs are directed towards TCOM. I know they are the largest part of this school, but SPH should still have programming available. As for career services, the only services I'm aware of are for TCOM. If services are available for SPH, then our students would love to know about them because I know we are all having problems finding jobs.

I find the UNTHSC online catalog difficult to use and counter-intuitive. The semester codes don't make sense.

I have no opinion on this any more

I have requested transcripts about 4 times and twice they have given me or sent to a scholarship committee an envelope with my name on the outside and someone else’s transcript on the inside. That is unacceptable.

I think 30 minutes is not enough time to review some exams in the CAP appointments, and I think attendance at the post exam reviews should be recorded. That way if a student needs more then 30 minutes to review their exam in the CAP office then they should be allowed a little more time if they attended post exam review.

I think advisors should help in direction of career services and aid you in right direction in securing proper employment opportunites as well as practicum and professional experience while in school. So for instance adviser should aid student in securing employment while a student geared toward their interet so by the time student graduates will have real world experience and be more emplyable and competitive.

I would like to have the academic calendar available for a full 12 months in advance (e.g. fall dates available at the start of the spring semester) - it would just make planning life around one's education easier.

I would like to see Career Services become more involved in the School of Public health.

I would recommend people working in these department learn and understand the importance of such things as submitting ERAS applications and Match day. Taking an entire week of vacation during and leading up to these important times is not only frustrating but also severe to create hostility towards the departments.

In terms of the catalog, the University website is very hard to navigate to find what you need. It's easier to google search a few key words to get to the desired page than to navigate from the University homepage.
Comments – Student Services and Programs

It will be good to see how the Student Development Office integrates it's services for students in the coming years. Orientation week was long and I hope they are able to condense that to what’s needed through online modules that students complete.

It's amazing how hard it is to get adequate help from CAP. Funding for tutorial services is poor. UTSW weeds you out on the front end and then does everything they can to keep you. TCOM is a constant weed out.

I've emailed XXXXXX a few times asking for MPH career info. She responds with enthusiasm, but hasn't actually sent me anything, or directed me to any resources/info.

make sure that the career services folk are more cautious in the things they send out - a peer advising spreadsheet was emailed out that contained the entire 2010 match list - including those who did not match!. Additionally, a rather important email containing information about the dean's letter application was sent out in an email that had absolutely nothing about the dean's letter in the subject line. These kinds of things are unacceptable, in my opinion.

Making tutoring available at night would be a huge help to part-time students who work during the day.

Maybe the registrar could have online requests for transcripts instead of having to go in person or fax.

More conversations with the students between classes throughout the year to make the student body more aware of these services as emails can become tiresome to read.

more on campus jobs for international students

more promotions

more scholarship and opportunities

most of these I have no opinion of

My sole frustration from this list lies with the Clinical Education office. Last year, they stopped sending paperwork for fourth year rotations (so the students do it themselves). However, they still seem very disorganized. Examples: I received four e-mails regarding them needing confirmation for a rotation that was already approved. They also have a policy that rotation paperwork has to be submitted 2 months before the start date. This is maybe understandable for electives, but for a PCP that was scheduled from an already approved list of preceptors?

need more staffs for CAP, our student body are expanding, but there are only 2-3 CAP staff for all of the students
Comments – Student Services and Programs

No one seems truly helpful except the CAP office. I often feel as if, outside the
classroom, the school is working against me. I don't feel I truly have allies in my
education here.

no sports facilities for students....only a tennis court and a few ping pong tables...i would
like to see more sport facilities so that we can play and refresh ourselves....

not sure what the category would be, but the student life office staff could do better with
organizing meetings and being productive. it seems that they ask us to do activities that
are not beneficial or efficient. they also are slow on gettting say funds to the clubs.

Not too client centered: perhaps the volume of the request makes it too difficult to check
in with students who've asked for help

online catalog extremely hard to navigate

Please provide more programs for stress reduction during lunch hours.

please see Q25

Provide Students with more information about the services above.

Registrar lady wasn't very friendly.

See previous statement about the need for advisors

signing up process for courses should be made easier, catalog can be improved

Stop charging for transcripts.

Student development has done a poor job keep the pool table stocked with pool sticks.
We questioned we got a reply that providing pool sticks was to expensive.

Student Development: I feel that

The CAP does not provide quality time with tutors. They would schedule large group
tutoring during the class or after the exams. They need to be more attuned to the needs
of students when it comes to tutors.

The CAP office does not provide assistance for PA students. Additionally, the PA
studies program does not communicate very well with the CAP offices. Students have
to waste the course instructors time to evaluate their performance. In my opinion the
communication between the PA studies program and CAP office needs to be structured
more effectively to help students learn and perform well on exams.
Comments – Student Services and Programs

the CAP office has the most helpful people that work there. they are great

The CAP program does not adequately meet the needs of the students. Instead of encouraging us to do better in our studies, they give us all the same advice: read the material beforehand, and look over it again and again. Students already know to do these things and these generic advices do not help us in our classes. I have heard this same story from many people and have had a personal experience with them as well. After a meeting with CAP, I left the room feeling more depressed and discouraged about myself and the path that I chose. Ironically, I did not take their advice and did better in my studies. Not everyone learns the same and we should not all be receiving the exact same advice as the next person. I think that the staff should try to understand where each individual student is coming from and that they should give us concrete advice - like getting a tutor for a particular class.

The Career Services and CAP departments cannot offer relevant services to graduate students, therefore we do not use them. The main problem with student development is Dr. XXXXXX. He does not listen to students complaints or suggestions, but rather, bullies them into keeping their mouths shut. He is not and will not be a champion of the students like Dr. XXXXXX. Students do not like him.

The catalog needs more description.

The FAC needs to include more space for students and better equipment. The office of student life needs to make sure that they do a better job of having up-to-date records of student financials. I do not understand how we have two dedicated staff members to push through purchases and ensure that ledgers are balanced and yet they still come across as many mistakes as they do. Because fo the mistakes in this department, students have to waste their time cleaning up the mistakes of paid employees.

The first time I went to CAP (voluntarily), I wanted advice on how to best approach studying in medical school. They gave me vague answers, asked about my learning style, but never really addressed how to use my learning style as a strength. It was the last time, I went to CAP for learning advice.

The Health Promotions services could be more evident on campus by promoting various activities and better health with regards to eating habits. Also, UNTHSC needs a proper gym ASAP.

The office of clinical education should send us a PDF file that is our proof of immunizations just like they do with our letter of good standing. As it is, we have to go to the student health clinic to get it filled out every time we apply for a rotation.

The PA job opportunities website is invaluable.

The programs to orient students to the campus are great. I enjoy events that involve my particular school and others in my program instead of campus wide events.
Comments – Student Services and Programs

The registrar has been very helpful to solve some of my problems when I was unable to register online. My emails were promptly answered.

The registration service is awful. It is slow (always loading), difficult to find courses by browsing through it, and sometimes even difficult to find the correct section (ie. lab rotations)

The school does not do enough to help international students get adjusted into their new environment.

The student affairs career services were very helpful to me personally since I had a special circumstance and visited them often. However, I have heard from several of my classmates that their experience was the opposite. I think there needs to be more direction in advising people about where to apply for residency and their application strategy. I received this and did my own research, but many of my classmates didn't. Maybe this is due to the turn over of staff and changing of positions at that time.

The tutors for CAP vary widely in quality and I don't like attending sessions where the tutor spends the time stating he "will look that up".

There are no pool cues available and we were told to get our own.

This school has the ability to turn out great doctors, but it seems as if the administration and staff is determined to make that as difficult as possible. The clinical education department is a prime example of redundancy, inefficiency, and rules that don't make any sense and are imposed on TCOM students putting us at a disadvantage. The greatest example was setting up 4th year rotations, a 4 week turn around time to get a stamp of approval! THEN, after all the good slots for semester one are gone, they throw it back at us and tell us to do it ourselves. I mean, somebody should have been fired for that alone.

UNTHSC Catalog exists?

UNTHSC catalog should be available to students much more in advance. Perhaps the University should plan for multiple year sequences and not just each year. The unpredictability of course offerings and timing make it difficult for working professionals to plan accordingly.

Until last few months, students affairs and ISS didn't even expose to students very well. Specifically speaking xxxxxxxxx is doing excellent job.

We need a more organized wellness program on campus

We need advisors/guidance for seniors during the application process. I had to find advising from UT Southwestern.
Comments – Student Services and Programs

We need more on campus interviewing for fresh graduates for recruitment.

Why isn't there a paper catalog? And why are classes schedules not posted at least one semester in advance? I think it is ridiculous that I was unable to plan for summer school until April when classes start in May.

With CAP-when one fails a test, emailing them a week later is not effective in getting help. A lot of student feel that when they do fail, the tutors are already reserved, which is not the case. It isn't until CAP emails do they realize this though. With Student Development, whether it’s their rules or the school's, it makes it very difficult for organizations to be independent. Especially when she shopping for supplies.
Comments – Student Services and Programs

Financial Aid (n=103)

A couple more SPH scholarships for students

Almost no scholarships available and it's very difficult on the website to find student loan information. However, the staff in the financial aid office is great and very helpful and responsive.

As an out-of-state, single, white, middle-class female who is paying for all of her education on her own, it is nearly impossible to get a scholarship from the University to get in-state tuition. It would be nice to have more scholarships available to the PAs!! Financial Aid Office has been helpful with tuition and GradPLUS loan information and repayment options.

By the time I had been accepted into the program I couldn't apply for any scholarships.

Clarity on what work study is and how to apply. Easier scholarship access, it was difficult to search for scholarship because it kept asking for a code.

Did not get a chance to work with any of these departments.

Don't know.

Ever since the ball was dropped a few years back for Title 7? funding for disadvantaged students (due to a missed deadline!), and no one was held accountable for it in the department, I lost all faith in the financial aid department and their capability of working in our best interest.

Every semester there is some sort of a problem.

Every year there is a problem in the fin aid office. I don't know how, but they always find something to mess up. (I exclude Student financials in this)

Everything is way too complicated.

Extraordinary people who are very enthusiastic about helping students.

financial aid used to be above expectations. now it just "meets." megan is the only one on this campus that knows which way is up and actually has a clue about anything, and was the BEST financial aid person EVER. andy is also great at what he does. also, why are there ONLY ever scholarships for people that have a financially depraved? why is there nothing for people with merit alone that still had to work for that? 9/10 scholarships they send out are need-based. i'm not going to waste my time bc i didn't live in a box on the street my whole life even though my parents were not wealthy.

fix it and show me the money!
Comments – Student Services and Programs

For international students, there are very less scholarships available.

Funding for students is very limited and it seems like most scholarships are for DO students and not SPH students.

Get more financial aid representatives or ensure that the ones that are there are physically in their office. I have gone to the financial aid office on several occasions and found that there is only one rep in/available for the day.

Give the students more money. :)

graduate assistantship's are not comparable to the pay doctoral students make at other institutions, paying tuition fees on top of that is an additional burden to doctoral students. Atleast, students with predoctoral grants needs to get raise and be exempt for paying tuition fees and health insurances.

Hire more people. xxxxx is AMAZING, but she can't do everything!

hope there will be more scholarships for international students:) thanks

I am extremely upset with the decision to delay financial aid in the middle of a term. The warning on this decision was not enough (less than one month) and did not give us time to alter our budgets accordingly. The emergency loan option has not been explicit as to exactly when and how much we will be afforded at that time. This is unacceptable management.

I cannot access my first year of Financial Aid on my student page. I should be able to access all years. I cannot find repayment options ANYWHERE for Etta Newby loans, and even the woman who did PA Fin Aid presentation for upcoming grads did not address it in her presentation.

I have been fortunate enough to receive a few scholarships during my time at this campus but in the grand scheme of things I will graduate with north of $160,000 in loans. I understand that alumni giving is lower than what other medical schools may experience but is increasing. I hope that there will be a larger endowed scholarship fund for students in the future.

I shouldn't have to bounce between four people to find an answer to a question about my scholarships. Student financials, payroll, and financial aid need more crossovers in what the individual people can do. My main complaint: Why, after living in this state for a year or more, do I suddenly have to pay three to four times more per semester due to an out of state classification? What's the point of that? I have a stipend that waives the out of state fee for up to two years, and then when I lose that funding I have to pay more? How does this make sense? "Hey here's some money but we're gonna make things cheap while we're paying the bill, oh ok now you don't get any funding, and by
the way it costs more to attend the school." I don't get it? Also, this school's stipend isn't even comparable to any other institution's. Almost all other graduate schools pay tuition when you're on a stipend, but here your stipend pays out tuition, so you aren't really getting $20,770 either (and you lose another 1.2k to taxes).

I submitted my FAFSA as early as I could to be able to get a chance at more scholarships but when I asked the Financials Office I was told that they simply download the all FAFSAs at the last minute and apply loans to everyone who needs them since we are more or less guaranteed the loan money. They need to do their job and get us some money. With only 190 students (and some not even seeking scholarships) they should be able to do a person-by-person analysis and advisement. At my undergraduate institution which was ranked number 3 in Texas we had thousands of students and the Financials staff took the time to actually do their job and help the students pay for their education.

I think fellowships and grants should be available for PhD students!!!!!

I think that more scholarships are needed at this school. Also, when I was accepted into the program and went to talk to the financial aid office, the individual who spoke with me was not helpful at all. I had to call a loan provider, who offered much more support and help than the person here at UNTHSC.

I'm glad I don't have loans because I know the office would screw that up as well.

Improve access to information

It is a small school so not many scholarships are available. There may be nothing that can be done, but I would still like to see more scholarships.

It would be extremely helpful if this department would keep correct information with the loan departments so I didn't have to spend an entire day each year calling to tell them that I am still enrolled in school.

It would be nice if there were more scholarships available to students who are not a minority.

It would be nice to have more scholarships for 1st year students. Also, having 1 or 2 for white kids who don't have wealthy benefactors would be great, since most of the scholarships require you to be a minority to get one.

It would be nice to retain faculty members in the department of financial aid. I think I had 3 different different people to deal with over my 4 year duration at UNTHSC/TCOM. This sometimes makes things difficult when the new person know very little about you.

It'll be better if more part-time on-campus job avaialbe
Comments – Student Services and Programs

It’s very difficult to navigate through Financial aid to find out when/if money is deposited, and how much.

I’ve never gone there, but I would like for there to be scholarship/fellowship/funding opportunities

Limited choice for public health students and international students

Make loan information more accessible. Their is room for more SPH scholarships.

More available scholarships for graduate students conducting research, not just for medical school students.

More competitive scholarships

more funding from the school for students.

more intramural funding should be made available

more money

more scholarships could be introduced.

More scholarships need to be offered to students.

More Scholarships needed

More scholarships would always be nice!

More scholarships-less "hold time" by this institution before we are given access to our funds.

Most scholarships are available to TCOM students only.

Multiple changes have occured to financial aid distribution dates and has caused some financial stress.

My undergraduate school was able to process 22,000 students' aid and get it posted a week before school started. There was a huge lag at the start of first year.

Need more financial aid available for international students.

need more scholarship opportunities
Comments – Student Services and Programs

Need to be more merit-based scholarships rather than just need based. Unmarried jobless students benefit more than married students with kids because their spouses usually work, but the need is still there.

need to know about the scholarships and sources of funding for foreign students.

need to provide scholarship opportunities for students

Not enough scholarships

Nothing. Whenever I needed advice in the financial aid office, someone was always available.

Number of available scholarships, especially for International students should be increased.

Offer more need-based scholarships and grants.

Offer more PA scholarships

Offer more scholarships.

Once you find them, it's easy.

please provide scholarships/funding sources for research projects in different fields available for international students

Provide more scholarships!

Publication of when loans would be available has always been hard to find. It is easier to find now that they announced that we would be delaying the financial aid disbursement this year. Which they were extremely defensive about when the announcement was made. In fact they told us that we needed to learn to budget because when you have a job your paycheck has to last. I would like to see them miss a months paycheck and see how they handle it. Scholarships are so few and far between, but they do send out notices when they are available.

Scholarship advertising and availability would be nice to have. Emails this semester were useful to learning about some scholarships

scholarship applications are so time consuming and detract from study time which then cause grades to be lower and therefore result in you not being qualified or the best candidate for the scholarship if you're just an average student (i.e. most of us).

Scholarship information should be e-mailed out to the students or at least the link should be e-mailed out periodically through the year (maybe every couple of months).
Comments – Student Services and Programs

Students get so bogged down w/ classes that remembering to go to the scholarship website is just something we don't think of.

Something on the EIS system was messed up and I could never fill out an SPH scholarship application online.

stop raising tuition. Or, offer more scholarships, or higher paid TA positions! Getting paid $15 an hour is the same that waitress and waiters make. We have degrees and are in higher education!

Switching the loan reimbursement rates was a mistake. That should have been initiated for new entering classes and not imposed on existing classes. Further, the woman who announced it to the 3rd year medical class was demeaning and not straightforward. She was not forthcoming with the information and was disrespectful to the intelligence of her audience.

TCOM is the only school in Texas that does not provide substantive scholarships to their incoming students.

The financial aid and loan process should be easier to navigate.

The financial aid department has been very helpful. I wish there were more information available to us about what scholarships are out there to apply for.

The financial aid office do a great job of helping the students acquire loan money.

The financial aid office is difficult to reach for questions. Also, there does not seem to be good coordination between the staff in financial aid. In particular, it would be helpful if they notified students that they had received letters of recommendation for them, so that the students will not keep bugging their letter writers.

The list of scholarships available is too short and many of them only apply to minorities or women.

the policy for the scholarships and assistantships is too bad and totally unfair...and that is stopping many international students from preferring unt if they are coming in fall...the students who come in fall semester...they have either scholarship or assistantship....all the students who enroll in fall have this regardless of the academic performance...and students who come in spring....dont get anything.....and competitive scholarships are nearly nil.....and best part is ....the neither financial aid office nd any one else have an answer to that...and the sph director replies " though its unfair...its the policy of the school"

The scholarship deadline for TCOM has already passed and 80% of the Med Sci students have yet to hear back from TCOM...not really fair.
Comments – Student Services and Programs

The scholarship opportunities are usually limited to a specific demographic.

The school needs to do more fundraising for scholarships that are provided through TCOM.

The website needs to be updated and should be easier to use. A step-by-step list of directions for financial aid should be included.

There are a low number of PA scholarships available. I would like to see this increase. Maybe alumni donations could be used to establish more scholarships.

There are minimal scholarships available to non-minority students. In my experiences, there is a considerable lack of assistance available for students in need. Please direct or raise funds for scholarship funds.

There are too few local UNTHSC scholarships available to students.

There are very few scholarships for med students who are not female or minorities.

There aren't many scholarships for public health students & when they are announced it is in an untimely manner. However financial aid has always been helpful & swift in responding to questions & willing to provide assistance.

There is always more room for scholarships.

There is hardly any scholarship available to students who already entered SPH. I know that scholarships attract new students but what about existing ones? Besides, scholarships should be competitive and not distributive in nature! Instead of hiring a new faculty in SPH if that money were spent after scholarships, students could have gotten more time to learn and utilize already available faculty members rather than doing on campus jobs to get some financial stability.

There is not enough communication. Applying for loans/scholarships through FAFSA is very confusing and the process is not made easier for those who don't know how it works.

There needs to be more scholarships available to students, whether they be announced via email or have them posted in the financial aid office.

There really aren't too many opportunities for financial aid especially for international students.

There should be more academic scholarships, instead of just financial scholarships or scholarships based on financial need.

They have been very helpful and patient.
Comments – Student Services and Programs

Way to leave us a month short and then try to lecture us on budgeting when they can't even grasp that their plan to cover that month is just robbing Peter to pay Paul.

We need a direct link to our loan information; perhaps on the student webpage? It is very hard to keep track of our novell user id and password as well as the other one.

We need a few Scholarships for out of state PA students. There are very few PA scholarships.

We need more scholarships for the school of public health, both internal and external and improved access to information regarding this information.

When I needed help with a Lender, it would have been nice to know who to go to.

With scholarships, I appreciate the e-mails and the access to them, but many of them require commitments and "promises." I would like to see more that look at financial need.
Comments – Student Services and Programs

Student Affairs – Other Services (n=39)

Alumni Affairs should do more to help students find jobs. We are always told we need to network but they are the ones who have the connections & know the individuals we should network with. Some of us are not from the area so we don't know a lot of the "important individuals" especially those who may work for organizations that may not be popular in mainstream.

Alumni should be interacting more with students, and there is no alumni database that everyone can register on and have access to.

Better relations with SPH alumni

Did not do a good job in handling the Plans to start an MD school. Lots good faculty and caused much internal conflict the way it was handled. UNTHSC T-shirt designs from the marketing department are very tacky, especially the pride T-shirts.

Did not get a chance to work with any of the above.

Every year there is a problem in the fin aid office. I don't know how, but they always find something to mess up. (I include Fin aid department in this)

Forget the "med school and more" people need to know there is a med school here first. I still have to tell people that live in Ft. Worth and work in the health care field that there is a med school here.

Here is a good idea, don't put work out equipment on the basketball floor. I've had to join LA Fitness now. And then I hear that it is too expensive for our school to negotiate a contract with LA Fitness.

I appreciate the emails that highlight UNTHSC/TCOM in the news. It shows the students that we are becoming a more well known institution. The group in alumni affairs is awesome and energetic and hopeful about future projects.

I appreciate their availability

I could do without the Daily News being sent to my email everyday.

I don't use the foundres activity center. The receptionist at HR has a sharp way about her

I get so many of those daily news emails and AOA daily new things that they clutter up my inbox and I just have to delete them without reading any of them. They are a real annoyance and would be a poor way to disseminate information if we ever did need to
Comments – Student Services and Programs

be alerted. And do we really have to get emails about the steam being of on whatever research floor is affected, I don't plan on doing any autoclaving.

I think TCOM is very low key in the medical world compared to the other medical schools in Texas and we really need more PR for our school and more recognition. We don't even have 'Texas College of Osteopathic Medicine' written anywhere on any of our buildings. I would love to read that somewhere to indicate proudly that we have a medical school.

I would like a more alumni events. That way it is something that we expect and are looking forward coming to in the future.

I would like to be taken off the list of the company that calls me to get money from Grad School Alum. It shows the University doesn't care that I am still a student. Atleast give some company adequate information so they don't come off as cold-calling. It's disrespectful. With the change on campus, it'd be great to have a monthly update about construction news. That would be easy to do. And for the below question, I go in twice a semester.

If there is a big campus announcement, you could put them on the flat screen TVs for the first week or two. Example: 50 seconds of the schedule, then 10 seconds of the announcement. Examples of announcements: Campus going Smoke Free, Campus Meeting about the MD program, Library Hours being extended, Campus construction, Research Appreciation Day, Graduation Ceremony.

I'm working on phd after getting masters here, the alumni affairs is actually annoying because they call me all the time asking for donations, so I guess they exceed expectations, but in this case its bad. I will not donate money to this campus while I'm still a student and paying ungodly amount of money for research hours only because classes offerings are pathetic.

It is sometimes quite confusing as to which office one is to go to, Student Financials or Financial Aid Office, but they do a good job of directing you to the correct office when you make an appointment with the wrong one!

XXXXXX is the most disrespectful and unprofessional person I have ever come in contact with. I would never want to have to work with her again.

love the daily news

marketing- everyone I meet in fort worth doesn't even know there is a med school here, we're not really on the map.

Marketing is still doing a piss-poor job of letting people know there is a medical school in Fort Worth. We could take some lessons from UTSW in that regards. They are a corporate sponsor for the Dallas Stars and very effectively market their brand.
marketing is the other MAJOR concern. the whole department should be fired, bc they all seem grossly incapable of putting together ANYTHING that looks much good or have campus news that are any good. the only thing they've done is make a couple of commercials, which, admittedly, are good. but there is STILL not enough going out into the community. we need billboards on the freeway type of marketing. stuff that looks GOOD and says who the school and its people really are and that we are proud of it, even if tcom is XXXXXXX and XXXXXXX’s red-headed stepchild. and why does UNTHSC’s "interior decorator" even still have a job here. have you SEEN the “new” carpet in the hallways and such? horrific to say the least, and doesn't go with ANYTHING that’s there already or with any other aspect of vision that’s purported for the EAD/RES buildings. this campus has the worst design and cohesiveness EVER, is terribly decorated in every sense of the word, and the landscaping doesn't make ANYONE feel at home except for in 3 meager locations. there needs to be more. and better. please.

Marketing rarely releases articles about graduate students. TCOM students are almost always chosen to represent the school. Our school slogan, Fort Worth's Medical School is also offensive to students in other schools and causes tension between the student groups. I have spoken to public health students who feel the same way, as if we are treated like second class citizens behind the TCOM students.

MD school stuff is a MAJOR PROBLEMO in selling students on the quality of a DO education. That was a total lie revealed after the fact you enrolled.

More donor money should be sought. No one outside of Fort Worth has a clue about our existence. Quite the contrary to UT Southwestern.

Need more outreach and continued communication with alumni

Sometimes very rude in answering.

Student financials needs a branch at the student health clinic.

Student financials should be able to process emergency loans the same day. Marketing and communications: I went to the opera and glanced past our advertisement 4 times before I realized that it was marketing material for MY medical school! It was pretty sad. Alumni affairs: DON'T ASK ME FOR MONEY CUZ IT AIN'T GONNA HAPPEN!

thanks for helping me to manage the difficulties with my account over the years. everyone was quickly responsive and eager to help.

The school needs to find a better time to deliver the daily news emails instead of at 4am. Since i was constantly being woken up by my phone receiving these emails i sent them to my spam folder so i would no longer have to deal with them.
Comments – Student Services and Programs

The secretary in the Human Resource Services office can seem a bit demeaning when she addresses you, but that could just be that she doesn't like her job and gets easily agitated.

The Student financial office needs to be re-tooled with more transparent policies and more input from the students on how and when to disburse funds

The videos for the QEP do not inspire higher order thinking.

There are not many alumni who like the school.

They are less than helpful when things go wrong.
Comments – Student Services and Programs

Founders’ Activity Center (n=112)

A better basketball court (higher ceiling, more space, better goal), Also it'd be better if the FAC was open for an additional hour or two on Saturday.

A new facility is definitely needed! It is completely outdated.

A new facility is the only real solution I can see, but they do the best with the space they have. Also, the gym gets very hot.

A new facility would be nice and I know it is upcoming

Adding a PA school to the already small gym does not do good service to those who use the gym. Also, last year the fees were increased, were they increased so that we could share the already small space with another program?

Again it is a small school and maybe at this time little can be done but I suggest a Health Science Center should have a state of the art fitness center.

Although the FAC is hardly ever busy when I attend, the variety of equipment and number of machines is of less quality than my apartment gym.

Better facilities with better equipment

Bigger space and swimming pool

Continue to employ students like XXXXXX. She's one of the best instructors and an amazing person who enjoys helping others.

Don't know

everything about this gym needs to be changed, we need new machine, new gym, less clutter, more times open ! and bigger bball court !

First of all, FAC is very small in comparison to the total number of students enrolled in the school. Not all of us can use it. Added to that, we have to pay FAC fee which is COMPULSORY. This is not the end. It is leased to all the programs in whole of the county and we hardly get time to use the basket ball place. There is poor maintainence of tread mills. There is hardly any space to exercise seriously. Half of the tread mills are broke almost every day. We can see the "OUT OF CONDITION" papers stuck on half of them everyday. The authorities have promised to improve last year but no change at all. Can we atleast get rid of FAC fee we every sem if such is the quality of FAC. Recently, quarter if the FAC has been shut down and there is no plae for lockers and place to store personal items. We are left with only one rest room. It appears as if we cannot afford a good quality fitness center outside school and are going to UNTHSC FAC. Please please please try to improve the quality of FAC and it is our responsibility to do
so especially when we have a Public Health Dept. at school and we should be able to
attract the community to come to our FAC and not repel our own students from our
FAC (those who pay fee for it!!)

Fitness class schedule should be more interspersed so students can attend them more
often. Classes that are more interesting should also be incorporated. Facility needs
work. The idea of having some equipment on stage in a basketball court just does not
work.

fitness classes during hours that we are not in academic classes.

Fitness classes not available for students to do many conflict with class. The few
available in evening need additional money which most students don't have. Group
exercise is how I work best thus have to pay more.

For a health science center, it doesn't seem like the school invests very much in making
the FAC somewhere its students and employees want to go to workout. I paid for a
recreation center membership by where I live instead, and it's so much nicer, has better
hours, and more equipment available. I don't like that I have to walk through the
basketball court to get to the locker room so I can change. The people playing often
don't stop and I'm afraid they will hit me...plus I'm sure if they do feel like they have to
stop, that gets pretty annoying.

Hard define by wordings! lots of equipment, hours of operation, swimming pool etc. are
missing.

Have used Maverick Activities Center at UT Arlington. We need to do more.

Heavier medicine balls would be nice. TV transmitters on the stationary bikes would be
nice. Longer hours on the weekends especially Sat. There has been a rumor that we
could get a discount at LA Fitness on 7th. Is that a possibility if it's not already one?

I am a regular at the FAC and while the staff is great and the environment is positive,
the facilities are subpar. The classes are always scheduled during times of academics
or at noon making it impossible to show up on time to. The equipment is what it is.

I am happy for the incoming classes that a new facility is opening up!

I began the year working out at the FAC but quickly became disengaged because of the
lack of facilities and choices. The hours are not convenient, especially on Saturdays. I
choose now to pay for a 24 hour fitness membership because there is more availability
for machines, variety of machines, and more exercise classes offered.

I don't like paying for an external gym membership but the FAC has been reduced to a
very small area this semester! I have stopped working out there because it is so small
and I cannot access areas I want, example indoor basketball. It would be nice to have a
Comments – Student Services and Programs

“real gym” with more space for working out, additional classes, etc. The locker room is very basic. The showers don't always work well and there isn't enough room to change in/out of clothing. Towels are few, but nice to have. The exercise equipment that is there is ok, but more is needed.

I feel I was lied to during interviews. I was told the new building, which I was also told would have been ready before now, would include new facilities. Having $130 stolen from my locker while working out yesterday has not helped the situation.

I feel like the building and its layout is a safety hazard. The rooms are so chopped up that there is constant foot traffic. Particularly in the weight room area. While trying to lift weights you constantly to move out of the way of people walking to the ab room or cardio room. Also cowtown is a major hinderance to the already limited space of the FAC. The machines are old and sometimes break down. This is especially unfortunate because their aren't many of them in the first place. There is often several people waiting to use the same machine because there is only one.

I hope when the new gym opens up, that it has better locker rooms and more fitness classes. The lack in amount and diversity of fitness classes is why I decided to join 24 hour fitness. So now, I pay for two gyms when I shouldn't have to.

I know that having a bigger facility is probably not a choice. I think student would love to have an indoor running track... and maybe even a pool.

I like the FAC, I think XXXXXX has done a lot of work making it a usable place with nice tread mills and televisions. A few things I would like regarding the FAC is more space, especially now that the physical therapy program has taken over a substantial room, and more hours especially on the weekend. There are lots of times I don't use the FAC because I know it is going to be closed before too long or, even if I have a little time I don't want to feel rushed. I would also like a facility that is undisturbed by intrusions of the CowTown marathon and those judo classes that they have going on. Those things, particularly the cowtown can be a pain to have to put up with. The work out equipment is pretty good all things considered. I never used the fitness classes or the programs but my impression is that they are meeting expectations. And I like the free towels. That is a nice attribute you don't often get at health clubs.

I love the FAC but wish it was a bit bigger. Also, if you build a new one then you have to get a pool.

I realize the campus is small and it hard to get people to man the facilities but I feel like opening at 10am on Saturday is too late and opening at 12pm Sunday is way late. However I would like people to be able to use Sunday mornings for their spiritual services but Saturday I believe the center should be open earlier.

I really wish if the FAC hours of operation be extended from 5.00 am to 12 midnight.
Comments – Student Services and Programs

I think that the 2 staff members are so busy with the day to day responsibilities, that programming gets left out. For most students, graduate work is a stressful experience, so things like stress management or nutritional programs could be very helpful.

I think the FAC should be open for more hours on weekends especially in the evenings and not in the afternoons. I don't think the equipment is sufficient for the students, at least the less sophisticated tread mills—we need more of them. Added to this, our school flaunts a fitness center accessible for the public where our own students have enough resources. I urge the authorities to think over the issue. I know that you say that a brand new FAC is coming in the new building. But are we supposed to sit and get obese in the meanwhile?

I think they could have more Cardio machines because there is always lack of enough equipments especially after 5 where everyone gets off work or out of class. Also, it would have been great if we had more classes in the afternoon (after 5pm) when everyone can attend rather than during lunch where everyone is either in class or working.

I think we need a bigger activity center and also need more stuff to use. (ie more treadmills and elliptical mach.) An indoor track would be nice.

I think weekend hours need to be extended. Many of the fitness classes are not at convenient times. Also, broken equipment should be fixed in a more timely fashion.

I used to use the FAC until all of the machines were moved into the gym and things became a lot more crowded. Earlier opening time would be nice. More classes and a room for classes would be greatly appreciated!

I was not happy with the FAC around the Cowtown Marathon but the subsequent improvements (organization of equipment, more tvs in aerobic room, redesign of front desk) are great.

I was very disappointed with the condition of FAC much of the year. There was a large portion of the time that the basketball floor was not available. I don't think we were getting what we paid for for a while.

I wish FAC could be opened longer. I know there are many early bird patrons, but most students like to take a study break working out at FAC. 10 pm is considered early on student time and ideal for a workout. Many students are having to pay for another fitness center that are opened later. I think its silly to pay for something that's already provided on campus. Please consider this request. Classes sound interesting but the lunch hour is not always ideal. Maybe having evening classes?

I would hope to someday see a better indoor basketball court. The ceiling is really low and when shooting the ball, it often hits the ceiling.
Comments – Student Services and Programs

i would like to see more of a variety in fitness classes and a more widespread time in classes

Increase funding to FAC for more equipment. Selection is limited currently.

Increase room.

It very small and has limited classes.

It was sad when Yoga was canceled in February. Really enjoy that class. I would like to see the weekend hours extended. I'm a late night work-out person.

It would be nice if the FAC were to open at 7am on the weekends. Also, the FAC is too small to have all of the personal trainers working at the same time. They try to run circuit workouts in the morning and in the process make it very difficult for anyone else to workout at the same time.

It would be nice if they offered intermural sports

It would be nice to have more classes, especially in the evenings. Many students can't go during the day. We also need longer hours on the weekends.

It would be nice to have the fitness classes in the evening too because lunch hour classes interfere with classes.

Its just quite small.

I've used the FAC 4 or more times per week since a 1st year med student. I'm more familiar with the facility than the people who run the FAC. The equipment is old and subpar in quality. The placement of machines and weights could be drastically improved. The staff is very nice and cooperative, but don't accomodate to suggestions.

Later hours needed!

Lights at the outdoor court cannot be switched on/off. No one, in the evening, has any idea about how to switch them on

Longer hours

longer weekend hours would be nice....

More equipment that works all the time.....most of the equipment does not work.

more room and more facilities would be nice, like a pool or a tennis court, but that cost money so i understand
Comments – Student Services and Programs

Need a full sized indoor basketball court, swimming pool, and indoor volley ball.

need a larger fitness center. the basketball gym is too small. ceiling too low. atmosphere is nice but place is obviously outdated

Need nicer facility and machines

Need some new equipment, like a stairmaster and more space.. somewhat crowded right now with machines.

Needs a bigger space. A lot of different people come-in to this facility, and there just isn't enough space.

needs major renovation, modern equipment

Needs more classes if possible.

new equip. new building. new manager. same student staff.

New equipment would be nice. The fitness classes are a joke, taught by students I think. I think more students would go to classes if taught by a professional.

Obviously space is an issue at the FAC.

Old, small facility that really doesn't compare with the rest of the institution. Obviously need to build a new facility.

open longer on saturdays...new facility

Please don't waste a ton of money and time on the Founders Activity center. All of the changes that have been made have not made it any better. I use the FAC all the time; however, I don't understand why the school wants to invest time and money on it. Yes the FAC is a hole in the wall; however, it plays no role in detering people from coming to this school.

Put a pool in. (Unlikely I know, however maybe a deal could be struck with a local pool to provide students with a discounted membership fee.)

Racketball would be nice ;)

Saturday should be open 10-? instead of 8-12.

Small, confined space that is now also being shared. Simply inadequate for a growing student body. Weekend hours need expansion as well.
Comments – Student Services and Programs

Some of the gym equipment is rusting and needs to be replaced. The equipment might be unsafe. The FAC smells bad and is damp; I smell mold.

The activity center is already small enough. Do not take away from space that we have paid for to give us even less work out area. I feel that we should get a refund for part of our fees that we paid for this.

The basketball goal inside has had a broken rim for awhile now. Nobody has done anything to fix it.

The building is too small and no swimming pool

The building itself is simply not equipped for its current use. Ceilings are too low and the lighting is poor. The space is too crowded for use of the equipment. An Olympic lifting platform would be a nice addition to the gym's equipment, if there was enough space to use it.

The cardio room smells like a restroom. The facility is not large enough and there is not enough up to date equipment available for use.

The center is way to small. Additionally the space should not be "rented out" and leave us without a place to play indoor basketball.

The equipment is good, but the facilities themselves are very outdated. The locker room is TINY, and one of the four showers has been out of order since January 2010 (it's March now). The main way to improve the FAC would be to move it to a new building, and I think plans for this are already in progress.

The equipment is sufficient, however the space is so cramped that there's sometimes not enough room especially when there are alot of people using the facilities. There needs to be more space in order to have an adequate exercise facility otherwise people will be bumping into eachother while exercising and that could be a safety problem.

The exercise equipment needs to be updated with more modern equipment. The space in the center is also extremely limited at certain peak times in the morning and the evening.

The FAC is a relatively decent gym, the only thing that could realy make it better would be to expand.

The FAC is fine. I don't really use it because I do everything outside, and I swim. However I was shocked and appalled that the university came up with the clever idea to cut the work out space considerable while it was improvising to prove to the accrediting body that it's new physical therapy program would be up and running....another example of the university not considering the opinions of people that are actually on campus.
Comments – Student Services and Programs

The FAC is too small and there is a lack of equipment.

The FAC is way too small and the hours are not conducive to busy students. I had to purchase a gym membership to 24 hour fitness.

The FAC is way too small, the equipment looks/works like it was imported from 1960s USSR, and it is SO DAMN HOT IN THERE. Why is is always so hot? I see it lists the temperature it is supposed to be on the thermostat (74 in summer or whatever), but it is NOT that temperature. One doesn't sweat profusely when simply standing in a 74 degree room, but somehow that's the case at the FAC. Either the AC is broken, or the thermostats are, but it is NOT the temperature listed on the thermostat, that I can guarantee. The hours are a f###ing JOKE. Closing at 3 on Saturday? You've got to be shitting me. 5 on Sunday? Honestly, what idiot came up with these hours. Even closing at 10 on weekdays is absolutely unacceptable. My undergrad gym was open until 12. We are super busy with all the extraneous BS TCOM throws at us, some of us only have time to work out at night. Closing at 10 is ridiculous. I remember the fact that hours at the FAC are shit was brought up once, and XXXXXX said "it costs money". Boo hoo...who cares? As students, we're PAYING to keep it open. Open it up to hours WE want it open. If you need to save money, fire XXXXXXX and XXXXXXX, and get rid of the rest of the utterly useless people on TCOM payroll. Why there is someone "working" at the FAC I have no idea either. No one is going to hurt themselves there, and even if they did, its not like a student working at the FAC is going to do anything. The employees spend, I kid you not, 99% of their time playign on the computer. Most of the time I don't even see them doing anything, and if they do, it's carrying one load of towels. There is no reason for the FAC to be "supervised", especially by someone who isn't even paying attention. Stop complaining and open the FAC up to the hours the students want it open. Its OUR facility, and you work for US, not the other way around.

The FAC should be bigger to allow for more equipment space; I think it would see many more students if it were.

The facilities are overall oudated and inadequit, we need more frequent and diverse health promotion opportunities. I would suggest more cooperation with student affairs.

The facility is very run down and crowded. Crambing another program (PT) into the FAC was another poor decision by an institute that's trying to grow faster than it has room for.

The free weights in FAC are of poor quality and ancient, the place is very limited, rooms are poorly airconditioned.

The gym has everything to suffice me, really, but I came from the University of Texas which has an amazing gym so I am kind of spoiled. But I do wish our gym another type of stair stepper and a abduction/adduction machine.
Comments – Student Services and Programs

The hours were a real issue for me especially on the weekends. also the equipment is pretty old so that would be nice if there was newer equipment and more equipment especially with the expanding size of the school.

The only problems I have are the space and people not racking their weights. Especially during the Cowtown Marathon here is really nowhere to work out because of all of the boxes all over the place.

The only way to improve is to build a newer larger facility, which I know is in the works. Otherwise it's not bad considering how cheap our fees are for it. It's lack of certain amenities hasn't kept me from using it. I do wish the hours were extended on the weekend though, or at the very least consistent on Saturday and Sunday.

The overall quality of the workout facility is unsatisfactory. The space is to small the equipment is old and outdated. The fact that a very large portion of the semester the space was rented out to Cow Town shows that the administration is not committed to its students. The dressing rooms are cramped and the lockers are junk. There is no real space to play basketball because they do yoga and karate on the basketball court.

The weekend is the best time to spend more time at the gym, but I can't necessarily come within the hours of operation. Please extend hours, I'm sure many more people would benefit from that.

The weight equipment is not "female friendly". You need to have a free weight room where women can work out and feel comfortable and it needs more weight machines. There are hardly any classes and you need to have a more than once per week in case you have a time conflict. Pilates was cancelled for weeks on end and you only offer yoga one time per week.

The workout facilities for a school this size are very disappointing. Lots of students don't even use them because the equipment and the space is so poor. Renting out the space for Cow Town feels like a slap in the face to the students that try to use the facility. With our tuition constantly increasing one would think the school could invest in the students a little.

There isn't enough space at the FAC and the equipment is to close together.

There need to be classes focused more towards men. Butt and Gut and cardio classes appeal very much to women but there have to be some strength or sport oriented classes. If at all possible an Olympic lift area would be nice. I realize there is no room for this but I can dream.

There needs to be a separate classroom/classrooms for the fitness classes. I expect things will greatly improve with the new health center. I think many more students would use the facilities if they were bigger and more updated.
Comments – Student Services and Programs

There needs to be more room and newer equipment. And a basketball court that has higher than 13 foot ceilings. That is ridiculous.

They could increase the number of equipments available. The weight-lifting area is wonderful, but more cardio machines would be nice.

Too much construction, not enough space. Classes are scheduled only during hours that make it hard for students to attend. Hours of operations should be expanded on weekends.

We need a Swimming Pool, and badminton court.

Weekend hours need to be expanded. Some equipment could be updated.

Would like to see a larger center with more classes to offer.
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.

Student Clinic (n=159)

A student clinic that is open when students are expected to be in class is mostly worthless. Then, when it takes 2 weeks to get an appointment, there is no reason to visit at all.

add more hours, add more doctors/PA, see patients in a timely manner!

after 5 pm and early appointments would be helpful for students

Again, the hours are a joke. I went back when XXXXXX was doing it. He was great. Prompt, professional, everything. I really have nothing bad to say about my experience there besides the hours were pretty terrible.

again, the service is not aimed to be student friendly. their hours are from 8-4. but we are in class during those hours. even if we have an appointment, we are expected to wait over 2 hours. please have more hours and dont have us wait. we are already pressed for time.

Anytime I have ever called the Health clinic to make an appointment, nobody has ever answered the phone. This is not an exaggeration. Either hire more people or start emphasizing the importance of answering the phone to the people that work in the clinic. In associating with the health clinic, as a medical science student I was required by the school to obtain a TB test before attending and the UNTHSC actually wrote in notes to our class that we would be able to do that for free hear at the school sometime during orientation or preview day. That however was never the case and it didn’t matter who I called nobody new what I was talking about or could direct me to the person I needed to talk to. Then as I said earlier, I couldn’t ever get a hold of the people in the health clinic so that only added to my frustrations. This school needs to better communicate in addition to these previous comments I have already stated.

Be more flexible with adding appointments during the day. Most visits by young healthy students are not going to be very time consuming.

Being opened before our classes start would be nice. The front desk told me my symptoms were not severe...and I had to throw up in their bathroom for them to take me seriously.
Comments – Student Health Clinic

Continue efforts to work students in based on when they have openings; I understand the hours need to remain limited, but I think they have improved their ability to accommodate students during the one availability they have during the clinic hours.

difficult to find times outside of class/ appt availability is questionable.

Don't have enough appointment times. Even when I have had something critical, I often can't get an appointment that same day.

Dr XXXXXXX is not caring, Dr. XXXXXXX needs to come back, asap !!!!! XXXXXXX can take XXXXXXX position now...

Dr. XXXXXXX has done an amazing job with the Health Clinic. She is an amazing physician and really listens when patients are in. By far, one of the best doctors I have ever seen.

Dr. XXXXXXX has gone out of her way to service me. However, return of phone calls has been very poor, and sometimes weeks on end to get lab results. Additionally, it is inconvenient to have a different doctor every time, and have various opinions on what is wrong. I believe I got sicker as a result of a new doctor not knowing my history. The staff is very cordial, but there seems to be a delay in communication.

Dr. XXXXXXX is the best.

Extend hours to evenings for students. See them after 5pm. Have someone on call...dont just tell people to go to the ER! That is a waste of time, money and not good medical practice.

Faster turn around. Waits are far too long. The two times I've been the physician was running behind (as in, not even in the office yet) and late for our appointment.

First, it would help to staff the front desk. I call, no answer. I go to the clinic, no one is there. When the nurse does answer and take a message, the physician has NEVER called me back. This has happened on 3 occasions. Dr. XXXXXXX not only seems incompetent but is mostly unavailable to students. When I see the other rotating physicians, I feel that I receive excellent care but it is rare to be able to get an appointment.

For clinica to be open for longer periods / hours

For students on clinical rotations it becomes very difficult to make appointments. I suggest having later appointments as many of us are at the hospital or in clinic until 5 or 6pm.

For the most part, service has always been late, especially because the doctor is just running late. Punctuality would be nice most of the time. Things happen, so I don't
Comments – Student Health Clinic

expect punctuality every time, but service is late more often than punctual. Professionalism needs great improvement. I am never updated on my results. I always have to call and keep calling in order to get information on my lab results. It is difficult scheduling appointments at times and the staff does not always come across as friendly. Quality of medical care: as recommended by a PA, I asked the doctor to check my cholesterol and she only checked HDL and total. I was dissatisfied that she did not also check my LDL level. Also, she is subtly condescending at times. She does not do much of a physical exam, either. The hours are convenient if you can get scheduled in. Going to this clinic is the most unsatisfactory experience I have had, but it is all I can afford. I guess I thought that with the school being all about the medical field, there would be higher standards for the clinic. Unfortunately it seems the clinic has lower standards than even other schools, which are not medically based (speaking from experience). Suggestions for improvement: friendly staff who will update you on your results, more punctuality, and a doctor who listens to what the patient wants. Maybe hiring another doctor or two will help with the increasing number of students.

getting information is a pain because they seem horribly disorganized.

Have services more available to students and in a timely manner. I waited for over 2 hours after making an appointment for the doctor to see me for 5 minutes.

have the clinic open 8-5 Monday to Friday like a regular clinics where students can be seen at any given time when at school.

Having more hours available for students to visit, especially during the months of July and August since so many incoming students and returning students have to make visits to meet the health requirements of the school. It was almost impossible to vist the health clinic and attend classes when I first started school, I eventually had to skip a class just to see the physician.

Hire more doctors so patients can actually be seen promptly. The clinic doesn't allow walk-ins and anytime I wanted to schedule an appointment there was a week or longer wait. Since I have the insurance that only the university accepts (except for hospitals when admittance is necessary) it makes it difficult to be seen/treated by a doctor at the onset of an illness.

hire more people. period.

hours are at the time of our classes, better if it could be during lunch time.

Hours of operation need to be before 8:00a.m. and at least until 7:00pm.

However, I was only seen after refusing to take no for an answer. Originally I was told to come back in two days for an acute issue.
Comments – Student Health Clinic

I do not agree with employing students, or even allowing them to shadow. XXXXXX is one such student who, although is a good person, does not need to be shadowing doctors. It makes students uncomfortable.

I got treated by a Quack who did not listen to me and has left me never wanting to see a D.O. again. This was not Dr. XXXXXX by the way but another young Middle Eastern female Physician. I did not get her name.

I had a case of poison ivy and it took them 4 hours to see me.

I had to wait over a week to get the results of a CT scan in which the results were returned the same day I had it done. To me, it was a serious matter where I was waiting to hear the results and I was not gotten back to because the physicians at the clinic had switched, according to front desk.

I had to wait over an hour and a half for an appointment. It is also difficult to make appointments that fit into our student schedule.

I had two great experiences with the student health clinic. Dr. XXXXXX and the supporting staff are very friendly and flexible. Both visits they were able to get me a same-day appointment.

I have been very disappointed in the care/respect I have received at the Student Health Clinic. It usually takes about 30 minutes to relay to the secretary my reason for visiting due to her confusion/lack of medical knowledge, lack of organization, or inability/delay in finding my information on the computer in front of her. I've gotten multiple phone calls asking to reschedule my appointment because she made it for a time when the doctor was unavailable or the clinic was closed. I have also been disappointed in the care received from one DO in particular who works at the clinic. I felt very disrespected both intellectually and physically the first (and last time) I saw her. Honestly, I would rather pay my $40 copay to see a different doctor than to go back to her at the Student Health Clinic free of charge.

I have found it very difficult at times to communicate with this office. It is often very difficult to get a hold of someone on the phone. Also, I have spoken to a couple of the people at the officer who have been extremely rude. I have had positive experiences as well but do wish that we had easier access to them and that the staff was more understanding of students schedules. A lot of time the only appointments that are offered are during the daytime when we are required in class.

I have had a couple of experiences at the Student Health Clinic that go against everything we are taught about professionalism. For example, during a well-woman exam the doctor opening the door (and keeping it open) to talk to a nurse. Students were walking through the hall while I was sitting there covering myself with a paper sheet! Another time, the doctor asking about the dose of my medication (using the name of the medicine) while he was in the hallway. Professionalism, patient privacy....
Comments – Student Health Clinic

I have little free time and, it is difficult to get an appointment.

I have never gotten out of there in under 45 min. Even when I just asked to see a copy of my labs, I was told to wait in the waiting room for 20 minutes. It does NOT take 20 minutes to print a paper. They never answer the phone. It takes forever to get an appointment. It is a big enough hassle to make it so that I don't seek care because it is such an inconvenience.

I have on more than one occasion called the student health center and either left a message on an answering machine or left a message with the receptionist and never received a call back. Unless this is a lesson for students on how not to run your clinic, I would appreciate the common courtesy of a call back.

I have seen 2 physicians at the clinic. The first was an idiot, recommending a useless therapy that completely ignored convention and my entire health history. I told her what therapy was appropriate and why, but she ignored me entirely. The second physician I saw for acute illness. He read my chart, appropriately identified a health problem and recommended the therapy I had initially requested. As for getting into the clinic, I had pneumonia and visited the clinic first thing on Friday morning, but was told I couldn't get in until Monday so I suffered all weekend. It was evident that I was very ill, but there wasn't any way for them to get me in anytime during that day.

I have showed up 20 min early for each of my appointments and have waited 45 min to 1 hour PAST the appointment time to even be seated in the room. Each appointment has only lasted 15 minutes. This is very problemsome when you schedule a quick 10 minute appointment at 9am when they open and you are late for class at 10:30am.

I have used the Student Health Clinic several times. Dr. XXXXXX is very professional. I had an experience with a male DO whose name I unfortunately do not remember. I came in for a hip issue due to overuse. He was extremely helpful, took plenty of time with me, and provided an environment where I was able to ask multiple questions about recover and future prevention.

I like the waiting area.

I spent 1.5 hours waiting for physical exam and i was late to class. i had called several times regarding some information, and my call was never returned. i called in october of last year, and i was never called back.

I still think that the university should have several 'morning-of' appointments for students. It's common sense. How are these students that fall-ill overnight supposed to see someone if their own student health center can't see them for 2 days. The student health clinic needs to decide if it's a student health clinic or still trying to pretend it's an upscale, VIP, travel/exec clinic. Dr. XXXXXX is great. Some of the girls that work the front desk could be a little nicer.
Comments – Student Health Clinic

I think the hours could be a little better, but I've never had a problem with them personally. There is one girl at the front that is REALLY rude every time I go in there, I don't understand why she needs to be so rude. I like Dr. XXXXXXX? okay, but she removed a mole from my chest and now I have a gigantic scar (which she said it would not scar) and now I'm going to have to see a dermatologist and spend money to try to get it fixed.

i think time taken between diagnosis and treatment is a way too much. because it takes too much time to get an appointment with the Doctor.

I wanted to get a well woman's exam and the days and hours were not convenient for me especially since I live in Dallas.

I was disappointed in the professionalism at the front desk. I dropped off my file at the first of the year and the front desk sat there and read my entire file right in front of me. It made me uncomfortable because I felt that other people in the office could see my file too.

I was met with a very rude female at the front desk.

I was really satisfied with my experience and would recommend to other students.

I was rescheduled twice because the doctor that I was to see the first time decided not to do my type of appointment and the second doctor was not trained to do it.

I wish that there was more "informal" info available about the student insurance offered thru the school. I was not impressed with the plan after I purchased it. I have had a couple of subpar interactions at the student health. They were very slow & I felt they could have been more professional. Also, it is very very very hard to contact someone via phone directly.

I wish there were more available times for appointments. Other than that, I've had to wait a few times, but nothing too long.

I wish we would be seen more promptly, a lot of times I just wait out the sickness instead of having to go to the clinic to deal with it due to the poor service. I feel like they are always too full to see us and then when we are there, we are rushed through without enough care.

i would like it if the office was open a little earlier/later so i dont have to skip class to go

If something comes up, it is very tough to get a quick appointment.

I'm a 3rd year and was on campus for for OMM orientation 3 days this week. I called once on Monday (during business hours) and Tuesday. Left a message each time, after
Comments – Student Health Clinic

no answer, in order to set up an appointment... leaving contact info and chief complaint. I received no call back. Not happy. I need a vaccination!

In the rare instance that I actually need to make an appointment there is never an appointment available in a timely manner. There needs to be more priority for getting students who are acutely ill appointments.

Inclusion of more flexible hours. The Student health clinic needs to be prompt and thorough in the quality of care given to students, particularly as it relates to students with extreme, genetic, or serious health conditions.

Inform students in advance that they have expired immunizations before letting them know days before their next rotation is about to begin. Especially if they've approved other rotations with these expired immunizations.

It can be difficult to get an appointment scheduled due to hours and availability of Clinic physicians. It is a good resource for students to have and can be useful for drop-in if there were longer hours, especially since we are in class during clinic operating hours.

It can be difficult to get in to see the doctor, especially for female exams. Staff is OFTEN unavailable, and sometimes short with students when contacted.

It is almost impossible to get through on the phone to make an appointment. There is usually only one person working the desk, and the time that I needed an appointment, and when I had to get information regarding my shot regards, it took me several days to get someone to answer the phones. The hours are very odd as well. Seeing as that we are in class, I think it would better benefit the students for the clinic to be open during lunch from 12-1, then close for lunch from 1-2. Also, on the days that they close at 12, would it be possible for someone to still be able to take calls for appointments? I just feel to better the students, the clinic should remain open as much as possible during the times we are on campus.

It is difficult to contact somebody in the clinic by phone.

It is difficult to get in around class times.

It is difficult to schedule time for an appointment and when I try to call for an appointment no one answers promptly. I have to physically walk over to the clinic in order to secure an appointment time.

It is hard to get an appointment and both appointments were scheduled like a month in advance for the next available date. However, I really liked the physicians and thought they were both friendly and thorough. Once you got an appointment the wait to see the Dr. was never long.
Comments – Student Health Clinic

It is often difficult to get an appointment that day, and sometimes our rotation sites demand a doctor's note so we have to take extra time off to see the doctor to get a note even if we are no longer sick.

It is VERY difficult to get a hold of someone on the phone in the Student Health Clinic even during operating hours. I have had several DAYS where I could not get a hold of anyone on the phone calling every half hour or so. Most of the time if I need to get something done I have to physically go to the clinic - even when just asking questions, scheduling appointments, or requesting paperwork. VERY frustrating and extremely inconvenient.

It is very hard to make appointments. There need to be more physicians available there for students.

It is very hard to schedule appointments around our schedule. We are typically in class during the clinic hours. It is also very hard to schedule an appointment. There is usually a couple of days wait which isn't very helpful when you are very sick.

It meets my expectations

It never seems that busy, yet I've had to wait a long time to see the physician, and have a difficult time scheduling an appointment due to limited hours of operation.

It seems that they let the students "self-diagnosis".....not all students are medical students.

It sometimes can be difficult to get someone to answer the phone to make appointments.

It takes forever to get an appt, the hours not be when we have class.

It takes too long to get an appointment is student health. Closing at 4 o'clock in the afternoon does not allow people who might get out of a rotation at 5 or 6 to get there. I am currently not using student health for healthcare needs because of inconvenience and inavailibility.

It would be helpful for people with routine medications (especially ones that require new prescriptions for each refill) to be able to make requests online and receive email notification that it's ready to be picked up.

It would be helpful to have a nurse line first before trying to set up an appointment. The clinic could not schedule me when I was really sick, but when I show up they usually fit me in.

XXXXXX needs to be fired. She's entirely incompetent. It shouldn't take 3 weeks to get a med refill. I shouldn't need to wait 2 weeks for an appt to get a booster shot. I could
Comments – Student Health Clinic

give it to myself in 3 seconds. Also why do they need our insurance info when we pay for the health care in our tuition? Are they charging our insurance on top of what we've already paid?

Longer hours are needed

Many of my classmates have expressed frustration at the school clinic. Trying to get an appointment can be extremely frustrating as it sometimes takes three weeks for a yearly checkup appointment. Then when I get to the appointment, I am always the only one in the waiting room. I have had several interactions with the staff where I thought they were a bit rude (never the doctor). They don't even look down to the appointment book to tell me they are booked, even for something as quick as a TB shot. They don't always answer the phone either. Recently meeting the new doctor, I am pleased with her abilities and bedside manner and am happy that the school clinic has a consistent and regular physician there. I understand the reasons behind changing the large exam room from two to one but the new exam rooms feel small and cold. The support staff, when taking my history, also don't face me anymore more since the computer is on the counter and not mounted on the wall. I just don't like answering to someone's back and it makes the experience feel a little unprofessional.

Maybe the phone number to the student clinic should not be forwarded to the PCC a lot of the hours they are supposed to be open.

Medicines prescribed didn't really do much for me. Multiple visits for the same symptoms.

More OMT in the clinics please! We are a DO school, and the students will benefit from those physicians using OMT in their practice, so students can appreciate the benefits of OMT when they NEED IT!!!

More physicians need to be hired to cover more hours/appointment times.

most of the available hours we are in class so i usually have to skip class to make an appointment

My biggest issue with the clinic is that it is supposed to be a STUDENT clinic but a lot of times they don't have openings because they are given to outside people and the majority of the time our schedule is so packed that we only have very few time slots that coincide with their hours and they are not available. Also, the staff (not necessarily the doctors) are the majority of the time are seemingly incompetent. They don't know what they're talking about a lot of the times and lose your labs. I really don't mean to be rude about it but I really feel it can be a lot better with adjustments made to staff and limiting outside patients to hours where we are usually in class.

Need more doctors available
Comments – Student Health Clinic

Needs to be a better system for yearly TB tests for students!

Nothing, don't change a thing.

Nothing. They rock.

Often I have had phone calls not returned. It is difficult for other professionals from other clinics to get information from the Student Health Clinic regarding personal medical history. Also since there is not a consistent single physician seeing the students, the varying doctors’ opinions can be conflicting or ill-informed due to lack of previous interactions.

One of the staff members is rude and unprofessional. They are unwilling to work with students when they have an immediate need for medical service.

One time I went to the clinic and there was no physician in the office that day. I was told that maybe there would be one in the afternoon. After that, I did not return to the student clinic.

On-line scheduling of appointments - the phone is rarely answered.

People working the front desk need to be more helpful

Please fire Dr. XXXXXX. I appologize for my future language; however, he is an asshole. I have never felt more belittled in my life. Dr. XXXXXX is perfect! Please give her a raise and promotion.

Please make the health clinic more available. It would be nice if my phone calls were returned and I did not have to wait an hour after my set appointment time. Additionally, getting an appointment is frequently difficult. If students weren't forced to get a doctor's note every time they were sick, I think the office clinic would not be as crowded. It seems a poor use of resources for a physician to hand out excused absences. Wouldn't their time be better spent by treating people?

Please update the website, and please find a working phone number! The only number for the student health clinic send you to UNT Family practice, then you must be transferred, and then no one answers.

See me within 2 days of calling to set an appointment.

sometimes they take more time than the appointment time.

students are in class from 8-5. the student health clinic closes at 4. the wait is long in the clinic the receptionist is rude
Comments – Student Health Clinic

Students who rotate away from Fort Worth during 3rd year should have their student health fee removed from their tuition. Why should we pay for something we are not able to use at all? Otherwise, some form of health care should be provided at our satellite locations with this money.

The changes made to the student clinic have been great.

the clinic is frustrating to use especially when making an appointment. its not about the quality of care but how the clinic is ran

The clinical staff are professional and prompt. The secretarial staff seem to be slow and it seems odd that the clinic seems unwilling to bill insurance for claims that would be covered.

The front desk M.A.'s are woefully inadequate. I have been trying to get a copy of my shot records for six months, and they refuse to provide them.

The front office could definitely do a better job at scheduling and helping the patients.

The health clinic's staff is not friendly - they do not try to work with students unless the student has an emergency. Professionalism is poor - I have emailed Dr. XXXXXXX on this matter. The clinic is not organized well and the quality of medical care is poor.

The hours are awful. I have yet to get a well woman exam there because the hours are different according to the day and for a while the only person there available to do them was Dr. xxxxxxx I'll pass on having a preceptor do my PAP smear.

The hours are not structured to help students with classes make clinic appointments. The people in charge of scheduling clinical hours need to look at each school program and make clinic hours that can help students make appointments.

The hours are strange, some days half days some days full. The time it takes to simply get a copy of records is too long.

The hours are terrible. Apparently, there is $300,000 dedicated to that clinic from our fees, but it doesn't seem to be of any use. Dr. XXXXXXX seems uncomfortable with male students. The receptionists make you wait for EVERYTHING, even things that shouldn't take that long. It's such a hassle to get an appointment that I just go without care and self medicate.

The hours at this clinic are so ridiculous that I can almost never get in. Additionally XXXXXXX makes such a production of the simple act of printing out immunization records that it is ridiculous. I waited for over four hours to have her perform the simple task of printing and faxing immunization records. In my opinion the student clinic should be there to help the students not create another hurdle for us to jump over
Comments – Student Health Clinic

The hours have improved. The front staff seems annoyed with me when I try to make an appointment, when I arrive for an appointment, or even ask a question. The doctors have been good, though.

The hours need to be improved to schedule students in. The hardest part is when you need a doctor's note, but can't get an appointment for a week. They need to have a system to see students the same day for this. I recently needed an appointment, but was told the physician doesn't work some afternoons.

The hours of operation are much better now!! Major improvements since hiring on another doctor.

The hours were limited.

The insurance that the school offers to us is very expensive and has a very high co-pay. Most of the upcoming students don't know that and they will take it because they think its the best because its offered by the school. I think that the benefit of the students is not really being considered in this case. Plus, in the health clinic every time that I have been there I had to wait 1-2 hours to be seen by the Dr. because they give the priority to those who pay more money through insurance or etc. not the students.

The office staff can be snipity at times, especially when they are busy. They are generally friendly though, but sometimes are difficult to get ahold of (not at the desk nor answering the phone). In my dealing with Dr. XXXXXX, she was very quick with me and her tone came off as rude during my well woman exam. I was uncomfortable enough that I do not wish to see her again and have made sure in subsequent visits that a different physician is doing clinic before scheduling my appointment.

The provider I saw, was profession. However, when I happen to call and leave a message, I have yet to receive a call back. Also, I had a recent complaint of insomnia, and was directed toward outside group for counseling services without able to make a appt. I see there has been increase access to Hours.

The SHC clinic needs to have medical staff available during the posted hours of operation. I have tried to go to the clinic during posted hours and I was told that there was not a physician available. That is ridiculous. If this is the case then there needs to be more medical staff hired. I also waited almost 3 weeks for the SHS clinic to call in a prescription refill. To me this indicates a lack of patient concern by the staff or that there is a shortage of staff.

The SHC has improved since moving down the hill. It was horrible before when it was in the PCC. Now, the enviroment is much nicer and things seem like they get done faster.

The student clinic does not always pick up the phone during clinic hours. There should always be someone at the front desk to attend to phone calls.
The student clinic workers have been rude to patients. They do not answer student questions on how to use health insurance, but actually make you feel stupid for not knowing. The system of calling students back to set up appointments does not work because we are often in class or not available and they do not leave messages.

The student health clinic mis-diagnosed me both times I went. The first time I was told I had ringworm on the face (it turned out to be razor burn). The second time was for strep throat. I was prescribed antibiotics before the results of the test returned (30 minute test) and never told the final results. My friend however was told MY results and they turned out to be negative.

The student health clinic needs a lot of improvement in promptness of service. The wait time to the physician is far greater than at a regular primary care clinic. I visited the clinic twice and both times the clinic was not very busy and I ended up spending over an hour there for a simple sinus infection.

The student health clinic really needs to be improved. My one interaction with the clinic was very poor - I wanted to get my final Hep B vaccine shot and left with little information, feeling frustrated, and with no shot. I have also heard numerous complaints from my fellow students - for example, the phone is never answered, you have to wait for hours to see someone (and thus miss class), and so forth.

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The wait time is extremely long even if you arrive on or before time. After talking to friends who have used student health as well, the common consensus seems to be that you will be waiting at least 30 minutes after your appointment time to be seen. This seems a little ridiculous. Also I would like to see more that one doctor working at the clinic to meet the demand.

The website is not updated to reflect the changes in the schedule. The phone system to make an appointment will send you into an endless loop!

The website is outdated with the wrong phone number. The nursing staff appears incompetent. It's impossible to get in when you need to see the doctor, almost to the point where it's not worth going in anymore. It has come to the point where I would rather pay to see a doctor somewhere else, then go to the clinic here.

There are never any appointments at the clinic.

there are no emergency services available

There have been several times when I was "worked in" for an urgent case. I understand that waiting is part of the game, but I do not appreciate being told that I will be seen at 10am and finally going back to see the doc at 1130. This situation has happened to me on multiple occasions and I do not appreciate it. Get me back on time, or do not tell me a time at all. I also feel like the quality of care is sub standard. Everytime I am in there it
Comments – Student Health Clinic

I feel like I am second class. Students enter through the back door, and I feel that I am rushed in and out as quickly as possible without much resolution. The exception to this of course is Dr. XXXXXXX, who I feel spent a lot of time with me and I really feel like he had genuine concern for my health.

There is no way for us to get over there when they are only open when we have class all day.

There is not always someone answering the phones which I call, it seems.

There was a time when it was very difficult to get anyone to answer any of the phone calls. Messages left for return phone calls were never met. That has been improved recently and most of the staff are very receptive and helpful.

These areas have all improved in the last year.

They are great there... especially xxxxxxxx. I havne't seen Dr. XXXXXXX yet, but I've seen Dr. XXXXXXX and he is very thorough and nice.

They are the best. XXXXXXX is awesome and so is the rest of the staff.

This clinic should be completely looked over, examined, changed, or anything that will make it work. I went once during orientation and waited about an hour and a half. Then during the semester, I got the flu. When I went to the clinic, they told me to go home and wait to come back when I didn't have a fever. They did not see me. They did not help me. They did not give me any medication to help with my flu. I was very disturbed by this occurrence.

This is my largest issue lately with UNTHSC. I recently was very sick through one of my courses. I tried and tried to get into the clinic, but they were always busy OR weren't open. Look at the hours they're open, and compare that to the hours of the DO students. You'll see that in order to be seen, we have to skip class, and reality is that even while sick we still have to go to class, that's the reality of med school. I was told that I would at least be given a phone call by the doc, that never happened either. I ended up having to take an exam after suffering through a fever the night before. I then went to another doctor...not affiliated with the school. Also, at one point I simply skipped class and walked my self in the front door of the clinic. I was turned away because they were "too busy" as i saw that the people in front of me were elderly people clearly there for nothing of urgency. I thought the policy was that students would receive care when needed, and why at the student health clinic was the 'public' being seeing in priority over students?

try not to reschedule appointments so often especially on the day of with no prior notice

Variable hours are confusing and long waits.
Comments – Student Health Clinic

Very hard to get things done right with the front desk staff. They are either understaffed or don't know very much about what they are doing. Lots of mistakes made and had to be corrected by the physician each time.

Waiting times for your appointment are inappropriate. I have waited over an hour both times I've been seen at the clinic past my appointment time.

Walk in hours should be offered. Sometimes an appointment cannot be scheduled for more than 2 weeks.

Was seen, told only co-pay applied, which I paid, and then I received a bill for more than $100 for a brief visit for an upper respiratory infection. Staff often act as if it is a burden to schedule you for care or help you be seen by a physician. I try to avoid using this service because of these issues.

We have to have a way to get sick visits in sicker. The fact that we need an appointment, that usually can't be scheduled until 3 days later, is NOT convenient at all.

We need more student hours.

We need to have ppd clinics open every fall, so that the students don't have to schedule individual appts to get them done.

When Dr. XXXXXX is away these other DO are less attentive to my health concerns.

when you call it usually goes to voice mail ... messages left not returned in timely manner. Hours should be more open/accessible.

Whenever I ask for an appointment it always takes 2-3 days even if I need urgently that shouldn't be the case.
Comments - Student Assistance Program (SAP)

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 Assistance Program (n=9)

Continue to make students aware of this opportunity

I am currently utilizing the SAP. I also utilized the services about 2 years ago. The program has changed some since, and I felt I was able to be seen quicker before. However, I believe I will have the opportunity to continue seeing my current counseling on my own insurance once my sessions are completed if I need too. I really appreciate this. My experience two years ago was with a great counselor, but when my sessions were completed I was referred to someone I didn't like very much. This was a setback for me and I stopped going for two years.

I am very appreciative that this service is offered free of charge for students.

I remember receiving an email about the counseling service available for students my first and second year. Each year I would save the email and contemplate calling because I was very stressed and was afraid the stress would affect my grades. During my time at school my mother passed away and I felt like giving up. I studied so much that I was too tired to go visit here the night she died. I became very frustrated for a lot of different reasons and it was affecting my marriage. I called the counseling service one day and they seem like they didn’t know what I was talking about when I asked for some free counseling for a UNT student. I was already ashamed about calling and they had me on hold for so long, I just gave up. I never received any more information about the counseling service and really could have used it. Please make it more available to students, because we want to call but it takes a lot to admit that something is wrong.

I tried getting in contact with the SAP service for two weeks before I was able to speak to a screening counselor. The screening counselor was very nice, but he spent more time talking about himself then he did assessing me. He also would asked several questions at a time and then would not allow me to answer the questions because he would start talking about something else. I was not satisfied with the assessment and I spoke with Dr. XXXXXXX at the student clinic instead.

I tried to access the resource, but none of the numbers were answered. I tried over the course of a week, thinking somebody just had stepped away, and nothing.

I would like to be able to make the appointment after 5 during the weekdays and I would like saturdays to be available for the appointment.
Comments - Student Assistance Program (SAP)

If the counselor was available to us for more than 6 sessions would be good. Also if we could talk to someone who has a PhD may help us a bit more

Not enough sessions provided. Can't bring up same problem more than once.
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. While a respondent’s comments may spanned a variety of topics within a particular section, for the purposes of this report these comments have been divided and categorized by program. 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 (n=40)

Administrative support: 4th year medical students pay tuition for services to facilitate our placement in residency. At every opportunity, TCOM has failed to meet or been late in meeting that goal. From delays getting applications out for rotations, to providing blatantly false information to students that resulted in them having to scramble for residency positions. There is a complete lack of support for specialty positions, and a constant pressure to demean students and thereby pressure them into applying to sub-standard osteopathic residencies. Many students bit the bait and chose to apply strictly osteopathic. Communication is only meaningful if it is managable. Daily bombardments of messages serve to numb the ability to receive and process information. Then there is the retort that "You were given 4 emails about this" as if anybody would be able to keep up with their clinical responsibilities if they tried to keep up with their school email!

An academic calendar that included all deadlines, beyond just exam and quiz dates, would be incredibly useful to all students. The creation of such a calendar could stem from cooperation of professors, administration and student government officers.

better counseling

Better website for the different departments on steps to do different things (third year, etc.) and better access to those departments.

Career counseling would benefit from more counselors with knowledge of medicine-which we currently do not have

XXXXXX and XXXXXX are awesome. everyone else: stinks. . that is all.

During oncampus student activities, it is hard to find information about the event until the day of. Recently, I found myself directing numerous groups of middle school children and parents around campus one day after 5pm because they didn't know where to go, how to get there, the doors were mostly locked, and no one was around to direct them to the atrium for the informational meeting they were supposed to be getting
Comments - Student-Related Services Provided by Educational Programs

interested in and signed up for. Numerous times my classmates and I would come down the elevators to the first floor from being in the PTR and accidently interrupt a meeting or dinner in the Atrium that no one knew was going on. There needs to be signs or something, besides a calendar online, that lets everyone from all the schools know what is going on where and when. Maybe have a large marquee that states what activities are being held where/when outside a high traffic area, like luibel, everett, or the library. The school's activities would be much better attended in my opinion if better communication and more notice were provided to everyone.

Give more applicants a chance who are not children of local physicians.

Hard to schedule career counseling to fit with rotations.

have option to opt out of 'daily news' or make it more relevant to each school.

How's that MD school coming along? We haven't heard word one from the school since the town hall with the BoD.

I appreciate the school allowing us to continue with Dean's Round Table as it is the best way for students to be heard aside from surveys. As a fourth year who was not required to change over to the live email service, I had the unexpected problem of being left off some of the emails sent by different groups on campus. Academic Deadlines: I was frustrated to receive important emails from clinical education right after they returned from spring break that stated I had to get things done in the next few days for the rotation starting the following week. The emails could have been sent the week before spring break to allow time for students to allow sufficient time to go around town and get things like drug tests completed. The clinical education department has not been good about communication this year. For a specific elective they set up for us, we received no notice about when and where the rotation was located and what time to show up on start day. The students had to try and find another classmate who had already taken the rotation to find out the information if their emails to clin ed were not returned.

I don't know...tough question. Just make sure no one slips through the cracks, especially students in third and fourth year who are away from Ft. Worth on rotations.

I feel that we need more advisors and we need links online to calendar events that are approaching, so we can see it on our own time.

I hate it when our school asks a guest lecturer to come in to discuss a political situation pertaining to health care. Every time, they claim to be neutral, but the completely, without any ambiguity, make it very clear that they endorse a particular viewpoint. This is highly unprofessional and highly unethical. In particular, Dr. XXXXXXX spoke about a state bill last year that expanded informed consent requirements for providing abortions,
Comments - Student-Related Services Provided by Educational Programs

and he said, "..this bill is appauling..." I was very offended and angry by the fact that as a school official, he was forcing his opinions on us. This is completely unacceptable, and I am considering calling the ethics hotline if I see it happen again.

I have had career counseling appointments rescheuled the day of the appointment because a of a conflict that the unthsc employee has. To get an appointment you have to make it some weeks in advance, most third and fourth year med students don't know their exact schedules weeks in advance.

I have had zero 1 on 1 career counseling with anyone since coming to TCOM. I think we could take a lesson from other successful medical schools in the state and assign a clinical faculty advisor on matriculation to med school. The administrative support at this school is a joke. All of these people are clock-watchers who do as very minimum possible to avoid being fired.

I heard that the orginizations weren't supposed to send mass emails more than once a month or semester (something along those lines). I'm not sure if this is true, but I get bombarded with emails. I've gotten 30 emails in one day on more than one occasion. I know that this will have to happen sometimes, but there needs to be a better way for orginizations to communicate things to students.

I know the school is working on creating a central location for campus events through the daily news and orgsync but more organization is still needed.

i think the daily news email could be a little more presentable and easier to read. it seems as though i have to really pay attention and strain myself to figure out what its saying. maybe put the most relevant stuff at the top and get rid of the header so you can see the news, not the header, when opening the email

just great

Lack of organization. Lack of information. Student government and clubs seem somewhat inactive.

My application was not reviewed until 3 months after I interviewed and no reason could be given for the delay. I wonder if it ever would have been reviewed if I hadn't called and checked up on it.

Our student government has many times been my only voice for the craziness that happens sometimes and I feel that they do an outstanding job.

School sends out way too many emails about dumb stuff that does not apply to us. please stop sending us newsletters or random information. i do not like orgsync. there is
Comments - Student-Related Services Provided by Educational Programs

already enough things for me to keep track of. i would rather just get ONE email from the club a week before and then a reminder a day before.

Student government officers spend more money on themselves for leadership building activities than they do for the class. Being elected is a popularity contest and after elections officers promote their own agenda and don't respond to class feedback. Websites do not provide enough information on dual degree programs or ROME. Website need to be improved and updated to provide more information.

Student organizations send out too many e-mails which is very annoying to people that aren't in that particular club/organization

The admissions office needs to 'cookie-cutter' what they say to folks that visit. I hear different facts from different folks that give tours. I enjoy how tight the campus community is. As a student, I love that I can go see our Dean or talk to our president almost whenever I want. That feeling is one of the reasons I chose to come to TCOM for medical school after being in the master's program of med science.

The clinical education office needs to be more supportive.

The student government for our class doesn't really represent the majority, it is rather self serving.

The student government is powerless. I read the round table minutes every month and basically everything reads thusly: "As students we'd like to see XXXXX changed." Admin: "No." MSGA: "Oh, ok. Maybe for 2014 or 2015." I delete 90% of the emails that I get without reading them because it's just another stupid club meeting that I'm not a member of. Why don't they use their Orgsync mailing lists? We get notification a week in advance about deadlines and stuff. I always feel under the gun or under pressure.

There are a lack of good advisors in some fields. Some fields have residents as advisors. The career advice provided at school is not that helpful. The school could provide more advice and tips in helping students achieve their desired residency/location. Overall, the environment at school is a lot different than when I started four years ago. When I started, it was very friendly and more like a small community. In the last couple of years, with staff turnover, I often feel that staff (not all) and some faculty don't really advocate for students. They are not very sympathetic to what we have to go through, and instead of helping us, often place roadblocks to achieving our goals. Many are obsessed with deadlines, school policies, and just feel like its another job. They probably could care less whether or not we graduate (Have been told this by a TCOM physician to my rotation group), get the residency that we
Comments - Student-Related Services Provided by Educational Programs

want, or achieve the goals that we set out to accomplish. With that attitude, I really don't see the student satisfaction going up any time soon or the HSC going to top 10 status.

There is a lot of SPAM and unwanted e-mails from all sort of groups every day that we didn't sign up for.

There is very little time to get involved in students organizations at TCOM due to our incredibly hectic academic schedule. I really wish we had more time to expand our interests and get involved in the community and other health related topics such as policy.

There's always room for improvement with communication. Admissions: use of Ambassadors is a great idea and was very helpful during the interview process. It would be great to have an integrated calendar of classes, events, etc. for students to access rather than download a word doc schedule. I know Student Development is working towards utilizing OrgSync to communicate events and student organization events, which can be helpful. Have not used career counseling because was not aware of who is in charge after changes in staff. Would be good to have a physician mentor/advisor for students as well to ask about career direction and options. Student Government seems to do a good job including elected class officers.

things need to be better written down and more clearly described. trying to get information about the school or procedures is like pulling teeth. nothing is consistent and everyone acts like they don't have a clue about school policy.

We are being completely kept in the dark about the whole MD issue. Honestly, I am sure it is a very beneficial program, but by hiding the whole process from us as students, does not exactly shed the best light.

We have no one place to check everything. As an example: I must check Live to get my email. I must check Orgsync for any student organization activities. I must check my hsc for financial aid and scholarships. I must check student portal to get to the courses webpage. We don't have a universal login that would take us to a personalized screen where we can check everything.

When we had the huge snow storm, the school website didn't even acknowledge it. There needs to be quicker updates so that we are not sitting at home wondering if we should go to school that day. I live 1 hour away, so I have to leave early.

whenever the calendar is updated for TCOM, there needs to be an email sent out saying there was an update and you need to re-download the schedule. I have missed a class or two because of changes that were un-noticed.
Comments - Student-Related Services Provided by Educational Programs

SHP – PA Studies (n=9)

Continue to use e-mail as well as orgsync

Daily Email is very nice and includes helpful information.

Orgsync just does not work for what you guys envisioned it to be. The PA program (PASA, PA Club) has pushed it upon us but we never utilize it. It is just easier to set things up via email because we all check emails, we hardly are ever on Orgsyn unless you tell us to do a survey, or attendance.

Regarding the millions of mass emails - ridiculous. I am not worried about the air handlers or the domestic hot water enough to receive 5 emails in one day updating me about their status in a building that I never enter. The campus wide emails are excessive and annoying. There should be some sort of "unsubscribe" list for those who wish to no longer receive emails regarding the domestic hot water situations....

Some, not all, of the student run organizations have poor communication with the members. They could make sure all of the members are receiving organization information when e-mailing. In certain organizations, such as CAM, more meetings would be nice. Other organizations meet expectations.

Student officers should have to defend their office every semester, not lifetime position after the first semester. Otherwise, they no longer are accountable to the students that elected them and they become dictator-like...real problem for our class!!!

The administration needs to make a commitment to serve the students. It really feels like students at this school are an after thought or even that we are a bother and the administration would prefer a school without those pesky students. That being said the Admissions department is outstanding and is the main reason this school succeeds because they continually bring in great students.

The office of admissions were very unhelpful and uninformative when I went through the process of applying to the PA program. After my interview, I was told the committee who would decide my acceptance would meet in two weeks. After two months with not a letter/call/email from admissions, I was told I was placed on the wait list...only to find out two weeks later that the committee had not even met to discuss my interview!!!! After two more weeks I was informed of my acceptance over the phone, only to get a letter of rejection in the mail the following day! I hope that the extreme disorganization that I encountered has been addressed since my application/interview process.
Comments - Student-Related Services Provided by Educational Programs

When there are big changes being made to the program, the students should be consulted and involved in the decision. To my knowledge, we were not asked for our input about the PA program separating from TCOM. The fact that the PA program was apart of a medical school was a big swaying point to go to UNTHSC.
Comments - Student-Related Services Provided by Educational Programs

GSBS – MS, Medical Sciences (n=7)

XXXXXX and her staff are great. I wish their attitude and willingness to help was shared by everyone in the school. I can't say enough about how available and how helpful they've been.

XXXXXX was amazing and very helpful

Communication needs to take place via email. At times it has been thought that the website facebook.com is an acceptable form of communication. This cannot be further from the truth. Also, frequent schedule changes were made in the middle of the year during the first semester. These actions are unprofessional and unacceptable.

Facebook statuses should not be used to tell us that a test is being canceled due to inclement weather. That is extremely unprofessional and an embarrassment to this educational institution.

I think they could make the website concerning the medical sciences program better. When I applied it was very difficult for me to find sufficient information and I had to frequently call the school to talk to someone and find out more and about what I had to do exactly to apply. Make the information easier to access on the internet as well as make the website "navigation friendly".

There's supposed to be this close relationship b/w TCOM and Med Sci. However, TCOM has done a horrible job letting Med Sci students know when they will be hearing back regarding their acceptances. People's lives are hanging in the balance... families need to know if they have to move, apartment leases need to be renewed, students need to know if they should apply elsewhere out of state... PLEASE have set deadlines for next year... not this shadiness. Also, lay it out very clearly what Med Sci students need to do to get into TCOM. Let's be honest, we all know it's a GPA thing. So please, just make it known. Set the standards at the beginning, and I guarantee you, the Med Sci students will meet those expectations.

You can start by being honest and forthcoming about this program when you are recruiting Med Sci students next year. How come you had an open house but only hand picked a select students who suck up and will lie for you to come tell the truth about MED SCI. You could have invited the whole class to come tell the truth.
Comments - Student-Related Services Provided by Educational Programs

GSBS – MS (n=2)

More advance notice of acceptance. I wasn't notified of acceptance into the program until one month before classes were supposed to start. It was very inconvenient because I was relocating from a different city (4.5 hrs away) and had to find housing, a roommate, and turn in notice at my full-time job at that time.

There needs to be more communication towards other programs and schools.
Comments - Student-Related Services Provided by Educational Programs

GSBS – PhD (n=4)

Why was I one of only a few people to have to interview at this school to come here? Why were so many students accepted without ever having an interview? Maybe if the students were actually screened you wouldn't end up with students who don't know what a pipette is and can't do serial dilutions. Also, the deadlines just come out of nowhere half the time, and even when things are supposed to have a deadline, like making up an exam, they're often stretched beyond belief. A student last semester managed to take an extra four weeks to make up an exam in Biochemistry. His excuse was that he was sick, but he wasn't sick enough to not come to school every day and ask every student what was on the test. Speaking of that student, he hasn't done any lab rotations and hasn't even entered a lab. We're beyond the half-way point of the second semester here, and he's still here. He still has his stipend while other, more motivated and involved students, do not receive his funding. How does that slip through the cracks? His last name is XXXXXX.
Comments - Student-Related Services Provided by Educational Programs

Everything in this field is good.

It would be nice if there were some way to remind students of forms/regulations/deadlines that were upcoming depending on their status. Sometimes even the more organized students can forget or not realize some forms are due.

The deadlines are not very well established and we do not receive reminders unless we seek them from our advisor.
Comments - Student-Related Services Provided by Educational Programs

SPH – MPH (n=18)

As a married commuter student, it is difficult to be more involved with extra-curricular activities. I'm sure the activities and services are great, I have just not participated very often.

Email forms are very convenient. In fact, it is so easy, we are confused at the end. There's still this need to talk to someone, to receive a verbal confirmation that we completed everything right.

Even though there's a lot of employees at this school, I don't feel like there's a great amount of oversight of classes. People are always complaining about their professors being smart, but bad teachers. Often the structure of the classes gets chaotic because of teachers getting confused how to handle something properly.

I do not feel that XXXXXX does a good job of communicating with students. I understand that students ask her the same questions over and over, but it's her job and she seems frustrated by it. Her response to read the manual doesn't always answer the question.

I think there is still a gap in dissemination of information. This may be user error. I thought when I applied to this school that my acceptance letter was way too late. Like a month after I was suppose to know if I was accepted or not.

It would be nice to receive notices about scholarships and volunteer activities sooner.

More activities for fellowship

More promoting

Need for more job fairs.

Some of the forms that must be completed on the computer than printed out do not work well.

Student activities need more advance notice; I've received several emails for events that same day. See my earlier note about XXXXXX regarding career services.

The career fairs have tended to be a disappointment....half of the organizations don't show & many aren't even hiring. What good is that for us graduating? WE NEED JOBS!
Comments - Student-Related Services Provided by Educational Programs

The computers in the SPH lab often had issues running sas, running at all, taking our id's, etc throughout the semester I had class there. It was always required that at least half the class switch computers to be able to work.

The department staff have been exceedingly kind, informative, and helpful in every step of the way.

The SPH computer lab. was readily unavailable as the library student computer lab.

There are way to many forms to graduate.

There's too heavy a reliance on email communication. It gets tedious to sort through all the mass emails. But, the weekly SPH news is excellent!

When I changed concentrations, I think some things fell through the cracks. The need for a new advisor in my new concentration went unaddressed, and on EIS I believe it still says that my original advisor is my advisor. I also do not have a mailbox like all the other epidemiology students in the epi office in CBH.

I haven't heard anything about the comprehensive exam except from other students. I had to go through a formal process to change my concentration and it feels like it was treated very lightly and with much less attention than an enrolling student would have received.
Comments - Student-Related Services Provided by Educational Programs

SPH – MHA (n=1)

fix it
Comments - Student-Related Services Provided by Educational Programs

SPH – DrPH/PhD (n=7)

It's hard to print stuff in that room for some reason.

The last Career Fair I attended was very disappointing. The number of employers present was small and most didn't hire. Some of the employers present required only bachelor degrees, and the departments with MPH or DrPH/PhD required positions were not present. If I attend a job fair I expect to see employers there who are looking for graduate students to hire or who can provide information on positions requiring graduate degrees. The last fair was a complete waste of my time. Also, very unprofessionally organized, it looked as if it was put together the week prior to the event. We were asked to wear business attire, but most organizations had their reps dress in jeans and T-shirts.

The SPH student government needs help. It is disorganized with no real purpose or function. Students are unengaged in activities.

The student organization does not take into account any of the needs of the doctoral students in SPH.

There have been excellent improvements in these areas since I have been at this school.

There seems to be no effective ways for communicating with students; thus students are minimally engaged. Email seems to be the major form of communication and I think because so many are sent out they often get lost in a sea of emails.

This is excellent.
Appendix B

Charts
Chart 1.1 - Response Rate by Program & Degree

NA - Not Applicable
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

Percent Met/Exceeded

EAD First Floor 80% 84% 82%
EAD Seventh Floor 89% 92% 86%
Lounges in CBH 85% 81% 92%
Study Lounges in Library 87% 81%

NA - Not Applicable, question not asked
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

NA - Not Applicable, question not asked
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.
For more information, please see the tables associated with this topic.
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 - SHP-MPAS

- Curriculum, Relevance of Quality of Teaching: 92% (2008), 92% (2009), 98% (2010)
- Quality of Faculty Advising: 87% (2008), 90% (2009), 91% (2010)
- Course and Instructor Evaluations - Adequate Measure of Quality: 76% (2008), 77% (2009), 68% (2010)

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.
For more information, please see the tables associated with this topic.
Chart 3.6 - Academics - GSBS-Medical Science

For more information, please see the tables associated with this topic.
Chart 3.7 - Academics - GSBS-MS

For more information, please see the tables associated with this topic.
Chart 3.8 - Academics - GSBS-MS

For more information, please see the tables associated with this topic.
Chart 3.9 - Academics - GSBS-PhD

Curriculum, Relevance of Quality of Teaching Quality of Faculty Advising Course and Instructor Evaluations - Adequate Measure of Quality Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

- 2008
- 2009
- 2010

Percent Met/Exceeded

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

NA - Not Applicable, question not asked
For more information, please see the tables associated with this topic.
Chart 3.10 - Academics - GSBS-PhD

For more information, please see the tables associated with this topic.
Chart 3.11 - Academics - SPH-MPH

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<td>Curriculum &amp; Course Content</td>
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NA - Not Applicable, question not asked
For more information, please see the tables associated with this topic.
Chart 3.12 - Academics - SPH-MPH

For more information, please see the tables associated with this topic.
Chart 3.13 - Academics - SPH-MHA

Percent Met/Exceeded

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<td>Quality of Teaching</td>
<td>NA</td>
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<td>Course and Instructor Evaluations - Adequate Measure of Course Satisfaction</td>
<td>NA</td>
<td>NA</td>
<td>79%</td>
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NA - Not Applicable, program did not exist
For more information, please see the tables associated with this topic.
Chart 3.14 - Academics - SPH-MHA

NA - Not Applicable, program did not exist
For more information, please see the tables associated with this topic.
Chart 3.15 - Academics - SPH-DrPH

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<td>Course and Instructor Evaluations - Adequate Measure of Course Satisfaction</td>
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<td>NA</td>
<td>94%</td>
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NA - Not Applicable, question not asked
For more information, please see the tables associated with this topic.
Chart 3.16 - Academics - SPH-DrPH

Percent Met/Exceeded

- Course and Instructor Evaluations - Adequate Measure of Instructor Performance
- Comprehensive Examination
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
- Availability of Classes

2008 2009 2010

NA - Not Applicable - Question not asked
For more information, please see the tables associated with this topic.
Chart 3.17 - 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 3.18 - 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 3.19 - 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 3.20 - 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 3.21 - 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 3.22 - 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 3.23 - 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 3.24 - 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.
For more information, please see the tables associated with this topic.
Chart 4.2 - Student Affairs

For more information, please see the tables associated with this topic.
For more information, please see the tables associated with this topic.
Chart 4.4 - 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

- Hours of Operation: 2008 - 75%, 2009 - 80%, 2010 - 74%
- Activities & Programs: 2008 - 77%, 2009 - 82%, 2010 - 74%
- Fitness Classes: 2009 - 74%
- Exercise Facilities: 2008 - 65%, 2009 - 67%, 2010 - 68%
- Exercise Equipment: 2008 - 53%, 2009 - 59%, 2010 - 68%

NA - Not Applicable, question not asked
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.
For more information, please see the tables associated with this topic.
For more information, please see the tables associated with this topic.
Chart 7.7 - Institutional Services Provided by Educational Program - GSBS-PhD

For more information, please see the tables associated with this topic.
Chart 7.8 - 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 7.9 - 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 7.10 - 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-MHA

NA - Not Applicable, question not asked
For more information, please see the tables associated with this topic.
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

Percent Met/Exceeded

<table>
<thead>
<tr>
<th>Service</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Public Health Practice - Quality of Workshops, Student Manual, and Poster Session</td>
<td>NA</td>
<td>NA</td>
<td>88%</td>
</tr>
<tr>
<td>Communication of Student Activities</td>
<td>NA</td>
<td>69%</td>
<td>83%</td>
</tr>
<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
<td>NA</td>
<td>77%</td>
<td>86%</td>
</tr>
<tr>
<td>Communication of News Specific to Program/School</td>
<td>NA</td>
<td>86%</td>
<td>85%</td>
</tr>
</tbody>
</table>

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-DrPH/PhD

Percent Met/Exceeded

- Admissions
- Customer Service (submission of curriculum plan, registration, and graduation)
- Ease of Completing Forms & Processes
- Administrative Support - Office of Student & Academic Services
- Administrative Support - Departmental Staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Admissions</th>
<th>Customer Service</th>
<th>Ease of Completing Forms &amp; Processes</th>
<th>Administrative Support - Office of Student &amp; Academic Services</th>
<th>Administrative Support - Departmental Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>86%</td>
<td>NA</td>
<td>88%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2009</td>
<td>97%</td>
<td>NA</td>
<td>94%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>NA</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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-DrPH/PhD

<table>
<thead>
<tr>
<th>Service Description</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPH Computer Lab</td>
<td>92%</td>
<td>70%</td>
<td>NA</td>
</tr>
<tr>
<td>Career Services</td>
<td>85%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student Government</td>
<td>89%</td>
<td>72%</td>
<td>95%</td>
</tr>
<tr>
<td>Other Student</td>
<td>83%</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>Practice - Customer</td>
<td>94%</td>
<td>86%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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.
Appendix C
Survey Instrument
Welcome to UNTHSC's 2010 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:

- Hiring faculty to evaluate teaching and provide feedback to other faculty members to improve their performance.

- Increased scholarship fundraising efforts.

- Posting of important reminders to social media sites such as Facebook and Twitter.

**Participating students in this year's survey are eligible for drawings for Target gift cards.**
**Student Demographics**

*What is your PRIMARY program? (check all that apply)*

- TCOM - DO
- SHP - PA
- GSBS - Medical Sciences
- GSBS - MS
- GSBS - PhD
- SPH - MPH
- SPH - DrPH/PhD
- SPH - MHA

---

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?*

- 2010
- 2011
- 2012
- 2013
- 2014
- 2015

---

What is your enrollment status?

- Full Time
- Part Time

---

What is your gender?

- Female
- Male
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

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outlets and Network Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the facilities listed above?

### Student Lounges

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Lounge on EAD First Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Lounge on EAD Seventh Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Lounge in CBH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Lounges in Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the facilities listed above?

### Computing and Technology

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing/Copiers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wireless Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the facilities listed above?
<table>
<thead>
<tr>
<th>Services/Facilities</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open sufficient hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building conductive to quiet study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building conductive to social interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the print and electronic resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff able and willing to help me find what I need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Computers - Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Computers - Availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Outlets and Network Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the services/facilities listed above?

---

**Laboratories**

<table>
<thead>
<tr>
<th>Services/Facilities</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Labs - Equipment Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Labs - Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Labs - Equipment Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Labs - Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the services/facilities listed above?

---

**Campus**

<table>
<thead>
<tr>
<th>Services/Facilities</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicap Access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the services listed above?
<table>
<thead>
<tr>
<th>Campus Police</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the facilities listed above?

<table>
<thead>
<tr>
<th>Parking</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you suggest be done to improve the facilities listed above?

<table>
<thead>
<tr>
<th>Food Service</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stairway Cafe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Java Lab Coffee Shop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vending Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum - Relevance of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Faculty Advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Adequate Measure of Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Teaching/Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion / Indifferent</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way?
Compared to your expectations for the institution, how would you rate the following?

GSBS Academics

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Availability of Classes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>GSBS Academics</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum – Course Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum - Sequence of Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Evaluations - Adequate Measure of Course Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Evaluations - Adequate Measure of Instructor Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion / Indifferent</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way?
Compared to your expectations for the institution, how would you rate the following?

TCOM DO/PA Academics

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Program Clinical Staff</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
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<tbody>
<tr>
<td>Registrar</td>
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<tr>
<td>International Student Services</td>
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<tr>
<td>Center for Academic Performance (CAP)</td>
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<tr>
<td>Student Development</td>
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<tr>
<td>Student Affairs Career Services</td>
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<tr>
<td>Health Promotions</td>
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<tr>
<td>UNTHSC Catalog</td>
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<tr>
<td>Overall</td>
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</tbody>
</table>

What do you suggest be done to improve the services listed above?

### Financial Aid

<table>
<thead>
<tr>
<th>Service</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Office - Overall</td>
<td></td>
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<tr>
<td>Access to Loan Information</td>
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<tr>
<td>Availability of Scholarships</td>
<td></td>
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</tbody>
</table>

What do you suggest be done to improve the services listed above?

### Other Institutional Services and Offices

<table>
<thead>
<tr>
<th>Service</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Financials Office</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Human Resource Services</td>
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<tr>
<td>Marketing &amp; Communications - General</td>
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<tr>
<td>UNTHSC News &amp; Plans</td>
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<tr>
<td>Alumni Affairs</td>
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</tbody>
</table>

What do you suggest be done to improve the services listed above?
*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**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Operation</td>
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<tr>
<td>Activities &amp; Programs</td>
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<td>Fitness Classes</td>
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<td>Exercise Facilities</td>
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<tr>
<td>Exercise Equipment</td>
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</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
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</thead>
<tbody>
<tr>
<td>Promptness of Service</td>
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<tr>
<td>Professionalism of Service</td>
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<tr>
<td>Quality of Medical Care</td>
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<tr>
<td>Convenience of Hours</td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>No Opinion</th>
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</thead>
<tbody>
<tr>
<td>Availability</td>
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<tr>
<td>Professionalism of Service</td>
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<tr>
<td>Sufficient Length of Service</td>
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<tr>
<td>Quality of Mental Health Care</td>
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<tr>
<td>Convenience of Hours</td>
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</table>

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

<table>
<thead>
<tr>
<th>Service</th>
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<tr>
<td>Admissions</td>
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<tr>
<td>Student Services - Customer Service (submission of curriculum plan, registration, and graduation)</td>
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<tr>
<td>Student Services - Ease of Completing Forms &amp; Processes</td>
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<tr>
<td>Administrative Support - Office of Student &amp; Academic Services</td>
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<td>Administrative Support - Departmental Staff</td>
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<td>SPH Computer lab</td>
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<td>Career Services (Career Fair, Career Roundtable, Tuesday Interlude)</td>
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<td>Student Government</td>
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<td>Other Student Organizations</td>
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<tr>
<td>Communication of Student Activities</td>
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<tr>
<td>Communication of Academic Deadlines &amp; Regulations</td>
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<tr>
<td>Communication of News Specific to Program/School</td>
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<tr>
<td>Center for Public Health Practice – Customer Service (submission of required materials)</td>
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<tr>
<td>Center for Public Health Practice – Quality of Workshops, Student Manual, and Poster Session</td>
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</table>

Please provide recommendations for any additional improvements related to the **Student-Related Services** provided by the School of Public Health.
Communication of Academic Deadlines & Regulations
Communication of News Specific to Program/School
Student-Related Services Provided by Your School

<table>
<thead>
<tr>
<th></th>
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<td>Communication of Academic Deadlines &amp; Regulations</td>
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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.