



Academics

Student Services

2013 Student Satisfaction Survey

**Institutional Facilities
and Services**

**Student Health
Clinic**

**Office of Strategy & Measurement
June 2013**

Executive Summary

What is the Student Satisfaction Survey?

The UNTHSC Student Satisfaction Survey is administered annually in the spring to evaluate 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, academics, student services and programs, the student health clinic, the student assistance program, and student services provided by individual programs. In addition, two questions are utilized from the survey as annual performance measures related to student satisfaction.

Who participated in the survey?

The 2013 survey was administered online from March 20, 2013, to April 30, 2013. Of 1,288 students who participated in the survey, 456 were students within TCOM, 227 in SHP, 340 in GSBS, and 265 in SPH. The 1,288 students who responded represent a response rate of approximately 65%, up a point from 2011. Due to increasing enrollment at UNTHSC, the increase in the response rate represents a 19% 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. Comments with for all questions may be found in Appendix A.

Institutional Facilities and Services

For 2013, in the area of Institutional Facilities and Services, 27 of the 40 questions asked had Met or Exceeded Expectations scores at or above 90%. Six other questions had Met or Exceeded Expectations scores above 80%. 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 Temperature.

Executive Summary

Academics

Within Academics, responses varied by degree program. Generally, for 2013 Administrative Support and Curriculum were areas of strength while Quality of Teaching and Course and Instructor Evaluations were areas with opportunities for improvement.

TCOM-DO students responded to eight of 12 (Class of 2013), six of 12 (Class of 2014), five of seven (Class of 2015), and seven of seven (Class of 2015) questions with Met or Exceeded Expectations scores at or above 80%. Ten of the 38 questions among all four classes showed improved scores of five points or greater over 2012, while two questions declined by five or more points.

SHP-MPAS students responded to ten of 12 (Class of 2013), 11 of 12 (Class of 2014), and three of seven (Class of 2015) questions with Met or Exceeded Expectations scores at or above 80%. Scores were generally higher, with nine questions increasing by five points or more.

SHP-DPT students responded to all questions with Met or Exceeded Expectations scores at or above 80%. In their third year of the survey, all but one of the questions for all cohorts had Met or Exceeded Expectations scores at or above 90%.

GSBS-Medical Science students responded to all questions with Met or Exceeded Expectations above 80%. One question saw a score improve by five or more points.

GSBS-MS students responded to all questions with Met or Exceeded Expectations scores at or above 80%. Three questions saw scores improve by five or more points. One question saw a score decrease by five or more points.

GSBS-PhD students responded to six of eight questions with Met or Exceeded Expectations scores at or above 80%. Three questions saw scores improve by five or more points. One question saw a score decrease by five or more points.

SPH-MPH students responded to seven of ten questions with Met or Exceeded Expectations scores at or above 80%. Two questions saw scores improve by five or more points, while two questions saw scores decline by five or more points.

SPH-MHA students responded to one of ten questions with Met or Exceeded Expectations scores at or above 80%. Eight questions saw scores decline by five or more points.

Executive Summary

SPH-DrPH students responded to three of nine questions with Met or Exceeded Expectations scores at or above 80%. Five questions saw scores improve at least five points.

SPH-PhD students responded to four of nine questions with Met or Exceeded Expectations scores at or above 80%. Four questions saw scores improve by five or more points, while four questions saw scores decline by five or more points.

SPH-Online students responded to three of four questions with Met or Exceeded Expectations scores at or above 80%. This is the first year for these questions, so no trend data is available.

Quality of Teaching and Quality of Education questions used in the UNTHSC Performance Measures

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

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
TCOM-DO	▲86%	▲88%
SHP-MPAS	▲80%	▲84%
SHP-DPT	99%	▲99%
GSBS-Med Sci.	86%	89%
GSBS-MS	▲83%	▲84%
GSBS-PhD	86%	▲72%
SPH-MPH	▼76%	78%
SPH-MHA	▼50%	▼62%
SPH-DrPH	54%	▲77%
SPH-PhD	▼60%	80%
UNTHSC	83%	84%

Bold and arrows indicate a greater than 5% change from 2012. Scores below 68% for the quality questions represents a significant concern.

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Student Services and Programs

For 2013, in Student Services and Programs, only Debt Counseling and Marketing & Communications - General UNTHSC News & Plans had a Met or Exceeded Expectations score at or below 80%. Availability of Scholarships saw the score improve by greater than five points from 2012, while Debt Counseling, Marketing & Communications - General UNTHSC News & Plans, and Alumni Affairs saw scores decline by five or more points from 2012.

The Founders' Activity Center was used twice or more a week by 23% of students who responded to the survey. Students rated three of five questions with Met or Exceeded Expectations scores at or above 80%.

Student Health Clinic

The Student Health Clinic was used by 54% of students who responded to the 2013 survey. Of those who did not use the clinic, 67% stated they had no need to use it. All questions saw scores with Met or Exceeded Expectations scores at or above 70%, with all scores improving - two seeing improvement of five or more points.

Student Assistance Program (SAP)

The Student Assistance Program was used by 6% of the 2013 survey respondents. All questions saw scores with Met or Exceeded Expectations scores at or above 94%.

Student Services Provided by Individual Programs

In Student Services Provided by Individual Programs, TCOM: DO-2016, SHP-MPAS (all cohorts), SHP –DPT (all cohorts), GSBS – Medical Science, GSBS PhD, SPH – MPH, and SPH - DrPH students had no questions with Met or Exceeded Expectations scores below 80% in 2013. Within other programs:

The TCOM – DO program rated Communication Specific to Clinical Rotations with Met or Exceeded Expectations scores below 80% for the 2013, 2014, and 2015 classes. Career Counseling – Quality and Office of Clinical Education – Policies were also rated below 80% for the Class of 2013.

The SPH – MHA program rated Career Counseling - Availability and Career Counseling - Quality with Met or Exceeded Expectations scores below 80%.

The SPH – PhD program rated career counseling availability, communication of academic deadlines and regulations, and communication of news specific to program/school with Met or Exceeded Expectations scores below 80%.

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Survey Report

Introduction and Methodology

What is the Student Satisfaction Survey?

The annual UNTHSC Student Satisfaction Survey was administered in March and April of 2013 to evaluate student satisfaction, a primary performance measure associated with the UNTHSC Strategy Map and Tactical Initiatives. The survey was developed in 2007 by a committee of key academic and student support stakeholders and the Office of Strategy and Measurement (OSM). The survey has been expanded in subsequent years following input from the respective student and academic affairs offices for the institution and for each school. For 2013 questions were reviewed following input from representatives of all four schools. The main revision to the survey this year was the addition of questions in SPH related to their online courses.

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

Who participated in the survey?

The survey was launched as an online instrument by the Office of Strategy and Measurement (OSM) using Qualtrics on March 20, 2013, and closed April 30, 2013. While the survey gathered anonymous input, limited demographic data was also collected. Of 1,288 students who participated in the survey, 456 were students within TCOM, 227 in SHP, 340 in GSBS, and 265 in SPH. The 1,288 students who responded represent an approximately 65% response rate (Table 1.1). Due to students self-selecting their program and degree, 62 students selected the MS degree in GSBS, when only 60 were enrolled in the spring semester. In addition, 72% of the survey respondents expect to graduate in either 2013 or 2014, suggesting that a significant portion of the pool has spent enough time at UNTHSC to have formed an opinion on the issues raised in the survey (Table 1.2). The gender make-up of the respondents approximates that of the student body, with 40% of respondents male and 60% female (Table 1.3). Additionally, 96% of respondents were full-time students (Table 1.4).

Introduction and Methodology

Table 1.1 – Survey Respondents by Program and Degree

Program/Degree	2013 Respondents	2013 Percent of Respondents	2013 Number Surveyed	2013 Response Rate*	2012 Response Rate*
TCOM/DO	456	35%	844	54%	54%
TCOM/DO – 2013	55	4%	175	31%	37%
TCOM/DO – 2014	85	7%	206	41%	62%
TCOM/DO – 2015	128	10%	231	55%	69%
TCOM/DO – 2016	188	15%	232	81%	NA
SHP/MPAS	141	11%	208	68%	62%
SHP/MPAS – 2013	34	3%	68	50%	49%
SHP/MPAS – 2014	46	4%	66	70%	73%
SHP/MPAS – 2015	61	5%	74	82%	NA
SHP/DPT	86	7%	110	78%	33%
SHP/DPT – 2013	13	1%	29	45%	32%
SHP/DPT – 2014	35	3%	40	88%	35%
SHP/DPT – 2015	38	3%	41	93%	NA
GSBS/Medical Science	186	14%	186	100%	101%
GSBS/MS	62	5%	60	103% *	96%
GSBS/PhD	92	7%	118	78%	56%
SPH/MPH	215	17%	365	59%	72%
SPH/MHA	25	2%	31	81%	110%
SPH/DrPH	15	1%	26	58%	58%
SPH/PhD	10	1%	19	53%	100%
Totals	1288		1967		64%

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

Table 1.2 – Survey Participants by Year of Graduation*

Expected Graduation	2013 Respondents	2013 Percent of Respondents
2013	445	41%
2014	339	31%
2015	272	25%
2016	217	20%
2017 or later	15	1%
Totals	1288	100%

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

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Table 1.3 – Survey Participants by Gender

Gender	2013 Respondents	2013 Percent of Respondents	2013 Number Surveyed	2013 Response Rate	2012 Response Rate
Male	521	40%	787	66%	63%
Female	767	60%	1180	65%	64%
Totals	1288	100%	1967	65%	64%

Table 1.4 – Survey Participants by Full Time Status

Status	2013 Respondents	2013 Percent of Respondents	2013 Number Surveyed	2013 Response Rate	2012 Response Rate
Full-Time	1242	96%	1739	71%	67%
Part-Time	46	4%	228	20%	34%
Totals	1288	100%	1967	65%	64%

How are results presented?

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

How are student comments presented?

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

Introduction and Methodology

How are responses used for UNTHSC Performance Measures?

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

What are the next steps?

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

Institutional Facilities and Services - Summary

Results

Students responded to 27 of 40 Institutional Facilities and Services questions with Met or Exceeded Expectations scores at or above 90%. Six questions had Met or Exceeded Expectations scores below 80%. Areas of Strength include the Lewis Library, Laboratories, and Campus Police. Opportunities for improvement include Parking Availability and Price, Food Services, and Wireless Quality, and Classroom Temperature. Table 2.1 below displays detailed survey results for this section.

In the area of Classrooms, 91% of students responding felt that AV Equipment Met or Exceeded Expectations. The percentages of Met or Exceeded Expectations responses for Maintenance (94%), and Cleanliness (93%) have remained over 90% the past three years. Classroom Temperature saw a five point increase to 77%. Classroom Electrical Outlets (87%) and Classroom Network Connections (83%) saw five and ten point decreases, respectively, over the results of last year. Common themes in the comments included room temperature, faculty training for AV equipment, need for better WIFI, housekeeping of the classrooms and restrooms, and lack of ability to record lectures in TCOM.

The Student Lounges category included the following percentages for Met or Exceeded Expectations: Adequate Lounge Space Across the Campus (83%), EAD First Floor (88%), EAD Fifth Floor (92%), Lounges in CBH (93%), and Lounges in MET (85%). Common themes in the comments included the need for more lounge space around the campus, cleaner tables, and access to a freezer.

In the area of Computing and Technology, three questions met or exceeded expectations for at least 90% of respondents. Email had a Met or Exceeded Expectations percentage of 97%, Copiers scored a value of 90%, and Student IT Helpdesk support scored 95%. The wireless quality scored a value of 79%, a decrease of 14% from the prior year. Common themes in the comments included WIFI quality, copying/printing costs, and copier/printer dependability.

Library questions Met or Exceeded Expectations for at least 90% of respondents for all areas, including Open Sufficient Hours (96%), Building Conducive to Quiet Study (90%), Building Conducive to Social Interaction (98%), Access to Print and Electronic Resources (96%), Staff Able and Willing to Help Me (98%), Computers - Quality (90%), Computers - Availability (92%), Library Electrical Outlets (95%) and Library Network Connections (91%). Common themes in the comments included requesting more study space, access to 3rd floor 24/7, and the noise level in the library.

Institutional Facilities and Services - Summary

Lab questions had the following percentages of Met or Exceeded Expectations for 2013: Teaching Labs – Equipment Quality (96%), Teaching Labs – Safety (99%), Research Labs - Equipment Quality (97%) and Research labs – Safety (98%). Common themes in the comments included the need for more supplies and satisfaction with the Anatomy Lab.

Campus category scores have remained over 90% for the last seven years, with Met or Exceeded Expectations scores of 95% for Maintenance, 94% for Cleanliness, and 92% for Handicap Access. Common themes in the comments included the need for cleaner floors and bathrooms, better temperature control, and request for completion of library courtyard construction.

The Campus Police score in the area of Security was 96% Met or Exceeded Expectations and was 96% for Emergency Communications. The Campus Police category has scored over 90% Met or Exceeded Expectations for each of the seven years of the survey. A common theme in the comments was security at night and need for more rapid communication during gas leak incident.

Parking Availability met or exceeded expectations for 49% of students, down 12 points from 2012 and down 29 points from 2011. Parking Price met or exceeded expectations for 74% of those responding. Common themes in the comments included cost and availability of parking as well as the increased concerns with expansion of UNTHSC and the new College of Pharmacy.

In the area of Food Service, Stairway Café Met or Exceeded Expectations for 80% of respondents, Java Lab Coffee Shop for 80% of respondents, Four Star Café for 78% of respondents, and Vending Machines for 72%. Common themes in the comments included more vending machines with healthier options, decreased costs, more menu variety, and longer hours.

Institutional Facilities and Services - Summary

Table 2.1 - Institutional Facilities & Services	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:									
Classrooms									
AV Equipment	91%	9%	1084	94%	6%	944	90%	10%	828
Maintenance	94%	6%	1116	96%	4%	971	93%	7%	845
Cleanliness	93%	7%	1130	▲95%	5%	979	90%	10%	851
Classroom Temperature	▲77%	23%	1120	72%	28%	970	▼68%	32%	837
Classroom Electrical Outlets	▼87%	13%	1121	▲92%	8%	967	NA	NA	NA
Classroom Network Connections	▼83%	17%	1113	▲93%	7%	960	NA	NA	NA
Outlets and Network Connections	NA	NA	NA	NA	NA	NA	▲87%	13%	838
Student Lounges									
Adequate Lounge Space Across the Campus	83%	17%	997	80%	20%	876	NA	NA	NA
EAD First Floor	88%	12%	761	89%	11%	697	▲88%	12%	603
EAD Fifth Floor	92%	8%	580	91%	9%	519	NA	NA	NA
Lounges in CBH	93%	7%	540	93%	7%	558	90%	10%	486
Lounges in MET	85%	15%	721	86%	14%	686	NA	NA	NA
Computing and Technology									
Printing/Copiers	90%	10%	1078	▲87%	13%	946	82%	18%	814
Email	97%	3%	1134	95%	5%	975	▲92%	8%	848
Wireless Quality	▼79%	21%	1127	93%	7%	966	▲93%	7%	833
Student IT Helpdesk Support	95%	5%	1015	96%	4%	898	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Institutional Facilities and Services - Summary

Table 2.1 – Cont. Institutional Facilities & Services	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Lewis Library									
Open sufficient hours	96%	4%	1095	96%	4%	948	▲98%	2%	836
Building conducive to quiet study	▲90%	10%	1098	84%	16%	944	▲85%	15%	855
Building conducive to social interaction	98%	2%	1082	96%	4%	919	96%	4%	807
Building conducive to group work	98%	2%	1089	NA	NA	NA	NA	NA	NA
Access to quality print and electronic resources	96%	4%	1086	95%	5%	931	92%	8%	822
Staff able and willing to help me	98%	2%	1082	98%	2%	922	98%	2%	801
Library Computers – Quality	90%	10%	941	93%	7%	832	94%	6%	705
Library Computers – Availability	92%	8%	940	92%	8%	828	93%	7%	703
Library Electrical Outlets	▲95%	5%	1077	90%	10%	869	NA	NA	NA
Library Network Connections	▼91%	9%	1071	98%	2%	911	NA	NA	NA
Library Outlets and Network Connections	NA	NA	NA	NA	NA	NA	▲91%	9%	813
Laboratories									
Teaching Labs - Equipment Quality	96%	4%	761	95%	5%	626	92%	8%	530
Teaching Labs - Safety	99%	1%	760	99%	1%	619	97%	3%	519
Research Labs - Equipment Quality	97%	3%	577	97%	3%	460	93%	7%	353
Research Labs - Safety	98%	2%	567	99%	1%	453	97%	3%	354

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Institutional Facilities and Services - Summary

Table 2.1 – Cont. Institutional Facilities & Services	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Campus									
Maintenance	95%	5%	1114	98%	2%	955	96%	4%	844
Cleanliness	94%	6%	1133	96%	4%	961	94%	6%	848
Handicap Access	▼92%	8%	655	97%	3%	578	94%	6%	467
Campus Police									
Security	96%	4%	1009	▲97%	3%	883	92%	8%	755
Emergency Communications	96%	4%	934	98%	2%	808	95%	5%	682
Parking									
Availability	▼49%	51%	1087	▼61%	39%	934	▲78%	22%	797
Price	74%	26%	1041	75%	25%	906	▲77%	23%	775
Food Service – Quality vs. Cost									
Stairway Café	80%	20%	716	79%	21%	642	▲78%	22%	569
Java Lab Coffee Shop	80%	20%	920	84%	16%	820	▲83%	17%	727
Four Star Café	78%	22%	928	▼77%	23%	811	84%	16%	629
Vending Machines	72%	28%	881	72%	28%	777	69%	31%	668

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Academics - Summary

Introduction

For the 2013 Survey, the Academic questions were broken into related sub-groups with each followed by an opportunity for comments. This allowed students more opportunity for focused comment writing. The Academic comments in Appendix A have similarly been categorized by these sub-groups, easing further analysis. Previously students provided comments in only one section. Having the focused comments at the end of each section precludes the need to divide and categorize them as was done previously.

Quality of Teaching and Quality of Education Results

Two questions are used as UNTHSC Performance Measures for evaluating student satisfaction. The first asks whether Quality of Teaching exceeds, meets, or does not meet their expectations. The second question asks students to indicate their level of agreement with the statement “Overall, I am satisfied with the quality of my education.” The results for these questions by program are below in Table 3.1, and a detailed set of data for the second question is below in Table 3.2.

Table 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
TCOM-DO	▲ 86%	▲ 88%
SHP-MPAS	▲ 80%	▲ 84%
SHP-DPT	99%	▲ 99%
GSBS-Med Sci.	86%	89%
GSBS-MS	▲ 83%	▲ 84%
GSBS-PhD	86%	▲ 72%
SPH-MPH	▼ 76%	78%
SPH-MHA	▼ 50%	▼ 62%
SPH-DrPH	54%	▲ 77%
SPH-PhD	▼ 60%	80%
UNTHSC	83%	84%

Bold and arrows indicate a greater than 5% change from 2012. Scores below 68% for the quality questions represents a significant concern.

Academics - Summary

Table 3.2 - Indicate whether you agree or disagree with the following statement:
Overall, I am satisfied with the quality of my education.

2013 Results							
PROGRAM	n	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2013	44	20%	73%	2%	5%	0%	4.09
TCOM-DO 2014	73	12%	73%	5%	10%	0%	3.88
TCOM-DO 2015	112	11%	71%	8%	7%	4%	3.78
TCOM-DO 2016	162	34%	58%	4%	4%	0%	4.22
SHP-MPAS 2013	32	25%	72%	0%	0%	3%	4.16
SHP-MPAS 2014	42	17%	67%	10%	5%	2%	3.90
SHP-MPAS 2015	56	27%	50%	7%	13%	4%	3.84
SHP-DPT 2013	13	62%	38%	0%	0%	0%	4.62
SHP-DPT 2014	34	71%	29%	0%	0%	0%	4.71
SHP-DPT 2015	34	65%	32%	0%	3%	0%	4.59
GSBS-Med Science	174	39%	50%	4%	5%	2%	4.17
GSBS-MS	61	30%	54%	10%	5%	2%	4.05
GSBS-PhD	83	13%	59%	17%	10%	1%	3.73
SPH-MPH	180	20%	58%	11%	9%	2%	3.86
SPH-MHA	24	8%	54%	21%	8%	8%	3.46
SPH-DrPH	13	8%	69%	8%	8%	8%	3.62
SPH-PhD	10	30%	50%	10%	10%	0%	4.00

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

Academics - Summary

Table 3.2 (continued) - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.

2012 Results							Average Score*
PROGRAM	n	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	
TCOM-DO 2013	55	13%	69%	13%	4%	2%	3.87
TCOM-DO 2014	114	13%	61%	8%	14%	4%	3.64
TCOM-DO 2015	141	27%	60%	6%	6%	1%	4.07
TCOM-DO 2016	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2013	32	19%	69%	9%	3%	0%	4.03
SHP-MPAS 2014	49	16%	53%	6%	16%	8%	3.24
SHP-MPAS 2015	NA	NA	NA	NA	NA	NA	NA
SHP-DPT 2013	9	33%	44%	22%	0%	0%	4.33
SHP-DPT 2014	11	55%	36%	9%	0%	0%	4.45
SHP-DPT 2015	NA	NA	NA	NA	NA	NA	NA
GSBS-Med Science	171	30%	58%	9%	3%	0%	4.15
GSBS-MS	47	34%	45%	13%	6%	2%	4.02
GSBS-PhD	59	8%	59%	19%	14%	0%	3.63
SPH-MPH	143	19%	62%	12%	6%	1%	3.92
SPH-MHA	30	27%	50%	3%	17%	3%	3.80
SPH-DrPH	20	10%	55%	5%	20%	10%	3.35
SPH-PhD	16	19%	63%	19%	0%	0%	4.00

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

Academics - Summary

Table 3.2 (continued) - Indicate whether you agree or disagree with the following statement: Overall, I am satisfied with the quality of my education.

2011 Results							
PROGRAM	n	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2013	106	11%	58%	10%	11%	9%	3.53
TCOM-DO 2014	157	25%	62%	6%	6%	1%	4.04
TCOM-DO 2015	NA	NA	NA	NA	NA	NA	NA
TCOM-DO 2016	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2013	62	40%	56%	3%	0%	0%	4.37
SHP-MPAS 2014	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2015	NA	NA	NA	NA	NA	NA	NA
SHP-DPT 2013	29	34%	52%	7%	7%	0%	4.14
SHP-DPT 2014	NA	NA	NA	NA	NA	NA	NA
SHP-DPT 2015	NA	NA	NA	NA	NA	NA	NA
GSBS-Med Science	91	13%	52%	12%	19%	4%	3.51
GSBS-MS	56	14%	63%	7%	11%	5%	3.70
GSBS-PhD	74	11%	66%	12%	8%	3%	3.74
SPH-MPH	160	14%	59%	12%	14%	2%	3.69
SPH-MHA	19	21%	42%	16%	11%	11%	3.53
SPH-DrPH	43	21%	40%	19%	19%	2%	3.58

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

Academics - Summary

TCOM - DO 2013

TCOM - DO 2013 students responded to eight of 12 questions with Met or Exceeded Expectations scores at or above 80%. As listed in Table 3.3a, respondents reported Met or Exceeded Expectations for Relevance of Curriculum (90%), Quality of Teaching (90%), Quality of Faculty Advising (70%), Course and Instructor Evaluations – Adequately Measure Quality (91%), Course and Instructor Evaluations – Used Effectively (77%), Program Teaching/Graduate Assistants (100%), Administrative Support (88%), Clinical Rotations – Overall (95%), Clinical Sites – Quality (100%), Clinical Sites – Availability (68%), Quality of Clinical Instruction (93%), Clinical Site – Access to Preceptors (77%).

As shown in Table 3.2, 93% of DO- 2013 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 4.09. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.

Academics - Summary

Table 3.3a - TCOM - DO 2013	2013			2012			2011		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	90%	10%	40	▲90%	10%	50	▼67%	33%	106
Quality of Teaching	▲90%	10%	40	▲82%	18%	49	70%	30%	103
Quality of Faculty Advising	70%	30%	30	74%	26%	46	76%	24%	90
Course and Instructor Evaluations - Adequate Measure of Quality	91%	9%	35	▲89%	11%	47	▼75%	25%	97
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	77%	23%	35	▲80%	20%	45	70%	30%	92
Program Teaching/Graduate Assistants	▲100%	0%	19	▲94%	6%	33	87%	13%	69
Administrative Support	88%	12%	33	89%	11%	44	NA	NA	NA
Clinical Rotations - Overall	95%	5%	41	91%	9%	56	NA	NA	NA
Clinical Sites - Quality	▲100%	0%	41	91%	9%	56	NA	NA	NA
Clinical Sites - Availability	68%	32%	41	66%	34%	56	NA	NA	NA
Quality of Clinical Instruction	▲93%	7%	40	82%	18%	56	NA	NA	NA
Clinical Sites - Access to Preceptors	77%	23%	40	75%	25%	56	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

TCOM - DO 2014

TCOM - DO 2014 students responded to six of 12 questions with Met or Exceeded Expectations scores at or above 80%. As listed in Table 3.3b, respondents reporting Met or Exceeded Expectations for Relevance of Curriculum (84%), Quality of Teaching (81%), Quality of Faculty Advising (70%), Course and Instructor Evaluations – Adequately Measure Quality (79%), Course and Instructor Evaluations – Used Effectively (71%), Program Teaching/Graduate Assistants (95%), Administrative Support (82%), Clinical Rotations – Overall (90%), Clinical Sites – Quality (92%), Clinical Sites – Availability (68%), Quality of Clinical Instruction (78%), Clinical Site – Access to Preceptors (75%).

As shown in Table 3.2, 85% of DO- 2014 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating 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 3.3b - TCOM - DO 2014		2013			2012			2011		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>		Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	▲84%	16%	68		▼71%	29%	115	87%	13%	156
Quality of Teaching	▲81%	19%	69		▼69%	31%	115	83%	17%	155
Quality of Faculty Advising	70%	30%	64		▼73%	27%	78	88%	12%	129
Course and Instructor Evaluations - Adequate Measure of Quality	▲79%	21%	63		▼69%	31%	108	75%	25%	149
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲71%	29%	59		▼55%	45%	95	66%	34%	137
Program Teaching/Graduate Assistants	▲95%	5%	39	90%	10%	58	93%	7%	125	
Administrative Support	82%	18%	56	81%	19%	84	NA	NA	NA	
Clinical Rotations - Overall	90%	10%	60	NA	NA	NA	NA	NA	NA	
Clinical Sites - Quality	92%	8%	61	NA	NA	NA	NA	NA	NA	
Clinical Sites - Availability	68%	32%	59	NA	NA	NA	NA	NA	NA	
Quality of Clinical Instruction	78%	22%	64	NA	NA	NA	NA	NA	NA	
Clinical Sites - Access to Preceptors	75%	25%	60	NA	NA	NA	NA	NA	NA	

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

TCOM - DO 2015

TCOM - DO 2015 students responded to five of seven questions with Met or Exceeded Expectations scores at or above 80%. As listed in Table 3.3c, respondents reporting Met or Exceeded Expectations for Relevance of Curriculum (89%), Quality of Teaching (84%), Quality of Faculty Advising (83%), Course and Instructor Evaluations – Adequately Measure Quality (78%), Course and Instructor Evaluations – Used Effectively (74%), Program Teaching/Graduate Assistants (96%), Administrative Support (93%).

As shown in Table 3.2, 82% of DO - 2015 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 3.78. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.

Table 3.3c - TCOM - DO 2015	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	89%	11%	110	88%	12%	153	NA	NA	NA
Quality of Teaching	▲ 84%	16%	109	79%	21%	140	NA	NA	NA
Quality of Faculty Advising	▼ 83%	17%	95	90%	10%	121	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	78%	22%	103	82%	18%	149	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▼ 74%	26%	93	79%	21%	131	NA	NA	NA
Program Teaching/Graduate Assistants	96%	4%	72	94%	6%	113	NA	NA	NA
Administrative Support	93%	7%	98	92%	8%	133	NA	NA	NA
Clinical Rotations - Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	NA	NA	NA	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

TCOM - DO 2016

TCOM - DO 2016 students responded to all seven questions with Met or Exceeded Expectations scores at or above 80%. As listed in Table 3.3d, respondents reporting Met or Exceeded Expectations for Relevance of Curriculum (97%), Quality of Teaching (89%), Quality of Faculty Advising (90%), Course and Instructor Evaluations – Adequately Measure Quality (93%), Course and Instructor Evaluations – Used Effectively (91%), Program Teaching/Graduate Assistants (97%), Administrative Support (98%).

As shown in Table 3.2, 92% of DO - 2016 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 4.22. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1.

Table 3.3d - TCOM - DO 2016 <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	97%	3%	152	NA	NA	NA	NA	NA	NA
Quality of Teaching	89%	11%	151	NA	NA	NA	NA	NA	NA
Quality of Faculty Advising	90%	10%	125	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	93%	7%	144	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	91%	9%	131	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	97%	3%	110	NA	NA	NA	NA	NA	NA
Administrative Support	98%	2%	133	NA	NA	NA	NA	NA	NA
Clinical Rotations - Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	NA	NA	NA	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - MPAS 2013

Results

SHP – MPAS 2013 students responded to 10 of 12 questions with Met or Exceeded Expectations scores at or above 80% (Table 3.4a), including: Relevance of Curriculum (100%), Quality of Teaching (97%), Quality of Faculty Advising (87%), Course and Instructor Evaluations – Adequately Measure Quality (81%), Course and Instructor Evaluations – Used Effectively (77%), Administrative Support (96%), Program Teaching/Graduate Assistants (100%), Clinical Rotations – Overall (94%), Clinical Sites – Quality (91%), Clinical Sites – Availability (66%), Quality of Clinical Instruction (91%), Clinical Site – Access to Preceptors (88%).

Ninety-seven 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 4.16. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Academics - Summary

Table 3.4a - SHP - MPAS 2013	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	▲100%	0%	32	94%	6%	33	98%	2%	62
Quality of Teaching	▲97%	3%	32	85%	15%	33	94%	6%	62
Quality of Faculty Advising	87%	13%	32	84%	16%	31	97%	3%	59
Course and Instructor Evaluations - Adequate Measure of Quality	81%	19%	31	78%	22%	32	90%	10%	61
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▼77%	23%	31	87%	13%	30	86%	14%	56
Administrative Support	96%	4%	28	96%	4%	28	97%	3%	59
Program Teaching/Graduate Assistants	▲100%	0%	21	95%	5%	20	94%	6%	50
Clinical Rotations Overall	94%	6%	32	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	91%	9%	32	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	66%	34%	32	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	91%	9%	32	NA	NA	NA	NA	NA	NA
Clinical Sites – Access to Preceptors	88%	13%	32	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - MPAS 2014

Results

SHP – MPAS 2014 students responded to 11 of 12 questions with Met or Exceeded Expectations scores at or above 80% (Table 3.4b), including: Relevance of Curriculum (93%), Quality of Teaching (88%), Quality of Faculty Advising (92%), Course and Instructor Evaluations – Adequately Measure Quality (93%), Course and Instructor Evaluations – Used Effectively (88%), Administrative Support (90%), Program Teaching/Graduate Assistants (97%), Clinical Rotations – Overall (100%), Clinical Sites – Quality (96%), Clinical Sites – Availability (72%), Quality of Clinical Instruction (96%), Clinical Site – Access to Preceptors (93%).

Eighty-four 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 3.9. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Academics - Summary

Table 3.4b - SHP - MPAS 2014	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	▲ 93%	7%	41	75%	25%	48	NA	NA	NA
Quality of Teaching	▲ 88%	12%	41	61%	39%	49	NA	NA	NA
Quality of Faculty Advising	▲ 92%	8%	37	85%	15%	47	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▲ 93%	7%	41	74%	26%	47	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲ 88%	12%	41	60%	40%	42	NA	NA	NA
Administrative Support	90%	10%	30	89%	11%	44	NA	NA	NA
Program Teaching/Graduate Assistants	▲ 97%	3%	31	80%	20%	30	NA	NA	NA
Clinical Rotations Overall	100%	0%	28	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	96%	4%	28	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	72%	28%	29	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	96%	4%	28	NA	NA	NA	NA	NA	NA
Clinical Sites – Access to Preceptors	93%	7%	28	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - MPAS 2015

Results

SHP – MPAS 2015 students responded to three of seven questions with Met or Exceeded Expectations scores at or above 80% (Table 3.4c), including: Relevance of Curriculum (72%), Quality of Teaching (64%), Quality of Faculty Advising (92%), Course and Instructor Evaluations – Adequately Measure Quality (69%), Course and Instructor Evaluations – Used Effectively (78%), Administrative Support (100%), and Program Teaching/Graduate Assistants (87%).,

Seventy-seven 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 3.84. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Academics - Summary

Table 3.4c - SHP - MPAS 2015	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	72%	28%	54	NA	NA	NA	NA	NA	NA
Quality of Teaching	64%	36%	55	NA	NA	NA	NA	NA	NA
Quality of Faculty Advising	92%	8%	50	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	69%	31%	65	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	78%	22%	51	NA	NA	NA	NA	NA	NA
Administrative Support	100%	0%	51	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	87%	13%	31	NA	NA	NA	NA	NA	NA
Clinical Rotations Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites – Access to Preceptors	NA	NA	NA	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - DPT 2013

Results

SHP – DPT 2013 students responded to all nine questions with scores of 80% or higher for Met or Exceeded Expectations (Table 3.5a), including: Curriculum (100%), Quality of Teaching (100%), Quality of Faculty Advising (100%), Course and Instructor Evaluations – Adequate Measure of Quality (100%), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (100%), Administrative Support (100%), Program Teaching/Graduate Assistants (100%), Clinical Education Experiences (92%), and Clinical Instructors (92%).

One hundred percent of Physical Therapy students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 4.62. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.5a - SHP - DPT 2013 <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	100%	0%	13	▲100%	0%	9	86%	14%	29
Quality of Teaching	100%	0%	13	▲100%	0%	9	86%	14%	29
Quality of Faculty Advising	100%	0%	12	100%	0%	9	96%	4%	25
Course and Instructor Evaluations - Adequate Measure of Quality	▲100%	0%	12	▼78%	22%	9	96%	4%	27
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲100%	0%	12	▼78%	22%	9	92%	8%	24
Administrative Support	100%	0%	11	100%	0%	9	100%	0%	27
Program Teaching/Graduate Assistants	100%	0%	6	▲100%	0%	6	88%	13%	24
Clinical Education Experiences	▼92%	8%	13	100%	0%	9	NA	NA	NA
Clinical Instructors	▼92%	8%	13	100%	0%	9	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - DPT 2014

Results

SHP – DPT 2014 students responded to all nine questions with scores of 80% or higher in 2012 for Met or Exceeded Expectations (Table 3.5b), including: Curriculum (100%), Quality of Teaching (100%), Quality of Faculty Advising (94%), Course and Instructor Evaluations – Adequate Measure of Quality (100%), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (100%), Administrative Support (100%), Program Teaching/Graduate Assistants (100%), Clinical Education Experiences (97%), and Clinical Instructors (100%).

One hundred percent of Physical Therapy students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 4.71. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.5b - SHP - DPT 2014 <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	100%	0%	32	100%	0%	100%	NA	NA	NA
Quality of Teaching	▲ 100%	0%	33	91%	9%	91%	NA	NA	NA
Quality of Faculty Advising	▼ 94%	6%	33	100%	0%	100%	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▲ 100%	0%	33	90%	10%	90%	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲ 100%	0%	33	90%	10%	90%	NA	NA	NA
Administrative Support	100%	0%	32	100%	0%	100%	NA	NA	NA
Program Teaching/Graduate Assistants	100%	0%	27	100%	0%	100%	NA	NA	NA
Clinical Education Experiences	97%	3%	33	NA	NA	NA	NA	NA	NA
Clinical Instructors	100%	0%	33	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SHP - DPT 2015

Results

SHP – DPT 2015 students responded to all nine questions with scores of 80% or higher in 2012 for Met or Exceeded Expectations (Table 3.5c), including: Curriculum (97%), Quality of Teaching (97%), Quality of Faculty Advising (85%), Course and Instructor Evaluations – Adequate Measure of Quality (100%), Course and Instructor Evaluations – Used Effectively to Improve Curriculum (100%), Administrative Support (100%), Program Teaching/Graduate Assistants (100%), Clinical Education Experiences (93%), and Clinical Instructors (100%).

Ninety-seven percent of Physical Therapy students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 4.59. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.5c - SHP - DPT 2015 <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	97%	3%	34	NA	NA	NA	NA	NA	NA
Quality of Teaching	97%	3%	33	NA	NA	NA	NA	NA	NA
Quality of Faculty Advising	85%	15%	34	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	100%	0%	34	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	100%	0%	32	NA	NA	NA	NA	NA	NA
Administrative Support	100%	0%	33	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	100%	0%	36	NA	NA	NA	NA	NA	NA
Clinical Education Experiences	93%	7%	14	NA	NA	NA	NA	NA	NA
Clinical Instructors	100%	0%	13	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

GSBS – Medical Science

Results

GSBS – Medical Science students responded to all questions with Met or Exceeded Expectations scores above 80% (Table 3.6), including: Relevance of Curriculum (94%), Quality of Teaching (86%), Course and Instructor Evaluations – Adequate Measure of Quality (97%), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (96%), Administrative Support (94%), Program Teaching/Graduate Assistants (96%), and Quality of Guidance Provided by Major Professor/Mentor (92%).

Eighty-nine percent of Medical Science students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 4.17. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/ Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.6 - GSBS - Medical Science	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:									
Curriculum, Relevance of	94%	6%	175	▲96%	4%	169	▲88%	12%	90
Quality of Teaching	86%	14%	172	▲85%	15%	201	▲37%	63%	89
Course and Instructor Evaluations - Adequate Measure of Quality	97%	3%	165	▲93%	7%	165	66%	34%	80
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	96%	4%	158	▲93%	7%	139	▲58%	42%	69
Administrative Support	94%	6%	134	▲93%	7%	162	▲67%	33%	83
Program Teaching/Graduate Assistants	96%	4%	157	▲97%	3%	150	▲84%	16%	64
Quality of Guidance Provided by Major Professor/Mentor	▲92%	8%	157	▲86%	14%	139	▲69%	31%	78

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

GSBS – MS

Results

GSBS – MS students responded to all questions with Met or Exceeded Expectations scores at or above 80% (Table 3.7), including: Curriculum (85%), Quality of Teaching (83%), Course and Instructor Evaluations – Adequate Measure of Quality (91%), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (88%), Administrative Support (96%), Program Teaching/Graduate Assistants (97%), Quality of Guidance Provided by Major Professor/Mentor (87%), and Availability of Classes (96%).

Eighty-four percent of MS students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 4.05. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.7 - GSBS - MS <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	85%	15%	61	▲81%	19%	47	▲70%	30%	56
Quality of Teaching	▲83%	17%	60	▲74%	26%	47	57%	43%	56
Course and Instructor Evaluations - Adequate Measure of Quality	▲91%	9%	56	78%	23%	40	80%	20%	54
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	88%	12%	51	▲87%	13%	47	73%	27%	52
Administrative Support	96%	4%	53	▲95%	5%	42	84%	16%	49
Program Teaching/Graduate Assistants	97%	3%	40	▲93%	7%	46	86%	14%	44
Quality of Guidance Provided by Major Professor/Mentor	▼87%	13%	56	▲95%	5%	44	76%	24%	51
Availability of Classes	▲96%	4%	48	81%	19%	47	83%	17%	47

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

GSBS – PhD

Results

GSBS – PhD students responded to six of eight questions with Met or Exceeded Expectations scores at or above 80% (Table 3.8), including: Curriculum (79%), Quality of Teaching (86%), Course and Instructor Evaluations - Adequate Measure of Quality (84%), Effective Use of Course and Instructor Evaluations by Faculty to Improve the Curriculum (76%), Administrative Support (96%), Program Teaching/ Graduate Assistants (88%), Quality of Guidance Provided by Major Professor/Mentor (85%), and Availability of Classes (82%).

Seventy-two percent of PhD students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 3.73. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.8 - GSBS - PhD	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	79%	21%	76	75%	25%	52	▼74%	26%	70
Quality of Teaching	86%	14%	76	▲85%	15%	53	▼66%	34%	73
Course and Instructor Evaluations - Adequate Measure of Quality	▲84%	16%	74	76%	24%	51	▼75%	25%	72
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▼76%	24%	72	▲92%	8%	52	▼74%	26%	68
Administrative Support	96%	4%	75	▲96%	4%	47	▼88%	12%	68
Program Teaching/Graduate Assistants	88%	12%	67	▲87%	13%	54	▼76%	24%	58
Quality of Guidance Provided by Major Professor/Mentor	▲85%	15%	79	78%	22%	54	79%	21%	71
Availability of Classes	▲82%	18%	76	75%	25%	52	▼78%	22%	65

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Academics - Summary

SPH – MPH

Results

SPH – MPH students responded to seven of ten questions with Met or Exceeded Expectations scores at or above 80% (Table 3.9), including: Relevance of Curriculum (89%), Quality of Teaching (76%), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (88%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (81%), Administrative Support (93%), Comprehensive Examination (93%), Practice Experience (73%), Program Teaching/Graduate Assistants (87%), Quality of Guidance Provided by Major Professor/Mentor (82%), and Availability of Classes (66%).

Seventy-eight percent of MPH students responded that, overall, they Agreed or Strongly agreed they were satisfied with the quality of their education, with an average score of 3.86. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.9 - SPH - MPH		2013			2012			2011		
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>		Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	89%	11%	168		▲ 91%	9%	139	84%	16%	157
Quality of Teaching	▼76%	24%	177		▲81%	19%	140	▼74%	26%	157
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	88%	12%	170		84%	16%	132	84%	16%	153
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	81%	19%	154		77%	23%	123	78%	22%	151
Administrative Support	▲93%	7%	175		85%	15%	136	NA	NA	NA
Comprehensive Examination	93%	7%	104		▲93%	7%	71	83%	17%	59
Practice Experience	▼73%	27%	94		79%	21%	68	NA	NA	NA
Program Teaching/Graduate Assistants	87%	13%	166		83%	17%	121	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	▲82%	18%	140		74%	26%	104	77%	23%	136
Availability of Classes	66%	34%	173		69%	31%	140	70%	30%	156

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Academics - Summary

SPH – MHA

Results

SPH – MHA students responded to one of ten questions with Met or Exceeded Expectations scores at or above 80% (Table 3.10), including: Relevance of Curriculum (71%), Quality of Teaching (50%), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (75%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (52%), Administrative Support (81%), Comprehensive Examination (73%), Internship (58%), Program Teaching/Graduate Assistants (76%), Quality of Guidance Provided by Major Professor/Mentor (65%), and Availability of Classes (78%).

Sixty-two percent of MHA students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 3.46. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.10 - SPH - MHA	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Curriculum, Relevance of	▼71%	29%	24	▲84%	16%	31	▼63%	37%	19
Quality of Teaching	▼50%	50%	24	▲81%	19%	31	53%	47%	19
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	▼75%	25%	24	▲84%	16%	31	▼71%	29%	17
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	▼52%	48%	23	▲81%	19%	27	▼71%	29%	17
Administrative Support	▼81%	19%	21	86%	14%	29	NA	NA	NA
Comprehensive Examination	▼73%	27%	15	▲87%	13%	15	▲80%	20%	5
Internship	▼58%	42%	19	65%	35%	17	NA	NA	NA
Program Teaching/Graduate Assistants	76%	24%	21	79%	21%	28	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	▼65%	35%	20	▲82%	18%	22	▼63%	38%	16
Availability of Classes	▲78%	22%	23	▲63%	37%	30	▼44%	56%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SPH – DrPH

Results

SPH – DrPH students responded to three of nine questions with Met or Exceeded Expectations scores at or above 80% (Table 3.11), including: Relevance of Curriculum (85%), Quality of Teaching (54%), Course and Instructor Evaluations – Adequate Measure of Course Satisfaction (77%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (75%), Administrative Support (91%), Program Teaching/Graduate Assistants (78%), Quality of Guidance Provided by Major Professor/Mentor (73%), Availability of Classes (62%), and Doctoral Residency (100%).

Seventy-seven 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 3.62. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.11 - SPH - DrPH	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	N	Met/ Exceeded	Below	n
Curriculum, Relevance of	▲85%	15%	13	▼55%	45%	20	74%	26%	42
Quality of Teaching	54%	46%	13	▼50%	50%	20	80%	20%	41
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	▲77%	23%	13	▼60%	40%	20	▼76%	24%	42
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	▲75%	25%	12	68%	32%	19	▼71%	29%	42
Administrative Support	91%	9%	11	89%	11%	19	NA	NA	NA
Program Teaching/Graduate Assistants	▲78%	22%	9	72%	28%	18	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	73%	27%	11	▲74%	26%	19	▼69%	31%	39
Availability of Classes	▲62%	38%	13	55%	45%	20	52%	48%	42
Doctoral Residency	100%	0%	6	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SPH – PhD

Results

SPH – PhD students responded to four of nine questions with Met or Exceeded Expectations scores at or above 80% (Table 3.12), including: Relevance of Curriculum (70%), Quality of Teaching (60%), Course and Instructor Evaluations - Adequate Measure of Course Satisfaction (100%), Course and Instructor Evaluations – Adequate Measure of Instructor Performance (78%), Administrative Support (90%), Comprehensive Examination (86%), Program Teaching/Graduate Assistants (100%), Quality of Guidance Provided by Major Professor/Mentor (70%), and Availability of Classes (50%).

Eighty percent of PhD students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 4.00. Average scores were based on the following responses: Strongly Agree = 5, Agree = 4, No Opinion/Indifferent = 3, Disagree = 2, Strongly Disagree = 1 (Table 3.2).

Table 3.12 - SPH - PhD <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
Curriculum, Relevance of	▼70%	30%	10	100%	0%	16	NA	NA	NA
Quality of Teaching	▼60%	40%	10	100%	0%	17	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Course Satisfaction	▲100%	0%	9	73%	27%	15	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Instructor Performance	▲78%	22%	9	73%	27%	15	NA	NA	NA
Administrative Support	90%	10%	10	93%	7%	15	NA	NA	NA
Comprehensive Examination	▲86%	14%	7	80%	20%	10	NA	NA	NA
Program Teaching/Graduate Assistants	▲100%	0%	10	92%	8%	12	NA	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	▼70%	30%	10	94%	6%	16	NA	NA	NA
Availability of Classes	▼50%	50%	10	88%	13%	16	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Academics - Summary

SPH – Online Courses

Results

SPH Online students responded to three of four questions with Met or Exceeded Expectations scores at or above 80% (Table 3.13), including: Faculty Availability (81%), Level of interaction with the online instructor (73%), Adequate software support to accomplish course assignments (84%), and Adequate technical support for completing course assignments (88%).

Table 3.13 - SPH - Online Courses	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>									
Faculty availability (e.g. online office hours)	81%	19%	68	NA	NA	NA	NA	NA	NA
Level of interaction with the online instructor	73%	27%	66	NA	NA	NA	NA	NA	NA
Adequate software support to accomplish course assignments	84%	16%	64	NA	NA	NA	NA	NA	NA
Adequate technical support for completing course assignments	88%	13%	64	NA	NA	NA	NA	NA	NA

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 90%, including: Registrar (97%), International Student Services (96%), Center for Academic Performance (CAP) (94%), Student Development (97%), Career Services (93%), Health Promotion (94%), UNTHSC Catalog (94%), Testing & Evaluation Services (95%) and Student Affairs - Overall (97%). Common themes noted in the comments were for improved CAP services and increase in Career Services.

Financial Aid categories met or exceeded expectations for the majority of respondents. Financial Aid Office - Overall scored 96%, Access to Loan Information scored 94%, Availability of Scholarships scored 86%, an increase of 19 points over 2012. Debt Counseling decreased 15 points with a score of 70%. Common themes noted in the comments included not having enough scholarships and being unaware that debt counseling was available.

In the areas of Other Institutional Services and Offices, 96% Met or Exceeded Expectations with Student Financials Office and 94% with Human Resource Services. Marketing and Communications (70%) had a decrease of 26 points from 2012, and Alumni Affairs (86%) had a decrease of 9 points from 2012. Common themes noted in the comments included not having a close enough connection to alumni and needing more community awareness.

The Founders' Activity Center was used twice a week or more by 23% of respondents, once a week by 16%, and not used by 61% of respondents (Table 4.2). Common themes noted in the comments included better facilities/equipment and longer hours.

As noted in Table 4.3, the Founders' Activity Center Met or Exceeded Expectations scores over 82% in three of five questions. The scores were as follows: Hours of Operation (82%), Activities and Programs (88%), Fitness Classes (85%), Exercise Facilities (74%, up six points), and Exercise Equipment (77%).

Student Services and Programs - Summary

Table 4.1 - Student Affairs	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Student Affairs									
Registrar	97%	3%	948	99%	1%	855	97%	3%	882
International Student Services	96%	4%	453	97%	3%	380	94%	6%	393
Center for Academic Performance (CAP)	94%	6%	947	▲91%	9%	822	84%	16%	824
Student Development	97%	3%	892	95%	5%	787	93%	7%	818
Student Affairs - Career Services	93%	7%	790	91%	9%	669	90%	10%	690
Health Promotion	94%	6%	789	90%	10%	715	89%	11%	730
UNTHSC Catalog	94%	6%	690	96%	4%	618	93%	7%	637
Testing & Evaluation Services	95%	5%	941	92%	8%	793	92%	8%	818
Student Affairs - Overall	97%	3%	949	96%	4%	857	93%	7%	904
Financial Aid									
Financial Aid Office - Overall	96%	4%	909	96%	4%	803	94%	6%	864
Access to Loan Information	94%	6%	851	94%	6%	754	▲94%	6%	818
Debt Counseling	▼70%	30%	876	85%	15%	479	NA	NA	NA
Availability of Scholarships	▲86%	14%	627	67%	33%	762	65%	35%	811
Other Institutional Services and Offices									
Student Financials Office	96%	4%	909	97%	3%	736	96%	4%	800
Human Resource Services	94%	6%	851	97%	3%	608	96%	4%	637
Marketing & Communications - General UNTHSC News & Plans	▼70%	30%	876	96%	4%	626	93%	7%	658
Alumni Affairs	▼86%	14%	627	95%	5%	430	91%	9%	442

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = **▲**, down = **▼**) denoting direction of movement.

Student Services and Programs - Summary

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

	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Never Used	61%	67%	62%
Once a week	16%	16%	18%
Twice a week	9%	7%	11%
Three or more times a week	14%	9%	9%

Table 4.3 - Founders' Activity Center	2012			2011			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Hours of Operation	82%	18%	430	83%	17%	319	▲ 86%	14%	373
Activities & Programs	▼ 88%	12%	374	93%	7%	292	▲ 89%	11%	321
Fitness Classes	85%	15%	308	89%	11%	244	▲ 85%	15%	260
Exercise Facilities	▲ 74%	26%	424	▲ 68%	32%	315	▲ 62%	38%	367
Exercise Equipment	77%	23%	424	▼ 74%	26%	319	▲ 90%	10%	271

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student Health Clinic

Results

The majority of respondents (54%) reported using the Student Health Clinic at least one time in the past year (Table 5.1).

For those students reporting they did not use the clinic, the overwhelming majority (67%) had no need, while 4% cited Hours of Operation, 8% Quality of Service, and 3% the Range of Services Available, and 18% Have Own Insurance/Physician (Table 5.2).

The Student Health Clinic met or exceeded expectations for 70% or more of students who used its services in all categories, including Promptness of Service (84%), Professionalism of Service (82%), Quality of Medical Care (70%), and Convenience of Hours (79%) (Table 5.3). The common themes in the comments were the need for better quality of care and better availability for appointments.

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

	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Never Used	46%	44%	36%
1 Time	25%	26%	27%
2-5 Times	26%	26%	33%
>5 Times	3%	4%	4%

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

	2013 (n=518)	2012 (n=434)	2011 (n=369)
Had no need to use clinic	67%	76%	84%
Hours of Operation	4%	9%	6%
Quality of Service	8%	11%	3%
Range of Services Available	3%	6%	4%
Other: Have own insurance/physician (most common answer)	18%	18%	6%

Student Health Clinic

Table 5.3 - Student Health Clinic	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services.</i> <i>Comparison to my level of expectation:</i>									
Promptness of Service	▲84%	16%	597	▼73%	27%	541	▲78%	22%	646
Professionalism of Service	▲82%	18%	595	▼74%	26%	542	87%	13%	644
Quality of Medical Care	70%	30%	590	▼69%	31%	535	83%	17%	637
Convenience of Hours	79%	21%	585	▼75%	25%	529	▲81%	19%	628

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student Assistance Program (SAP) Counseling Service

Results

The Student Assistance Program (SAP) Counseling Service was used by 6% of students (Table 6.1).

All SAP questions had Met or Exceeded Expectations percentages over 94% including: Availability (94%), Professionalism of Service (95%), Quality of Mental Health Care (94%) and Convenience of Hours (94%) (Table 6.2). No clear themes emerged from the comments, most of which were positive.

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

	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Yes	6%	6%	4%
No	94%	94%	96%

Table 6.2 - SAP Counseling Service	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>									
Availability	94%	6%	67	98%	2%	53	▲95%	5%	41
Professionalism of Service	▼95%	5%	66	▲100%	0%	53	93%	7%	42
Quality of Mental Health Care	94%	6%	64	▲98%	2%	53	▲92%	8%	36
Convenience of Hours	94%	6%	64	98%	2%	53	▲95%	5%	39

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

As a general overview for Student Services Provided by Individual Programs, TCOM: DO-2016, SHP- MPAS 2013-2015, SHP –DPT 2013-2015, GSBS – Medical Science, GSBS PhD, SPH – MPH, and SPH DrPH students had no questions with Met or Exceeded Expectations scores below 80% in 2013. Within other programs:

- The TCOM individual class years rated the following questions below 80:
 - 2013 – Career Counseling – Quality, Office of Clinical Education – Policies, and Communication Specific to Clinical Rotations
 - 2014 – Communications Specific to Clinical Rotations
 - 2015 – Communications Specific to Clinical Rotations
 - 2016 – No Scores below 80
- The SPH – MHA program rated Career Counseling - Availability and Career Counseling - Quality with Met or Exceeded Expectations scores below 80%.
- The SPH – PhD program rated career counseling availability, communication of academic deadlines and regulations, and communication of news specific to program/school with Met or Exceeded Expectations scores below 80%.

Student-Related Services Provided by Your Educational Program – Summary

Results

TCOM - DO 2013

As noted in Table 7.1a, respondents reported Met or Exceeded Expectations scores of 80% or more for 9 of 12 questions, including: Admissions (97%), Administrative Support (86%), Career Counseling – Availability (85%), Career Counseling – Quality (74%), Student Government (97%), Other Student Organizations (97%), Communication of Student Activities (89%), Communication of Academic Deadlines and Registrations (83%), Communication of News Specific to Program/School (82%), Office of Clinical Education – Policies (71%), Office of Clinical Education – Service (88%), and Communication Specific to Clinical Rotations (74%).

Table 7.1a - TCOM - DO 2013

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	97%	3%	36	100%	0%	44	97%	3%	88
Administrative Support	▼86%	14%	35	▲95%	5%	44	▼85%	15%	80
Career Counseling-Availability	85%	15%	34	84%	16%	44	▼85%	15%	52
Career Counseling-Quality	▼74%	26%	34	81%	19%	43	▼83%	17%	52
Student Government	▲97%	3%	32	▲86%	14%	43	94%	6%	88
Other Student Organizations	97%	3%	35	96%	4%	46	96%	4%	91
Communication of Student Activities	89%	11%	36	88%	12%	42	84%	16%	91
Communication of Academic Deadlines & Regulations	83%	17%	36	84%	16%	45	82%	18%	91
Communication of News Specific to Program/School	▼82%	18%	39	▲93%	7%	42	85%	15%	89
Office of Clinical Education - Policies	▼71%	29%	35	83%	17%	47	NA	NA	NA
Office of Clinical Education - Service	▲88%	12%	34	79%	21%	47	NA	NA	NA
Communication Specific to Clinical Rotations	74%	26%	39	76%	24%	50	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2014

As noted in Table 7.1b, respondents reported Met or Exceeded Expectations scores of 80% or more for 11 of 12 questions, including: Admissions (96%), Administrative Support (91%), Career Counseling – Availability (84%), Career Counseling – Quality (86%), Student Government (87%), Other Student Organizations (98%), Communication of Student Activities (91%), Communication of Academic Deadlines and Regulations (88%), Communication of News Specific to Program/School (91%), Office of Clinical Education – Policies (85%), Office of Clinical Education – Service (85%), and Communication Specific to Clinical Rotations (71%).

Table 7.1b - TCOM - DO 2014	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	96%	4%	54	98%	2%	104	98%	2%	145
Administrative Support	91%	9%	55	93%	7%	91	95%	5%	129
Career Counseling-Availability	▼84%	16%	56	91%	9%	64	93%	7%	70
Career Counseling-Quality	86%	14%	57	90%	10%	61	92%	8%	65
Student Government	87%	13%	56	▼91%	9%	96	97%	3%	129
Other Student Organizations	98%	2%	52	94%	6%	97	95%	5%	135
Communication of Student Activities	91%	9%	56	90%	10%	93	91%	9%	137
Communication of Academic Deadlines & Regulations	88%	12%	59	▼84%	16%	99	91%	9%	138
Communication of News Specific to Program/School	▲91%	9%	56	▼82%	18%	90	95%	5%	131
Office of Clinical Education - Policies	85%	15%	59	86%	14%	76	NA	NA	NA
Office of Clinical Education - Service	85%	15%	61	82%	18%	77	NA	NA	NA
Communication Specific to Clinical Rotations	▼71%	29%	62	78%	22%	83	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2015

As noted in Table 7.1c, respondents reported Met or Exceeded Expectations scores of 80% or more 11 of 12 questions, including Admissions (98%), Administrative Support (96%), Career Counseling – Availability (85%), Career Counseling – Quality (81%), Student Government (92%), Other Student Organizations (96%), Communication of Student Activities (93%), Communication of Academic Deadlines and Regulations (86%), Communication of News Specific to Program/School (93%), Office of Clinical Education – Policies (86%), Office of Clinical Education – Service (86%), and Communication Specific to Clinical Rotations (60%).

Table 7.1c - TCOM - DO 2015

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	98%	2%	107	95%	5%	130	NA	NA	NA
Administrative Support	▲ 96%	4%	93	91%	9%	126	NA	NA	NA
Career Counseling-Availability	▼ 85%	15%	79	95%	5%	66	NA	NA	NA
Career Counseling-Quality	▼ 81%	19%	78	95%	5%	64	NA	NA	NA
Student Government	92%	8%	97	90%	10%	124	NA	NA	NA
Other Student Organizations	96%	4%	100	95%	5%	126	NA	NA	NA
Communication of Student Activities	93%	7%	101	94%	6%	128	NA	NA	NA
Communication of Academic Deadlines & Regulations	86%	14%	98	87%	13%	130	NA	NA	NA
Communication of News Specific to Program/School	93%	7%	95	90%	10%	126	NA	NA	NA
Office of Clinical Education - Policies	86%	14%	84	87%	13%	97	NA	NA	NA
Office of Clinical Education - Service	86%	14%	83	90%	10%	94	NA	NA	NA
Communication Specific to Clinical Rotations	▼ 60%	40%	91	86%	14%	78	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2016

As noted in Table 7.1d, respondents reported Met or Exceeded Expectations scores of 80% or more for all 12 questions, including Admissions (99%), Administrative Support (97%), Career Counseling – Availability (96%), Career Counseling – Quality (97%), Student Government (98%), Other Student Organizations (98%), Communication of Student Activities (96%), Communication of Academic Deadlines and Regulations (90%), Communication of News Specific to Program/School (94%), Office of Clinical Education – Policies (97%), Office of Clinical Education – Service (97%), and Communication Specific to Clinical Rotations (81%).

Table 7.1d - TCOM - DO 2016

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	99%	1%	134	NA	NA	NA	NA	NA	NA
Administrative Support	97%	3%	122	NA	NA	NA	NA	NA	NA
Career Counseling-Availability	96%	4%	72	NA	NA	NA	NA	NA	NA
Career Counseling-Quality	97%	3%	67	NA	NA	NA	NA	NA	NA
Student Government	98%	2%	129	NA	NA	NA	NA	NA	NA
Other Student Organizations	98%	2%	134	NA	NA	NA	NA	NA	NA
Communication of Student Activities	96%	4%	132	NA	NA	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	90%	10%	135	NA	NA	NA	NA	NA	NA
Communication of News Specific to Program/School	94%	6%	132	NA	NA	NA	NA	NA	NA
Office of Clinical Education - Policies	97%	3%	93	NA	NA	NA	NA	NA	NA
Office of Clinical Education - Service	97%	3%	90	NA	NA	NA	NA	NA	NA
Communication Specific to Clinical Rotations	81%	19%	64	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2013

Results

As noted in Table 7.2a, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (100%), Administrative Support (100%), Career Counseling – Availability (85%), Career Counseling – Quality (88%), Student Government (100%), Other Student Organizations (100%), Communication of Student Activities (97%), Communication of Academic Deadlines and Regulations (100%), and Communication of News Specific to Program/School (94%).

Table 7.2a - SHP - MPAS 2013

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	100%	0%	29	97%	3%	33	100%	0%	59
Administrative Support	▲ 100%	0%	30	94%	6%	32	100%	0%	57
Career Counseling-Availability	▼ 85%	15%	26	94%	6%	18	100%	0%	25
Career Counseling-Quality	88%	12%	25	88%	12%	17	100%	0%	24
Student Government	100%	0%	28	100%	0%	27	98%	2%	45
Other Student Organizations	100%	0%	29	100%	0%	27	100%	0%	50
Communication of Student Activities	97%	3%	31	100%	0%	30	98%	2%	54
Communication of Academic Deadlines & Regulations	▲ 100%	0%	31	93%	7%	30	96%	4%	52
Communication of News Specific to Program/School	▼ 94%	6%	31	100%	0%	30	98%	2%	50

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2014

Results

As noted in Table 7.2b, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (97%), Administrative Support (95%), Career Counseling – Availability (93%), Career Counseling – Quality (96%), Student Government (94%), Other Student Organizations (100%), Communication of Student Activities (97%), Communication of Academic Deadlines and Regulations (89%), and Communication of News Specific to Program/School (97%).

Table 7.2b - SHP - MPAS 2014

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	97%	3%	37	93%	7%	44	NA	NA	NA
Administrative Support	95%	5%	38	93%	7%	43	NA	NA	NA
Career Counseling-Availability	93%	7%	29	95%	5%	21	NA	NA	NA
Career Counseling-Quality	96%	4%	28	95%	5%	21	NA	NA	NA
Student Government	94%	6%	36	94%	6%	33	NA	NA	NA
Other Student Organizations	▲ 100%	0%	34	89%	11%	37	NA	NA	NA
Communication of Student Activities	97%	3%	37	93%	7%	41	NA	NA	NA
Communication of Academic Deadlines & Regulations	89%	11%	38	85%	15%	40	NA	NA	NA
Communication of News Specific to Program/School	97%	3%	37	95%	5%	37	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2015

Results

As noted in Table 7.2c, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (98%), Administrative Support (100%), Career Counseling – Availability (100%), Career Counseling – Quality (100%), Student Government (93%), Other Student Organizations (94%), Communication of Student Activities (96%), Communication of Academic Deadlines and Regulations (88%), and Communication of News Specific to Program/School (92%).

Table 7.2c – SHP - MPAS 2015

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	98%	2%	51	NA	NA	NA	NA	NA	NA
Administrative Support	100%	0%	50	NA	NA	NA	NA	NA	NA
Career Counseling-Availability	100%	0%	21	NA	NA	NA	NA	NA	NA
Career Counseling-Quality	100%	0%	22	NA	NA	NA	NA	NA	NA
Student Government	93%	7%	44	NA	NA	NA	NA	NA	NA
Other Student Organizations	94%	6%	50	NA	NA	NA	NA	NA	NA
Communication of Student Activities	96%	4%	51	NA	NA	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	88%	12%	51	NA	NA	NA	NA	NA	NA
Communication of News Specific to Program/School	92%	8%	49	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2013

Results

As noted in Table 7.3a, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (100%), Administrative Support (100%), Career Counseling – Availability (100%), Career Counseling – Quality (100%), Student Government (100%), Other Student Organizations (100%), Communication of Student Activities (83%), Communication of Academic Deadlines and Regulations (83%), and Communication of News Specific to Program/School (83%).

Table 7.3a - SHP - DPT 2013	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	100%	0%	12	100%	0%	7	96%	4%	26
Administrative Support	100%	0%	12	100%	0%	7	96%	4%	25
Career Counseling-Availability	100%	0%	10	100%	0%	3	100%	0%	11
Career Counseling-Quality	100%	0%	10	▲100%	0%	3	92%	8%	12
Student Government	100%	0%	12	▲100%	0%	8	68%	32%	28
Other Student Organizations	100%	0%	10	100%	0%	6	100%	0%	21
Communication of Student Activities	▼83%	17%	12	100%	0%	7	92%	8%	25
Communication of Academic Deadlines & Regulations	▲83%	17%	12	75%	25%	8	100%	0%	25
Communication of News Specific to Program/School	▲83%	17%	12	75%	25%	8	96%	4%	25

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2014

Results

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

Table 7.3b - SHP - DPT 2014	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	100%	0%	31	100%	0%	10	NA	NA	NA
Administrative Support	100%	0%	30	100%	0%	9	NA	NA	NA
Career Counseling-Availability	100%	0%	33	100%	0%	6	NA	NA	NA
Career Counseling-Quality	100%	0%	33	100%	0%	6	NA	NA	NA
Student Government	100%	0%	30	100%	0%	9	NA	NA	NA
Other Student Organizations	100%	0%	38	100%	0%	10	NA	NA	NA
Communication of Student Activities	▲ 100%	0%	30	90%	10%	10	NA	NA	NA
Communication of Academic Deadlines & Regulations	100%	0%	29	100%	0%	10	NA	NA	NA
Communication of News Specific to Program/School	100%	0%	32	100%	0%	10	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2015

Results

As noted in Table 7.3c, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (100%), Administrative Support (100%), Career Counseling – Availability (100%), Career Counseling – Quality (100%), Student Government (90%), Other Student Organizations (100%), Communication of Student Activities (91%), Communication of Academic Deadlines and Regulations (94%), and Communication of News Specific to Program/School (94%).

Table 7.3c - SHP - DPT 2015	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	100%	0%	33	NA	NA	NA	NA	NA	NA
Administrative Support	100%	0%	33	NA	NA	NA	NA	NA	NA
Career Counseling-Availability	100%	0%	21	NA	NA	NA	NA	NA	NA
Career Counseling-Quality	100%	0%	21	NA	NA	NA	NA	NA	NA
Student Government	90%	10%	30	NA	NA	NA	NA	NA	NA
Other Student Organizations	100%	0%	25	NA	NA	NA	NA	NA	NA
Communication of Student Activities	91%	9%	32	NA	NA	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	94%	6%	32	NA	NA	NA	NA	NA	NA
Communication of News Specific to Program/School	94%	6%	32	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

GSBS – Medical Science

Results

As noted in Table 7.4, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (91%), Student Services (97%), Communication of Academic Deadlines and Regulations (94%), and Communication of News Specific to Program/School (97%).

Table 7.4 - GSBS - Medical Science	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	▼91%	9%	163	96%	4%	171	92%	8%	83
Student Services	97%	3%	158	▲98%	2%	167	85%	15%	80
Communication of Academic Deadlines & Regulations	94%	6%	159	▲97%	3%	170	▼88%	12%	82
Communication of News Specific to Program/School	97%	3%	161	▲96%	4%	168	▲87%	13%	77

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

GSBS – MS

Results

As noted in Table 7.5, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (98%), Student Services (96%), Communication of Academic Deadlines and Regulations (96%), and Communication of News Specific to Program/School (100%).

Table 7.5 - GSBS - MS	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	▲98%	2%	53	▲89%	11%	45	▼83%	17%	52
Student Services	96%	4%	52	▲95%	5%	44	▼86%	14%	50
Communication of Academic Deadlines & Regulations	▲96%	4%	51	91%	9%	45	▲89%	11%	53
Communication of News Specific to Program/School	▲100%	0%	50	91%	9%	45	▲89%	11%	53

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

GSBS – PhD

Results

As noted in Table 7.6, the majority of respondents reported Met or Exceeded Expectations in all categories, including Admissions (92%), Student Services (94%), Communication of Academic Deadlines and Regulations (85%), and Communication of News Specific to Program/School (88%).

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	92%	8%	77	92%	8%	52	90%	10%	62
Student Services	94%	6%	77	94%	6%	52	95%	5%	57
Communication of Academic Deadlines & Regulations	▲85%	15%	80	▼80%	20%	55	▲92%	8%	63
Communication of News Specific to Program/School	88%	12%	78	89%	11%	55	90%	10%	61

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SPH – MPH

Results

As noted in Table 7.7, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (98%), Administrative Support (95%), Career Counseling - Availability (79%), Career Counseling - Quality (81%), Student Government (94%), Other Student Organizations (94%), Communication of Student Activities (92%), Communication of Academic Deadlines and Regulations (88%), and Communication of News Specific to Program/School (94%).

Table 7.7 - SPH - MPH

	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	98%	2%	165	95%	5%	129	97%	3%	153
Administrative Support	95%	5%	159	94%	6%	124	92%	8%	144
Career Counseling - Availability	79%	21%	115	79%	21%	90	NA	NA	NA
Career Counseling - Quality	▲81%	19%	105	76%	24%	88	NA	NA	NA
Student Government	▲94%	6%	135	87%	13%	99	89%	11%	108
Other Student Organizations	▲94%	6%	138	89%	11%	99	92%	8%	115
Communication of Student Activities	▲92%	8%	160	87%	13%	117	90%	10%	145
Communication of Academic Deadlines & Regulations	88%	12%	164	▼85%	15%	123	90%	10%	147
Communication of News Specific to Program/School	94%	6%	167	92%	8%	125	▼90%	10%	155

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up =▲, down =▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SPH – MHA

Results

As noted in Table 7.8, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (96%), Administrative Support (90%), Career Counseling - Availability (65%), Career Counseling - Quality (60%), Student Government (87%), Other Student Organizations (86%), Communication of Student Activities (87%), Communication of Academic Deadlines and Regulations (86%), and Communication of News Specific to Program/School (82%).

Table 7.8 - SPH - MHA	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	96%	4%	24	▲ 100%	0%	30	▼ 86%	14%	22
Administrative Support	90%	10%	21	90%	10%	31	89%	11%	18
Career Counseling - Availability	▼ 65%	35%	20	76%	24%	25	NA	NA	NA
Career Counseling - Quality	▼ 60%	40%	20	72%	28%	25	NA	NA	NA
Student Government	87%	13%	23	▲ 84%	16%	25	▼ 77%	23%	13
Other Student Organizations	86%	14%	22	▲ 85%	15%	27	▼ 77%	23%	13
Communication of Student Activities	87%	13%	23	▲ 87%	13%	31	▲ 81%	19%	16
Communication of Academic Deadlines & Regulations	86%	14%	22	▲ 84%	16%	31	79%	21%	19
Communication of News Specific to Program/School	▼ 82%	18%	22	▲ 87%	13%	30	▼ 78%	22%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SPH – DrPH

Results

As noted in Table 7.9, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (100%), Administrative Support (92%), Career Counseling - Availability (80%), Career Counseling - Quality (80%), Student Government (80%), Other Student Organizations (80%), Communication of Student Activities (82%), Communication of Academic Deadlines and Regulations (92%), and Communication of News Specific to Program/School (92%).

Table 7.9 - SPH - DrPH	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	▲ 100%	0%	13	95%	5%	20	97%	3%	36
Administrative Support	▼ 92%	8%	13	▲ 100%	0%	20	91%	9%	33
Career Counseling - Availability	▲ 80%	20%	10	62%	38%	13	NA	NA	NA
Career Counseling - Quality	▲ 80%	20%	10	62%	38%	13	NA	NA	NA
Student Government	▼ 80%	20%	10	▲ 100%	0%	16	▲ 93%	7%	29
Other Student Organizations	▼ 80%	20%	10	▲ 100%	0%	15	89%	11%	27
Communication of Student Activities	▼ 82%	18%	11	▲ 95%	5%	19	80%	20%	35
Communication of Academic Deadlines & Regulations	▲ 92%	8%	12	83%	17%	18	▲ 86%	14%	36
Communication of News Specific to Program/School	▲ 92%	8%	12	84%	16%	19	86%	14%	35

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement.

Student-Related Services Provided by Your Educational Program – Summary

SPH – PhD

Results

As noted in Table 7.10, the majority of respondents reported Met or Exceeded Expectations in all categories, including: Admissions (100%), Administrative Support (89%), Career Counseling - Availability (75%), Career Counseling - Quality (86%), Student Government (86%), Other Student Organizations (86%), Communication of Student Activities (89%), Communication of Academic Deadlines and Regulations (56%), and Communication of News Specific to Program/School (78%).

Table 7.10 - SPH - PhD	2013			2012			2011		
	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n	Met/ Exceeded	Below	n
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>									
Admissions	100%	0%	8	100%	0%	13	NA	NA	NA
Administrative Support	89%	11%	9	92%	8%	13	NA	NA	NA
Career Counseling - Availability	▲ 75%	25%	8	70%	30%	10	NA	NA	NA
Career Counseling - Quality	▲ 86%	14%	7	70%	30%	10	NA	NA	NA
Student Government	▼ 86%	14%	7	100%	0%	12	NA	NA	NA
Other Student Organizations	▼ 86%	14%	7	92%	8%	12	NA	NA	NA
Communication of Student Activities	89%	11%	9	93%	7%	14	NA	NA	NA
Communication of Academic Deadlines & Regulations	▼ 56%	44%	9	100%	0%	14	NA	NA	NA
Communication of News Specific to Program/School	▼ 78%	22%	9	86%	14%	14	NA	NA	NA

Appendix A:

Comments

Institutional Facilities and Services

Classrooms

1. Wireless service is sometimes terribly spotty and unreliable in Lubiel Hall. / / 2. Better restaurant options on campus / / 3. Microphone volume in Lubiel Hall is terrible The lapel microphone is never loud enough to hear the presenter.

A bigger/wider projector might be a worth while investment so students who sit all the way in back are better accommodated.

A great number of the electrical outlets and Internet Ethernet plug-ins on the desks in the MET do not work, which is very worrisome while taking an exam on the computer. Rechecking these and getting the deficient plugs to work would be ideal.

AC noise

Add electrical outlets to the existing table or place ground outlets for computers.

Add more electrical outlets

Add more electrical outlets if possible or provide extensin cords.

Add more speakers, move the canon that is interfering w projector. Need new chairs not comfortable.

Add plugs for tables in the middle of the room

After being here for 2 years you just know that you willneed to bring a jacket or sweater to class; one classroom could be freezing and the other slightly warm, but it's managable.

All of the womens restrooms in the library are very often quite dirty (definitely in great part due to students).

ALL restroom needs to be updated to sensor-based flushing (no more flushing the toilet by hand). We also need to update the restroom with air-type hand dryers (like those found in MET). Waste of money updating the walls with tiles when other things should be updated first...

allow students to have more control over thermostat

Allow the individual classrooms to adjust the temperature.

Although I don't see people reporting damages, I don't see maintenance coming around either. Its like the 4th floor of the Lewis library is the coldest in this school and the lecture hall on RES building, the one down the hall is always about 10 degree colder than it is outside. / / the electrical outlets can be improved so that students sitting at the centre of the room will use with minimal disturbance.

Although the addition of the iPad to the TCOM technology program has been great, the additional wireless devices on the network strain wireless resources. Please ensure that the wifi can accommodate all of the wireless devices being used on campus especially with a new pharmacy class entering in the coming year.

At times, there were dead roaches found here and there so I would perhaps suggest looking into that.

Audio recording for Lectures is the only thing that is lagging in the A/V equipment. But this applies only to the MET.

AV equipment is sometimes confusing to work with and some professors do not know how to troubleshoot which leads to ineffective use of class time. Perhaps making the system (projectors and microphones) more user friendly would help with issues such as not being able to display PowerPoints or getting unexpected feedback or no sound from microphones.

AV equipment should include video to record the lectures rather than just audio lectures. My past graduate program contained both.

awesome

Bathrooms in the library need to be checked upon more often. Have faster internet if possible.

Before the network change, the wireless internet was a bit weak. Since the changes I find it a lot easier to get on the wireless internet and have a strong connection.

better access to outlets

Better cleaning in the library. Tables often left dirty and not wiped down properly.

Better internet connection.

Better maintenance of cleanliness of the campus

better microphones, trash cans in classrooms

Better monitoring

Better recordings of lectures

Better temp control in coordination with external weather.

Better temperature control. There are inadequate number of outlets in the classrooms on the 7th floor of the EAD. In addition, some of them do not work.

Better way to change temperatures. Classrooms are generally cooler than comfortable. Maybe increase the temperature by 2 degrees.

Better wireless network.

Bring back the wifi provider that we had at the beginning of the 2012-2013 school year. The new wifi is terribly unreliable and often simply fails to work at all.

by implementing better network services...

Camtasia to video record lectures

Can we please get a live video stream of class lectures? Almost every other medical school does this.

cannot get cellular service on phone in PA classrooms

CBH 220 - hard to hear professors even when wearing mic / Network - can be VERY hard to connect at times

CBH is too cold..... the temperature regulators in rooms are hardly effective.

change the temperature according to season

Change up the classroom sometimes for Medical Science students for a change in environment?

Classes should be video taped to provide an additional modality to learn.

classroom is too cold, save some money and increase the temp /

Classroom network connection have recently became lousy after up gradation of the system. Many students have problem to log in the network connection

Classroom temp fluctuates a bit. Rather than trying to maintain a constant 72, perhaps make it a little colder in the winter and warmer in the summer since we are dressed appropriately. Otherwise we're bringing sweaters into the classroom in August and wearing T-shirts in January. Otherwise, it's okay. Also, there are several cold spots throughout the room located just below AC vents. A diffuser of sorts would be greatly appreciated.

Classroom temperature

Classroom temperature in the MET classrooms tends to be on the extremes. If it is cold outside, the rooms are sweltering hot and vice-versa on hot days. / The network connection in the MET classrooms tends to be poor when our class is there-- I understand that there are many members on the server at once, but multiple times the internet has not worked at all in the classroom, which makes it difficult to perform necessary tasks.

Classroom temperature is variable, and understandably with a large building small changes in this can take time to change. Cleanliness, or lack thereof, is mostly due to other students not picking up after themselves.

Classroom temperature needs to be evaluated and make sure there aren't specific areas in classrooms where the air blowing is colder and other areas where it feels better.

classroom temperature should be self-regulatory

Classroom temperature should correlate with the outside temperature instead of being really cold all the time. Classroom network connections should be made to work more quickly and efficiently if possible.

Classroom temperature sometimes fluctuates greatly on a day-to-day, and sometimes even class-to-class basis. I think probably setting a standard temperature that students could expect daily would help alleviate any concerns with regard to temperature.

Classroom temperature too cold in classrooms. Sometimes internet takes a while to connect.

Classroom temperature was too cold - there's no need for air conditioning in the winter.

Classroom temperature!! It is always freezing in the classrooms in CBH

Classroom temperatures should be just a bit warmer. Always cold during class.

Classrooms (especially on the 7th floor) could use more outlets or outlets located near the tables.

Classrooms are always way too cold.

Classrooms are sometimes too cold

Classrooms are usually freezing cold...just adjust the thermostat settings. Thanks.

classrooms are usually too cold

Classrooms can be very cold from time to time in the MET. There are many 'cold patches' in certain seats where the AC blows directly on you.

clean the bathrooms in the library more often.

clean the rooms at time

Clean the stairwells. They are covered in dust bunnies and hair. Keep batteries in the clocks on the floor. We have so many different times on clocks and many study rooms have had no batteries in the clocks for over 6 months.

Cleanliness should be increased to ensure all horizontal surfaces are wiped clean as this is a high risk for spreading of germs in a very tightly closed environment. Restrooms must be cleaned regularly as well.

Cleanliness/Maintenance: Many bathrooms throughout the year have been consistently been dirty. I understand the lack of maintenance on the weekend, but the combination of toilets not working and bathrooms being dirty made for an unfriendly environment for using the facilities. / Network Connections: The internet was great 90% of the time. However, there were times when the internet would not load. Some of these times were critical for turning in in-class timed assignments. /

Connecting to the internet can be challenging at times. / / The AV equipment appears to malfunction a lot, especially sound quality when our professors try to do videos. Our classroom microphones don't work very well, are always out of batteries, or just plain don't work.

Connecting to the wireless is almost always a problem. Sometimes it fails to connect and other times you connect but the signal is so low that it's useless.

Connectivity is sometimes inconsistent in the MET, but for the most part it is of good quality.

Contributed need for electrical outlets in EAD 7th floor to plug in lap tops. After 4 years at UNTHSC it has yet to be addressed.

Document camera and audio equipment should be more reliable. Longer lasting batteries?

Dont leave the AC on full blast for 3 hours.

Due to the decreased lifetime of the laptop batteries, there should be more outlets available. The outlets in the DPT classrooms are only along the walls, so we have to move all around the room trying to find an available one. It would be beneficial to have floor outlets around our desks or cords put along the tables.

During the summer when we first started classes, the classrooms were very cold. Since then, the temperature seems to have gotten better and is comfortable now.

During the summer, classroom temperatures are set too low, making it feel like winter all over again.

Each room should have its own regulation temperature

EAD 514 is well put together and maintained, but I think PTR 532 could be improved drastically. Perhaps move the AV equipment to the north wall (or add a projector). This would allow the lecture portion to be presented during the hands on portions of physical exams. Most of the first year students had trouble with PE skills because of the inability to demonstrate in large group settings like lecture. Visiting the DO and PT program classrooms will illustrate a LARGE disparity between programs.

Emphasize having an ethernet cord always.

Especially in the EAD building, the lack of outlets is an issue. Somehow, the layout of the desks need to incorporate outlets for students. Also, the temperatures in EAD and RES fluctuate quite often, with it being extremely cold most of the time.

Every now and then, our classroom is super cold or warm. However, I usually bring a jacket accordingly and that is sufficient!

everything is good

Everything is good

Everything is great in this aspect.

everything is great!

Everything is ok to me

Everything worked fine within the classroom.

Extension Cords to be left in the classroom instead of having to borrow them all the time

extension outlets provided and temperatures regulated to non freezing levels.

Extensions cords so we can plug computers in at our desk

Facilities are great, although there are times when connecting to the internet is a problem.

Fligure out a way to distribute the AC so it doesnt blow on just one or two seats below the vents.
-in MET 125 / -replace missing light bulbs and put more light on the stairs in MET 125 / -
classroom may need to be cleaned more often - the rest of the buil

Finish the new construction

Fix some of the power outlets/ethernet ports at the desks in the 124/5 MET / Also, those tables look like they go months without getting washed

Fix the broken internet connectors in the classrooms.

Fix the wireless network because they're too slow and very often wears unable to connect

For AV equipment, it would be very helpful if we ensured recordings of lectures always worked. I realize this is being looked into now so this issue may be resolved soon.

For maintenance, we have been told nothing can be done about the noise the A/C creates in the 1st year room. However, if some plywood or something of that nature were to be laid down on top of the lattice it would block a lot of the sound created. Please consider this.

For the last two weeks the internet has been horrible in the met building amd library. I am currently completing this survey using 4g att internet because the internet on campus is so bad. It is not condusive to learnomg when you cant look things up and accesswireless intermet. Please fix the internet. It had worked fine all year but the mew server does not work well. Especially when many students access it at one time.

Generally I find the temperature to be too warm in the library and about 1-2x a week in the big MET lecture hall. The library is consistently and uncomfortably warm. The automatic, environmentally friendly lighting system needs to be fixed in the library. There are several group study rooms on the fourth floor of the library that have had broken lighting fixtures since I began school in July.

Get rid of the cold spots in the room

Get uniform AV systems. Even if you practice in one room for a presentation, once you get to the actual room reserved, you end up having to figure out how to make everything work since they have different setups. Also, add electrical outlets in EAD classrooms

Have a trash can in the classroom.

Have connections like in the met building to include an additional head phone for hearing impaired. Elevators seem to always have trouble especially library. Have the campus colder! One can put on more stuff to keep warm but not much can be done when you are too hot!

Have controls for the microphone volume in the classrooms. Keep the temperature at about 75oF.

Have electrical outlets on the floor under the desks.

Have more outlets available for students; especially since computers are going to be required in the coming semesters

Have outlets on the tables in EAD 7th floor classrooms and allow teachers to change classroom temperatures in all classrooms.

Have professors take a tutorial on how to use the equipment.

Have someway of getting outlets closer to our desks, so we can charge our laptops while in class.

Having electrical outlets built into the desks (or at least have extension cords available) in the PT classrooms in the MET would be very beneficial

Honestly, everything above has either met or exceeded my expectations so I would say just continue doing what you are already doing!

<http://www.sprouthealthyvending.com/> you need healthier snacks!!!

I am a 90% online student.

I am a little surprised that with how technologically advanced TCOM is in comparison to other med schools I visited, our ability to record lectures is so unreliable. Considering how vital a lecture is to our success, I find this to be unacceptable. It simply isn't possible to be at all classes and some of us simply learn better through recordings. Missing these hinders my future success as a physician.

I am always feeling cold and sick in CBH because of the low temperature, where most of our classes are held. Also, the toilets in the library are sometimes very dirty with paper towels being thrown here and there by people.

I am not sure why, but recently the internet has been changed and I never have access during class. Before this change, I would have difficulty every class period with getting internet, but after 20 minutes I would eventually have access. Now, I never have internet.

I am pleased with the items above. I feel as if they are up to date.

I could bring a jacket to class. The network in EAD is always very slow. The PA system was always patchy for lectures and presentations.

I did not have any problems with anything listed above, except classroom network connections. I had issues connecting to the Internet at times, especially in Lubel hall. The Internet would not work at all or was extremely slow.

I don't know exactly who can help fix this problem, but the classrooms used the PA's on the fifth floor of the EAD are always very cold.

I don't know why or how, but the network connections in the MET could be improved. There are certain areas in room 125 that loses connection, and perhaps certain time of day also. An improvement would be nice because it occurs even when the class is not full of students so I'm pretty certain it is not because there is too many on the network using the internet.

I dont think much can be done to address the outlets, but possibly having more extension cord opportunities would be beneficial.

I don't think there's enough bandwidth for all the students at once

I feel all of the classroom facilities were good; however, the classroom network was not reliable 100% of the time. This mostly happened recently due to the change of the network at UNTHSC. There are so many different connections for the network I feel this needs to be fixed so the students will have a more reliable internet connection on campus.

I guess they are pretty OK.

I have had more trouble with the internet connection in class this year.

I have had not problem with internet connection until within the past month, specifically in the library.

I have not been on campus in 2 years... I have no feedback, sorry!

I have not been on campus very much this year, so I cannot comment very strongly about the institutional facilities and services

I honestly believe that the services that are currently provided are being done to the best of their ability.

I know that everyone has a different opinion about classroom temperature, but I find it unbearably cold. Again, while I may be freezing, others are comfortable or warm, so I don't really know the best way to approach this. Honestly, I think I just have to bear with it and keep wearing my fleeces and warm socks!

I know the temperature control issues in the MET classrooms are being solved but I would like to request that temperatures in the classrooms will be kept at a reasonable temperature in the future, not only for comfort, but also to help minimize energy usage. / I would like the problem of dead spots in MET 124 to be solved. We've had many lectures where it was difficult to hear lecturers because the mic kept cutting off.

I know this is hard, but it always seems to be too cold or too hot in the classroom. We need some portable outlets or something in our classroom. We have to go sit int he back or to the side to charge our computers.

I only put below expectations for classroom electrical outlets because rooms on the seventh floor that are used for classes do not have adequate outlets. When I am in class, I noticed that students have to move from the general seating area of the class to the outskirts of the room in order to use an outlet.

I think it would be best to start with internet connection signal. I have been in class where it just cut out half way through class.

I think that there should be better AV equipment for recording lectures. I know we have an iPad to record lectures and we've had problems with it in the past and it would be great to get things video recorded like in other medical schools. It would definitely help those who miss class for conferences who physically are unable to be in class for a legitimate reason. The temperature in the classroom during the winter is extremely cold on some days and this could be fixed - turn the A/C off maybe

I think the library does a great job at providing adequate electrical outlets. I think the classrooms should mirror the efforts that have been done in the library regarding electrical outlets at the tables and other seating areas.

I think there should be cleaning wipes at the end of every row in MET so if the desks are messy from lunch meeting the day before we can clean them up.

I was an endoscopy Technician before i came to the Med Sci program therefore not a lot grosses me out. However I can't tell you how many times I have been in a bathroom, espescially in the library, and been disgusted by the smells, cleanliness, clogged toilets and urinals.

I work on the 3rd floor of the CBH building and at times it can be very cold here also the new wireless connectivity can be problematic.

I would like the seats to have height adjustment and for the seats to not squeak.

I would like to see a more reliable network connection in the classrooms, Luibel to be more specific.

I would like to see more electrical outlets in the classrooms on the 7th floor of the EAD building.

I would love to have access to sanitation wipes for the classroom desk tops. We live at these desks & they don't get cleaned that often. Thank you

I would suggest that the table tops be cleaned and sanitized every week to help reduce spreading of germs and illness. The classroom temperature has improved since the beginning of the year, but most times I feel like an icicle in there! Also, there are some seats in the classroom that are slightly broken/squeaky plus I'm pretty sure I've come across 1 or 2 broken outlets.

If possible, it would be nice to have the lectures recorded visually as well.

If the dead zones for the microphones in MET 1254 could be fixed that would be great. The professors seem confused and we continue to miss portions of the lecture.

If there are not document cameras in the main MET classrooms, there really should be, & faculty should be trained on how to use the devices. There are so many times that professors say that they only have a paper, and don't have a computer copy to show us, and so they end up reading the document out to us. DocCams would make things easier for them and help our learning experience. / / WiFi is typically reliable, but a lot of the wired Ethernet jacks do not work (MET).

If we had better mics for the profs that would be nice. Also, the internet sometimes is slow for some reason, but I think that might be a network overload issue.

I'm happy with the classroom qualities.

Improve audio system in Luibel.

Improve cell phone reception in the EAD building. / Have a training for instructors on how to use the AV equipment... especially when things don't go as planned (ie. wrong button is pushed).

Improve classroom network connections. I'm constantly being disconnected or have slow internet connection.

improve stability of classroom temperature control

Improve the Internet signal.

Improve the PA system in Luibel Hall

Improve Wifi issues

Improvements were being made throughout the year to put the electrical outlets on the desk. Changes still need to be made in some classrooms such at the 4th floor of the EAD building.

In EAD it's hard to get computers connected to an outlet if you don't arrive before everyone else and get the end seat. Many people trip over the cords as well. I appreciate the classrooms with outlets on the tables.

In some areas of some buildings it is VERY difficult to maintain a connection to the internet and when it is connected it can be very laggy. This is a concern for classes where we are working from online databases or trying to locate information online to contribute to class discussions.

In the MET classrooms 520 and 510 the air conditioning noise tends to be loud and can be distracting. Additionally it would be helpful to have outlets to plug computers in to.

In the past few weeks, there have been problems with the wifi in luibel.

In the smaller classrooms, provide options for electrical outlets to plug in laptops

In the upper rows of Met 124 there are a number of internet ports that do not provide internet accesss. Normally this is not a problem since the wireless is normally adequate, just sometimes

the network is overloaded. I don't know how hard that is to fix, but that is the only complaint I have.

In the winter, my classes were often uncomfortably cold and I was wearing a scarf and my winter coat and still cold. I know that HVAC has its mysteries, but I was often very uncomfortably cold.

Increase internet bandwidth

Increase temperature in classroom to a more comfortable level.

Increased electrical outlets in EAD classrooms for students not sitting at corner seats. And have temperature regulators in classes so student don't get deviated as they are feeling too cold.

Install individual thermostats in the library study rooms on 3rd and 4th floor.

Instill a routine cleaning if the tabletops in the classroom.

Internet connection was not always strong.

Internet is intermediate, a better and quicker connection would be helpful

Internet is often slow, the classroom temp seems to be on a timer and is often shut off in the afternoons

Internet randomly cuts out, kinda unacceptable since it's a nuisance during online tests or uploading. Not really a major issue though. The open access computers on the 4th floor of the library could use replacing with newer models.

Internet speed variable and at times not available which hinders students resources in class

Invest in keeping up the MET. It is the Gem of the campus

It can be a little cold sometimes, but never too hot in the classroom. Rather have it cold than hot.

It can be freezing if you are under a vent in MET 124/125

It gets too cold in class, proper temp control would be beneficial.

It gets very hot at the top of the MET lecture rooms.

It is always cold inside the classroom, provision to change the room temperature can be provided, or a different measure can be taken to ensure that the room temperature is maintained at least around 65-70F

It is cold and very loud in the DPT rooms/labs.

It is too cold in the CBH

It is way to cold in the classrooms all the time. Have to wear heavy jackets in both the summer and winter to stay warm. Particularly on the second floor of CBH. Makes it very difficult to focus when you are freezing.

It seems as though no one cleans Lubel Hall.

It seems like the temperature in MET124/125 is too cold in the summer and too hot in the winter.

It seems that no one ever knows how to make the sound work on the AV equipment in EAD 714. I'm not sure if it doesn't work properly or if faculty and staff are just not familiar with how to use it. There are times when students and faculty have sound in presentations, but we are not always able to hear it. Maybe students and faculty could have a memo sent out on how to turn the volume up or make the sound work at all.

It seems that some vents in Luible hall are stronger then others. This may be a maintance issue. Some areas are particularly cold because the vent blows stronger.

It seems the instructors could use some troubleshooting/training on using the AV equipment in EAD 514. There seems to be an issue with the equipment no matter which instructor is presenting. Usually the volume is unable to be turned up to an audible level. Maybe a set of instructions for operating everyday procedures like playing audio/video on the projector, turning hte projector on, using the wireless slide clicker, etc. would be helpful.

It tends to be way too cold! Can't we turn the AC down (make it warmer) by just a degree or two?

It was an online class.

It would be helpful to make available in the MET 520 classroom 5 or 6 multiplug extension cords that can reach up to 25 feet (alone or in combination), that provide approximately 10 outlets and that can be easily removed.

It would be nice if the lectures, especially the OMM lectures could be video recorded, so that we could watch Dr. XXXXXX perform the techniques more than once.

It would be nice if there were more outlets in some of the rooms, in particular 714

It would be nice to have a lecture recording system that worked and was maintained by the IT department.

It would be nice to have more outlets in the class rooms on the 7th floor.

It would be really nice if certain rooms had more electrical outlets. It is great to have rooms with plugs that are on the desk. If I remember correctly...I don't recall any rooms on the 7th floor having any desks with electrical outlets.

It's always a bit too cold for me in the classrooms. But maybe that's because we're sitting in classes for 3 hrs. The electrical outlets in the EAD 7th floor classrooms are few, relative to the number of students.

It's good

Its often too cold in the classrooms

It's often too cold in the MET.

It's too cold in here! Hard when we want to wear shorts when it is hot outside.

Keep class room temperature at a comfortable leve depending on the weather on a day to day basis

Keep the classrooms at room temperature (~72F). It often feels very cold.

KEEP THE ROOMS A BIT WARM. COLD TEMPERATURE IS COUNTER PRODUCTIVE TO GOOD ASSIMILATION.

Lecture halls in the MET are rarely cleaned. This was an issue last year, we complained, nothing changed. The table tops are always left dirty from the previous day's lunch meeting. There is always a mess on the floors.

Lecture rooms on the seventh floor EAD outlets for computers are few and far between. Some outlets do not even work.

lectures were usually delayed due to problems with the computer

Let us control the temp in the room. It is always freezing!!!

library tables and outlets

Library temperatures are often extremely warm despite repeated suggestions to correct this. / Luibel Hall temperatures are often either too warm or too cold. It is a large room, but the thermostat/regulation demands attention. / Some of the restrooms (library, Luibel) are not of acceptable standards for 2013. / Lectures are not video recorded. If UNTHSC wants to be a 'Top 10 HSC', this is absolutely requisite and should be corrected. /

light bulps are never changed, the classroom is either too warm or 50 degrees. the internet is always very slow

Limited access to outlets on 5th floor of MET

Liubel Hall does not have good acoustics, not sure how this can be improved but it needs to be (speakers, volume, echo, feedback)

Louder microphones would help and it gets a bit chilly!

Lower the temperature

Lubile Hall has been rather chilly in the past few months /

Luibel is always stifling hot and smelly. Please get some air flowing! Also, the internet goes down A LOT in the bigger classrooms.

Maintain more comfortable temperatures and regularly check electrical outlets and equipments properly.

Make AV more user friendly for visiting speakers

Make sure that the internet connection works for all operation systems because I believe there are some issues with windows 8. The temperature in the Lieubal hall is extremely hot in the middle and near the upper areas. I think it's because the vents are not pointed correctly and are shooting only on the seats at the edge of the classroom. It can get very hot in that room because of the amount of people sitting around each other.

Make sure the connectors work at the seats

Make the classroom not as cold.

Many of my classmates and myself were quite chilled until the winter months hit. Some students were bringing blankets to class. The wireless internet access is difficult to access at times, but I understand ethernet cables were provided to circumvent this. Also, the method we are allowed to record lectures is not always reliable and the recordings are often a very low quality. Considering the rest of the technology in the building I find this to be a sad oversight.

Many of the bathrooms (Ex: in the library) seem dingy which feels dirty. Maybe this is because they are old. I think a little face lift to include seat covers and more modern/efficient soap dispensers would better reflect a school of public health and medicine.

Many of the classrooms (EAD) have outlets only on the walls and not in the middle of the classrooms so you have to sit by the wall for a charge.

Many of the classrooms are very cold. It would be nice to have individual temp controls in each room.

Many people use different types of electronic devices to connect and learn. Although they have the same wireless ethernet cards, their network protocols are different. IT needs to be on top of this in order to have efficient connections.

Many projectors are poor at displaying staining images.

Met 124 is always really cold.

MET 125/126 tables are consistently dirty. The classrooms are consistently too cold.

monior room temperature, most of the time rooms are cold.

more electric outlets should be provided in the class room to accomodate more laptop chargers during lecture

More electric plugs in the smaller rooms in EAD building helpful and temp to be maintained to be around 75 is optimum

More electrical outlets at study areas.

More electrical outlets for classrooms on the seventh floor of the Admin building would help students be able to recharge computers during class lecture.

More electrical outlets for laptop usage

More electrical outlets in classrooms. Many classrooms are cold throughout the year.

More electrical outlets in EAD 703

More electrical outlets in some classrooms.

more electrical outlets possibly on the tables

More ethernet connections in the library would be appreciated. The tables offer usb connectors rather than ethernet connection. Sometimes the wireless network is faded and an ethernet connection is more reliable for the laptops I check out from the library. But I have to hunt around for a ethernet port.

More outlets are needed in classrooms

more outlets for classrooms where people sit at tables.

more outlets for laptops in room. temperature is on and off. seems that the projectors never work and the professors have to call the techs.

More outlets for the classrooms please

More outlets in classrooms

More outlets in EAD 7th floor classrooms would be nice. There are always lots of electrical cords running across the room from people's laptops.

more outlets in EAD and better sound conduction in Beyer

More outlets in rooms, more in the cafeteria area. Internet does not work near cadaver lab.

more outlets on 7th floor EAD - especially in the lounge area.

More outlets!!!!!!!!!!!!!!

More outlets, and make sure that wifi connectivity is present throughout the room

more plugs in the classroom

Most of the rooms do have adequate electrical outlets, but they are not placed very well. For example, in the 3rd year PA room, the outlets are behind the chairs and the back row doesn't have enough outlets.

N/A, there are not enough outlets for computers in the PT classrooms, but there is not a way fix this problem.

need a better audio set up in conference room. CBH 554.

Need a fix for the recording of lectures. I think if the lecturer stood behind the podium, used the boom mic, and the mouse to point, then EVERYONE could see what they were pointing at, no stiff necks, and the lecture would be recorded properly every time. No cutouts on the radio mic either. / Electrical outlets and network connections in MET 124/125 are crap. About 25% (roughly) don't work.

need better lecture recording system, need network outlets that are better, need to activate (wire in) the outlets and network outlets on tables on 4th floor of MET

need more electrical outlets in EAD 719

Need more outlets in EAD 7th floor rooms

need more outlets in the classrooms

Need more plug points in some rooms in EAD 7.. Need more assistance from IT as some tutors need more assistance in this regard.

Network connection gets disconnected every now and then . Please improve on it

Network connection in Iuibel is awful

Network connection, especially this past month of April, has been awful in MET. I understand we are provided Ethernet cords, but I believe we should have a functioning wifi.

network connections could be faster; as network name changes/update occur more emails or notifications should be send out.

Network connections frequently gets disconnected

New/more reliable document camera?

no improvements needed

none. technology is sufficient!

Not as extreme of temperatures

Not exactly sure, but I frequently cannot connect to the internet.

Not sure, but the internet seems to go out every now and then in the MET

Nothing can be done to further improve the quality of the classroom given the physical limitations.

Occasionally there are issues with the mikes and the sound being too loud.

Offer electrical outlets on the desks in EAD, as they were in the CBH building

Often times the internet is very slow. Since the updates, the connection has been much better; however, internet connection is necessary to access important information, thus it is crucial that the connection is working effectively at all times. The classroom temperature usually meets expectations; however, sometimes it gets particularly cold, especially in certain areas.

On days that it is cold outside it seems like the AC is on- esp. this spring.

On the 7th floor of EAD there are only limited electrical outlets available.

one network only for students so we dont have to log in to a different network whenever we change rooms/buildings.

one of the outlets doesn't work

Our classroom for PA 2014 has serious sound problems. Over 50% of our faculty and guest lecturers have serious problems getting the sound system to work when they want to. Figuring out a more user friendly method for sound control would be of great benefit. Also the slide show wireless clicker has been broken for over 2 months.

Our classroom is awesome! I love that we have the flexibility to move things around and demonstrate during class. My only complaint is that our laptops die rather quickly and it would be great to have access to portable plug-ins during class. If we have class in the morning and afternoon, then the battery will definitely not last for both.

Our conference room EAD 314 is occasionally too hot or too cold, and I'm not even sure who to contact to have that changed.

Our desks in the MET are not cleaned on a regular basis, and sometimes it gets really gross. The classroom temperatures have been better this year. The new wireless internet has been awful - slow connection speeds - which has interfered with looking up concepts in class or taking our exams on ExamSoft.

Our room needs more ways to charge our computers, we only have a few along the walls.

Outlets at every station the student sits at would be beneficial

Outlets at the desks on the 5th floor of the MET.

outlets in the PT classrooms are issues for those without iPads bc many of us have our computers die during class

Outlets placed by the tables

Outlets that are available closer to desks in the MET 5th floor rooms

Overall, the classroom is kept in good condition. Every so often, however, the tables are sticky or greasy with food/drink.

Pick a wireless network and stick with it. I have seen now 3 iterations in wireless ID, each more faulty than the last. While overall speed of the connection has improved, this means nothing if the connection breaks every few minutes.

place more outlets in the rooms. they can be implanted in the floor due to the moving tables

Please fix the internet quality as some students are not able to access the internet at times.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Please keep the classrooms and library a little warmer. It is so hard to concentrate on studying when the school is too cold. Also we need power outlets in the classrooms on the 7th floor of EAD especially.

Please make it warmer in the classrooms on the fifth floor. Everyone typically layers clothes even in the summer in here. FREEZING!

Please provide faster internet connection- at times it tends to drop completely which is bad for downloading class material etc.

Please provide more outlets, especially in EAD 714! Thanks!

Please update restrooms. The restrooms in the library and near the 1st floor vending are particularly bad. I would especially recommend updating toilets and the toilet seat covers.

Plug ins for laptops and stop the loud air conditioner.

Possibly change equipment regarding the microphone. Runs out of batteries quite often.

Projector screen starts to bobble up and down sometimes.

Proper use

Put more electrical outlets on each table. Some of the classes do not have it.

Raise the classroom temperature.

Ramp up wifi bandwidth, it can only get worse as time goes on. This applies to the MET classrooms.

Recently it has been very difficult to connect to the internet in both the MET and the library. This poses problems when we are trying to download lectures or reference materials online.

Recordings seem to glitch a lot .

Regular inspection of AV equipment, especially document projector and microphone batteries

Remodel and clean the bathrooms in the library. They smell like urine most of the time. The wireless network is really really slow some days

RES-434's floor smells disgusting and makes the room smell like sweat and mold.

Restrooms should be cleaned more often

room 520 could use some outlets for our laptops please. Our computer batteries die, so we have been having to sit along the walls. If possible, it would be great to have outlets built into the tables. THanks.

rooms tend to be very cold

save the insitutuion a some money and changed the thermostats to mid 70's, right now the rooms are frigis- somethign is wrong when you have to dress in thermals and winter coats when it is over 100 degrees outside.

Schedule construction so that it does not interfere with test dates in Lubiel Hall

Set the room temperature based on the current outdoor temperature.

Some classes are always too cold

Some classes do not have enough electrical outlets

Some classes especially on the 7th floor need more electrical outlets

Some classrooms are extremely cold, it would be good to move the vents or increase the temperature.

Some electrical outlets are behind the student on the floor in classrooms. It is easy for someone walking by to step on the cord, trip or damage the plug.

Some items like the age of the building are not open to much improvement so I believe the SPH does the best with what they have. It is difficult to look at the new building and not be a bit sad that the SPH go left behind. Thank you for all you do every day for the student body.

Some of the bathrooms in the library have a persistant smell

Some of the electrical outlets are broke and don't allow plug ins. The wireless network is always going in and out especially in Lubiel.

Some of the electrical outlets under the desks in the MET lecture hall are very loose and feel like they may fall off. They may just need to be tightened.

Some of the network connections don't work and the AC vents blow directly on certain areas(making it very cold)

Some of the newer SPH classrooms do not have electrical outlets at the desks or good access to an outlet. Even utilizing extension cords in the classroom would be helpful

Some off the areas of the library are a little dirty and run down such as bathrooms, and study rooms

some rooms are too cold, allow the thermostat to be adjusted if not done so already; some classrooms (ex. EAD 7th floor) have limited electrical outlets, perhaps having an electrical cord with extra outlets on hand may be useful in case it is ever needed OR at least have one of those available for use for the entire floor

Someone should occasionally come in and clean up the classroom - often I'll find stains/food remains from the lunches held in there days later. Also the temperature in the classroom should always err on the cold side - on the warm side tends to send us students to sleep and there have been multiple cases when I guess the air conditioning shut off for our afternoon classes which I find unacceptable - if I'm expected to attend class I expect the air conditioner to still be on.

Something has gone terribly wrong with the internet over the last few weeks. It's painstakingly slow and often inaccessible. I'm not sure why it went downhill so rapidly but I would appreciate it if this was fixed soon.

Something needs to be done with power or charging of computers in the class room.

SOmetimes access to electrical outlets is difficult becasue they are only against the walls.

Sometimes the internet is slow if a lot of people are trying to download a lecture at one time

Sometimes the internet takes a while to log onto when TCOM has class in the building and everyone is logging on at the same time. It has taken up to 25 for me to get access before.

Sometimes the room is a little too cold.

Sometimes the room is a little too cold.

Sometimes the rooms are so cold it's hard to concentrate.

Somtimes the room RES 114 can be very warm and the internet connection isn't always the best in there.

speedy response when things stop working

Support video recordings

TCOM lectures need to be video recorded. It is unacceptable to have audio-only recordings with a facility this new (MET building). / Bathroom custodial services in the library are lacking, especially on the weekends. Trash cans overflow, paper towels run out, hand sanitizer dispensers run empty.

Teach faculty how to turn on the volume and use the AV equipment

Temperature control in each room. More outlets in the SPH classrooms either coming out of the floor or built into the tables.

Temperature is cold in winter and still cold in summer.

The new internet is horrible and cuts out and is extremely slow at crucial times (i.e. downloading lectures for class etc). The class temperature in the MET is variable- being extremely hot on the days where it is cold outside and vice versa.

The 5th floor of the MET needs more outlets closer to the desks for personal computer plug ins for class.

The air conditioner in our MET classroom on the 5th floor needs to be addressed. There is a constant noise coming from it that makes communication in the classroom very difficult. Some times it gets louder and makes strange noises. It happened during a final exam last semester and was very distracting. These facilities are incredible in most other aspects. We are extremely lucky to have such nice spaces. The air condition is my only concern.

The air conditioner unit in the DPT classroom is very loud. We also need a power strip or something similar in the DPT room since there are no electrical outlets at/on our tables.

The air conditioning in the MET seems to run all night at a colder temperature than is necessary. This would be more acceptable if the MET was open to students later at night and weekends. The amount that the AC runs intuitively seems to counteract the more environmentally friendly measures such as the large windows in the MET.

The air conditioning sound is very distracting in the PT classrooms. Also, the addition of a super charger station would help to improve the battery life of our current laptops.

The air needs to be more evenly dispersed throughout the class room. some of the seats do not have outlets or have outlets that are not attached to the desk.

The areas near classrooms are not cleaned well or often, especially the corridors around Lubel Hall. I frequently find trash and roached near there and they often aren't picked up for weeks.

The audio is lacking in clarity and projection. There seems to be a drastic difference in clarity depending on where a student sits in the room. This becomes more important when the speaker has an accent. The speakers are positioned in a way that a large portion of seats will primarily hear sound that has already reflected off the adjacent walls, which consequently reduces the volume and sound resolution/quality. A quality sound/equipment evaluation should take place.

The AV equipment cuts out very frequently. Purchasing newer microphones could possibly help the issue.

The AV equipment does not seem to be entirely user friendly. Lecturers have problems starting the projector or using the equipment. Not sure if this is a problem with the setup or the way the lecturers are trained with the items. Also, the laser pointers seem to malfunction at times (while the battery still contains power). In addition, the temperatures in the classrooms are inconsistent from time to time, going from warm to cold depending on the day.

The AV equipment has just a few minor problems throughout the year but none that affected the learning experience. Everything else was maintained well.

The AV Equipment in the classroom is sometimes very difficult for the speakers to utilize effectively. The microphones are especially difficult with the numerous dead spots of which

presenters are often unaware and the frequent battery replacement that must be performed by students.

The AV equipment messed up all the time

The AV equipment seems to be malfunctioning sometime especially with audio on the 5th floor EAD. Please get some training to be given to the instructors or make the equipment user-friendly.

The AV in the PA classrooms on the 5th floor of EAT are not very good. Sound is usually an issue. Also the iClickers never seem to work. Otherwise everything works well for the most part.

The bathrooms in the library are not very clean and on weekends they get worse. More frequent cleanings during the week and on the weekends need to be done. In the MET classrooms, the temperature fulctuates during the day while we are in class. There are hot and cold spots within the classroom and then there are days where the whole buildings is too cold or too hot. Most of the plug in network connections in the classrooms are either broken or do not work. The wi-fi is in and out all of the time

The bathrooms in the library on the weekends need some attention. They are disgusting. / More outlets in the 5 star cafe would be nce.

The bathrooms in this place are literally deplorable, how do you expect to make the place look nice if the bathroom look like they are straight out of 1972 and located at a wet and wild. The paper towel dispensers never work in the mens bathroom on the first floor of EAD either. Further the internet is slow and very intermittent. Classroom temp is great as long as only half the class shows up, as usual, but when everyone is there the AC just can't keep up.

The building tends to be a decent temperature, but can be rather cold some days.

The class room temperature needs to be adjusted so a better level, The classrooms are way too cold, and it makes it very hard to focus.

The class rooms on EAD's 7th floor are often freezing, / AND FOR HEAVENS SAKE FINISH THE DARN LIBRARY CONSTRUCTION!

The class should really have a system that syncs the powerpoint presentations with the audio recordings. When listening to things like Histo it is hard to follow what they are talking about. We had a system like this at University of Houston, when you download the lectures they appear in a video format and all the changes and notes the professor wrote on the slide would show up in real time with the audio. It was extremely helpful for review because you can pause and rewind tricky topics.

The classroom (MET 124) does tend to be a little cold for my taste, and it fluctuates a lot, but less so than it did last semester!

The classroom can be a little cold, but it is manageable with a sweater. I think the school has done a great job of trying to make students comfortable and using technology to help us learn.

The classroom is too cold sometimes. Internet connection is slow sometimes, especially when trying to download lectures from BB before lectures when other classmates are downloading also.

The classroom is too cold, year round we have to wear hoodies and jackets

The classroom is way too small and the electrical outlets are almost in the center of the desk, making it very difficult to have enough space

The classroom on the 4th floor where we have PASS day needs electrical outlets on the desk tops. It is disruptive to other students taking tests when you have to crawl under your seat to unplug your computer.

The classroom temperature is always so low and its freezing most of the time. Do something about this.

The classroom temperature needs to be maintained well, sometimes it is very cold.

The classroom temperature needs to be regulated better. It goes from hot to cold and then back again. I end to bringing a blanket and jacket to every class because its gets so cold. Some of the outlets need to be fixed in the MET 124/125.

The classroom temperature should definitely be adjusted. I understand that outside is 100+ in the summer, but a classroom temperature of 60 is a bit too low.

The classroom wireless networks sometimes get overload when we are testing at the same time.

The classrooms are ALWAYS too cold!! in the winter in the summer all the time! The conference room on the 3rd floor of CBH in particular is at least 10 degrees colder then the study/break room. A clock would also be nice in the FGEN training lab. make sure to have extra batteries for the mic, often times we need to go and find people to replace them. I really dont like the chairs in the CBH lecture rooms. they are uncomfortable and make it extremely awkward to get up when seated next to someone.

The classrooms are back to back in booking, I would suggest more time in between the arrangement of classes, or use more classes, because some classes let out late and the room is dirty with trash

The classrooms are too cold. I suggest raising the temperature a few degrees.

The classrooms are typically very cold

The classrooms are usually cold.

The classrooms are very cold

The classrooms could be slightly less cold. They seem to be the same temperature in the classroom no matter what temperature it is outside.

The classrooms have hot and cold spots. There has been a lot of feedback from the audio system in MET 125 this year; we were told it was due to temperature fluctuation. There are often spots of the classroom that have obviously not been cleaned.

The computers need to be up to date so that we can use the videos in the power point. It is really embarrassing to have your presentation ready to go and not be able to use it because of failed technology. It really has an effect on our grades

The condition of Luibel Hall is below what is expected for the amount of hype this program set students up with. Meaning, for such a well talked about program, when students come to learn in this room it's disappointing. There have been multiple issues with audio equipment, the acoustics are horrible, and there are wires hanging out of light fixtures in the ceiling. Just take a look at this room and compare to MET. Then you will see what I'm talking about.

The desks are constantly dirty in the MET, and if they do get clean, the solvent they are using leaves cleaner residue behind. Also the MET classrooms are a hit or miss on whether you are Freezing or Burning up... there must be a better way to distribute the air instead of a straight blast onto 2 or 3 seats...

The desktops that we sit at are not cleaned very often. A variety of people use them, and they get pretty gross with stains from food and drink rings. The desktops were being cleaned earlier this semester, but this has become an issue. Downloading power points in class takes between five and ten minutes. This is a problem when the lecture is posted immediately before class starts

The electrical outlets in Everett Hall and EAD 406 were either not enough, difficult to access or too loose. My suggestion would be to replace the loose outlets in Everett Hall and to place the outlets in EAD 506 in a more accessible place.

The institution should assume control of the recording of lectures to assure quality and reliability. I believe this is an important learning tool, especially for large numbers of students.

The instructors are always having problems getting the sound to work. / Temperature is very cold inside the classroom and in the lounge area outside of the classroom.

The internet access is sometimes intermittent. My biggest improvement to the classroom would be to strengthen the wifi connection so the number of outages are reduced. / / Also, I would like the main room in Luibel Hall to be cleaned more often. Sometimes the desk and chairs are dirty and stay that way for a long time.

the internet connection could be better

The internet connection sometimes fails and we are stuck without access. There are a lot of wireless networks and I think it would be better to make one universal network for students.

The internet connection takes a beating in the mornings when everyone gets on. There has to be a way to more efficiently distribute the bandwidth.

The internet has been really slow since the student specific WiFi network was created. A certain recording was inaudible and I believe the equipment was at fault.

The internet has seemed better in the last month, but sometimes the wireless internet connection in Luibel Hall goes out or is very weak.

The internet in Luibel is awfully poor. This didn't begin until after December. The microphones are always messing up. However, the team that comes in to fix our electronics is superb, quick, and kind.

The internet in the MET is constantly terrible. I think it is probably the most complained about issue in this school.

The internet on this campus is terrible. It should be equipped to handle every student in our classroom downloading a powerpoint at the same time without slowing way down. We aren't able to download some powerpoints until the morning of class so the school should be able to provide adequate internet.

The internet seems to be a little unresponsive at times. Maybe add more routers.

The internet speed and quality needs to be improved. There are multiple times when we have trouble downloading powerpoints for class when everyone in our class is on the internet at the same time.

The internet would sometimes go out during class times.

The lecture hall was consistently cold, however I know that other people were comfortable. I think it's one of those situations where everyone will never be happy, particularly in such a large lecture hall.

The lecture recording capabilities of the main MET classrooms do not seem to be on par with what's available at other Texas medical schools, some of which are able to video record and live stream lectures.

The lecture recordings from MET 124 have been inconsistent in their quality. This is largely a student-run service so depending on technological proficiency of volunteers and available equipment the quality of the recordings varies accordingly. If the school provided a way to get consistent, high quality recordings of lectures, the students would be better served in their ability to learn the material presented by professors. Video recordings might also be of interest to some.

The library bathrooms are always very unkempt.

The library gets pretty warm on the upper floors

The lights in some rooms have been not functioning for the professors (there was an outage during a midterm exam) or the overhead equipment for showing textbooks has not functioned in all classrooms. There are not always outlets at your seat to plug in laptops.

The main met classrooms are chilly.

The MET 124 is way too cold in the warmer months.

The MET classroom 125 meets expectations, but it would be very beneficial to have the electrical outlets in the center of the tables of the small group rooms on the 4th floor of the MET working.

The MET classroom is ALWAYS cold and the network connections are always slow.

The MET lecture hall seats and outlets are poorly designed and most do not work properly.

The Microphone does not always function. Also the classroom is always too cold.

The microphone situation in class can be a hinderance at times. Sometimes the mic is loud enough and sometimes it is not. The screen can be vamped up by giving it clarity and better resolution so that people from mid way to the back of classroom can see. Also getting a bigger screen in general might do this as well.

The microphones don't always work properly.

The microphones frequently run out of battery power. Please train all the faculty members on how to best use the microphone in Luibel Hall.

The network connection for library use was recently changed. This new system no longer works with my outlook account. A simpler system (with a single, campus-wide network) would be much more preferable.

The network connection is very slow, and sometimes I cannot connect. This is very inconvenient bc I can't download lectures or watch videos for OMM.

The network connections are usually on/off and are not very reliable. Our classroom for integrative physiology is freezing all the time. No cell reception on entire floor of EAD third floor

The network connectivity is poor. The outlets for the LAN adapter does not work consistently either. There are outlets in MET-124 that are not in their actual socket. / Class recordings are not consistent. We either have recordings where you can hear students talking or problems uploading. / There should be video recordings of the lectures, and students should not be responsible for making sure everything is uploaded. If we utilized our IT Department to take care of this, less problems occur.

The new wireless is terrible. Switch back to the old one. Clean the desks daily

The only thing from the list above that I would like to see improved is the temperature. I spend most of my time between CBH and the library. The library is usually very comfortable. But CBH is often chilly. Maybe raise the temp just a couple degrees

The other Texas medical schools video record their lectures and post them on an internal website to protect any copyright infringements. I don't understand why TCOM doesn't do this too. I think it would be beneficial for the students.

The outlet at my seat has somewhat popped out of its socket. If they were a bit more secure they may be a little easier to plug into. Also, I know it's hard to maintain a steady temperature in a big auditorium, but it always seems to me to be cold. The wireless can be fickle at times and I am unsure as to how that can be fixed.

The outlets and flooring need maintenance. Several isles have frayed carpet and loose ethernet/electrical connections.

The recent change in the Internet provider, specifically the Wifi, is a terrible downgrade. It is very slow, often preventing me from getting the documents I need for class. It also frequently forces me to shift to another network that I cannot access. The old system was working fine, and this new one is terrible.

The recording system needs to be fixed so that it works every single time.

The recording system needs to be reworked to make it easier to record and upload.

The restrooms in the library need to be thoroughly cleaned more often.

The room always seems to be cold. / There were numerous times when Dr. XXXXXX was unable to use the elmo for hands on teaching. This should be checked for working more frequently.

The room is always really cold.

the room temperature is always cold. always need a jacket in the classroom. students as well as faculty complain about this

The rooms are FREEZING in the summer. It is unfortunate when it is 100 degrees outside, but I have to bring a sweatshirt to class. Additionally, I can only connect to the internet about 50% of the time from the new HSC wireless network. Finally, the glitches in the classroom recordings are unacceptable with the technology that is available now. I don't think there is an excuse for there to be trouble with recording a lecture.

The rooms are too cold.

The rooms in the EAD building at continuously cold during both the winter and summer. It is too cold to focus at times.

The rooms would be freezing cold during lecture. We'd have to bring a jacket in July and August so as to not freeze during the lecture block. I suggest keeping the classes at 73 degrees and somehow diverting the air flow more horizontal so people under the vent aren't freezing, while people 2 seats besides them are mildly chilled.

The seating in our classroom CBH 220, are not comfortable for more than an hour of sitting...they are too small with little leg room. I am of average height, 5'10, and I can barely cross my legs.

The student bathrooms are atrocious. Midsemester the network connection in the library was changed causing many problems for many students. I feel like over the summer would be a better time to do this that way students do not have to worry about their ability to connect to the network and how it hinders their studying.

The student lounge and some things around campus seem to never be cleaned. More frequent cleaning would be nice.

the temp in Lubel was very chilly recently, for a week or so, but I think now it's OK. iClicker and video-projector equipment is unreliable. there are coffee stains and ants on the desk tops in Lubel. / / Also, the bathrooms in the library can get absolutely disgusting- stains in the stalls on the walls, counters not clear/clean, overflowing tampon receptacles.

the temp in the met classroom is always a bit random and variable depending on where you are and at times it can be uncomfortable. all in all, everything is generally pretty decent. everything is kept very clean though, those guys work hard.

The temperature in some of the rooms in the CBH building are extremely low at some times. It seems to be random, but some days are unbearable. I would just suggest to try to make the temperature more practical from day to day. As we know in TX it may be 85 degrees one day and 47 the next.

The temperature in the classroom may be too low and most students are wearing jackets.

The temperature in the MET classroom (MET 124 from what I've noticed) is usually way too cold in comparison to the outside temperature. The system seems to keep running longer than it has to in order to cool the room, which leaves the room extraordinarily cold. There are also several locations around the room where the air vents seem to focus, and those spots are generally too cold to sit in for a lecture (the cold vortexes). Any redirecting of the air would be wonderful!

The temperature in the some of the labs/classrooms are so low that it is almost impossible for us to function well in spite of adequate layering of clothing, etc. We doubt if the temperature is actually 'room temperature'! Please increase the temperature!

The temperature is fine in the classroom except directly below vents where it is freezing. Some sort of air deflectors might help. Network connections in the TCOM classrooms need to be checked because I have encountered several that do not work. Someone just needs to take a computer and plug into each individual port and record which ones need maintenance (or maybe have the class all bring their cords and note if theirs is not working). Many do not work on the 4th floor either.

The temperature is sometimes too warm or too cool for my personal tastes. It's not really a problem--I simply bring a sweater-- but that's why I didn't put exceeds expectations. As for the internet, sometimes it doesn't work on an individual computer while a neighbors computer might be just fine. I have no idea what causes this, but it doesn't usually last more than a day.

The temperature is still an issue in MET 124

The temperature should be kept down. Not too cold. It affects the study concentration

The temperatures in the classrooms and labs are always varying. Usually its too cold.

The WiFi has been very poor in the school recently and especially in the classroom.

The Wifi in the MET has really been lagging during the spring semester. Is there any way to boost that?

The wifi is slow and has trouble handling the student load...for example, when a powerpoint is posted to blackboard 5 minutes before class, as it often is, it becomes very difficult to download as the server simply cannot handle the number of students. This is very frustrating.

The wireless connection in Lubel is a little shaky sometimes. Some days there are no problems, but other days I cannot connect to the internet at all.

There are certain days when the network goes down, it makes it very hard on many of us to download our lecture slides. Maybe a backup network should be put in place.

There are certain spots in MET 124 that get really cold no matter if the cold air or hot air is on because it blows directly on you.

There are only outlets in the back of the classroom and none at our desks. Our laptops are constantly dying especially when we have class all day. The temperature is normally fine in the room, but it is so loud that we can barely hear our professors during lecture. A microphone is needed constantly when anyone is speaking in the front of the room.

There are random freezing spots in met 125. Very uncomfortable to sit there when the AC turns on. It feels like you need a jacket.

There are several areas in the room students avoid because the air blows directly on us making it very cold.

There are some class rooms that do not have adequate electrical outlets (i.e. All classrooms on EAD 7th floor: 719, 714, 724). / Classroom temperature has historically been an issue: many rooms are much too cold for comfort even in the middle of summer. This is not energy efficient nor conducive to student concentration.

There are student microphones in MET 125 that have not worked the two years I have been at TCOM. It would be nice if they were repaired.

There could be more lighting in the back of the MET rooms.

there could be more plugs in the classroom especially when using multiple devices. The network connection some days will be completely unusable there are times I cannot even download the ppt for class due to network lag.

There have been a few times that the network was slow in class. The professors often have issues with the microphones, the camera or the screens.

There have been issues in the past with temperature control, but I believe these are currently being looked at by facilities management.

There have been occasions where the professor brings something that they want to show us on the video projector. It'd be nice if this was constantly checked on to ensure that it works properly (maybe with instructions for the professor too).

There is absolutely no reason in my mind why the university does not record lectures for us. Compared to other medical schools around the country we are WAY BELOW PAR. Most universities provide video lecture for students. First of all, it should not be our responsibility, it

should be the schools. Second of all, ALL lectures should be video recorded. We are adults and deserve to be treated that way. It was my EXPECTATION that medical schools treated us that way. TCOM has FAILED in this way.

There is extensive effort to be green on campus, but the cleaning materials are particaully potent. I often get to school and start having more allergy problems from the cleaning agents.

There need to be computer labs across campus with open access

There needs to be wipes installed so that we can wipe down our desks. They never seemed to be clean and I hate showing up for a test and my spot is sticky or during normal lecture.

There should not be classes held in close proximity to construction, as it takes away from the students learning experience.

There was a food spillage not long ago that was not cleaned over the course of 5 days, including the weekend. And the room is always cold, especially on the right side. The equipment usually works well, but many of the faculty have no idea how to adjust it. The microphone volume is completely off limits, but some professors are not as boisterous as others. Many professors have commented that they don't know how to work iClicker, so the problem is human instruction, not technology itself.

There will never be enough outlets, but maybe using power strips.

things seems fairly ok, except adjust the volume of the microphones to be higher bc its difficult to hear at times when sit far from class and when listening on the iTunes for the downloaded lectures, i have to listen at maximum volume

This is probably asking for too much but, the chairs in our classroom could use a wash.

To be honest, everything in our room is fantastic. Other programs would kill for it. However, IF something needs to improve its the audio in the room (due to the roof being in proximity to our room it is very loud) and the electrical outlets at the seats are nonexistent. Thank you!

To have more classrooms with an electrical outlet for each student

Too cold in classroom during summer in certain spots of the room. Sometimes the Internet connection lags.

Train faculty members how to trouble-shoot or assign a classmember how to trouble shoot.

Training for faculty and staff on how to use AV equipment.

Training for the instructors on how to use A/V equipment

Trashcans in the PA classrooms

turn the heat up

updates

Upgrade rooms on 7th floor to include more outlets.

Very few electrical outlets to charge computers, so increasing outlets. Air conditioner or some machine in the ceiling becomes very loud and distracting

VERY hot in library, more individual study rooms in library, a floor full of study carrels

Video and audio recording of the lectures. I have seen at other schools where they show the slides while the professor speaks. The classroom (Lubiel Hall for Med Scis) was always cold to me. During exams this can be distracting.

Warm up the student PhD room in the forensics department. We all wear hats and jackets and have a blanket!

Warmer classes in EAD building.

We could use more classroom electrical outlets.

We could use more electrical outlets in our classrooms.

We had to call tech support a lot regarding projectors. Desks with outlets will also be much more useful.

We have been told that A/C deflectors will be put in to prevent the cold spots around MET124, and I hope those are implemented before next year. Also, there are still many chairs that are joined too tightly at the hinges and we have been told that these would be loosened up, which has not happened.

We have put in a work request to have our classroom door left unlocked probably a million times and it is locked again this morning. The classroom is freezing all the time despite requests to keep it a bit warmer. The AV equipment is constantly not working, too confusing for instructors, etc.

We need a way charge our laptops in our classroom while in lecture... maybe lots of extension cords? We also have a hard time hearing lectures with the noise from the AC and other weird stuff going on the roof. This is really distracting while trying to learn AND during tests.

We need charging stations for our computers

We need lights replaced in MET 125 because a big section sits in the dark!

we need more outlets in class for laptop use

We need more outlets in order to plug in our computers

We need more outlets or ways to get power for our computers and it is cold in our classroom all the time!

We need more plugs!!!

We need outlets at the desks or in the floor so we don't have to move to the back of the room to charge. I wish we could manually change the temperature in the classrooms and study rooms.

We need power strips in room 520. We have a limited number of wall outlets.

We should be able to control our room temperature. Our room is usually very cold on the PA floor in EAD. / Compared to the MET, the EAD is very outdated. The bathrooms need to be updated as well as our lobby area.

We, as students, understand that it is our responsibility to keep our lecture hall (Luibel Hall) clean. However, it would be nice if the school actually provides the monthly floor cleaning. That would make the classroom look more presentable. Also, installing more hand-sanitizing gels is not a bad idea. During flu season, this would come in handy to prevent the sickness among students. Thank you.

Well there were times when the Luibel classroom will be not cleaned and i noticed ants around the seating area two three times so please keep up with regular cleaning of the classroom. Better lighting and audio sounds I would recommend needs some improvement.

We've had some space issues with a couple of my classes on the 7th floor. Also, it would be nice for the 7th floor classrooms to be outfitted with desktop outlets like the other classrooms, if possible.

When classrooms are empty and not in use I would like it if the AV equipment was available for me to use (without reservation) in order to practice my talks and presentations.

Whenever the temperature was too cold or too hot, the next day it would be fixed. One time the camera was not working. and our class had to be moved to a different day. Maybe, if the camera is going to be used, it should be checked before class.

While I have not spent much time in the MET classrooms this academic year, in the past, temperatures in the large lecture halls seemed to be generally either too hot or too cold.

Wireless access ALWAYS available at library; multiple occasions when not working

Wireless internet in the classroom has been a SERIOUS on and off problem this year. Some days, we can't load a single webpage. It recently also created a problem during a testing situation.

Wireless internet is VERY slow at times in the MET.

work on improving based on the resources and priorities Sockets needed

Works fine, sometimes flaky in terms of connectivity and speed, however it seems like this is being addressed

Would like it if students could have authorized access to the projector and computer in the Luibel hall. Especially when we need to practice for presentations.

Would you consider recording lectures on video?

You should have a thermostat in EAD 108 so that the people in the room can control it. / I gave below expectations on AV equipment because I'm on the recording team and have seen it first hand. The computer in EAD 108 simply MUST be updated. It's so old we couldn't upload the lectures from there. It's very frustrating. Also, the TVs in the library for our use distort the aspect ratio of a normal laptop and it can't be modified to make it look right. Also very frustrating.

Lounges

add an area with a fridge on the 2nd or 3rd floor of the library

A freezer would be a HUGE plus in the EAD lounges. Also, a refrigerator-freezer combo at the library would be fantastic!

A lot of times the tables in the MET Four Star Cafe are sticky and not cleaned off. I would suggest having them wiped down at the end of each day.

Are there even specific student lounges in the MET? If there are i'm no aware of them. I would suggest designating a specific room as a lounge for TCOM students in the MET. Furthermore, maybe you can have multiple lounges with each TCOM student college receiving their own lounge

As a GSBS student working out of RES, it is quite apparent why I have no opinion on the provided student lounges listed above. There are no student lounges for RES. The only lounges within a reasonable distance are packed and far away. With the inability to keep anything in the hallways, we have yet again been neglected in this campus' goal of moving forward. Provide us with a student lounge specific for research students in RES or ignore this evaluation.

Better refrigerators in EAD first floor student lounge.

Cleaner equipment and feasibility, we need a kitchen area in the library.

Didn't know that there are lounges at the cbh.

EAD lounge could have microwaves and more places to sit

enlarge the student lounge on 5th floor EAD

Everything met my expectations for these areas.

Fix the foosball table with the missing player please.

Fool's Ball table, pingpong table, billards table

For student lounge on EAD first floor, with many MedSci students bringing their lunch to school, it would be nice if the school actually provide us with dish soap and sponges.

For the older rooms in the EAD, some minor remodeling- or even as simple as moving from tile floors to carpeting would put a nicer touch for the student body who frequents there.

Have more desks in the study areas. The couches are nice but difficult to study in sometimes. Or have larger tables so that we can work on them.

haven't been to any lounge besides the SPH lounge on 7th floor. it's nice

have some nicer tables that are balanced and not tilted

I am unaware if a student lounge in the MET

I appreciate the fact that the refrigerators are kept somewhat clean in the student lounge at Lubel, however, the maintenance staff throws away any food that is left in there after 5pm. This is very inconvenient when I am on campus all day and have packed food for the entire day but do not have a convenient location to refrigerate my food in the evening. In addition, can you please put a refrigerator near the library?

I believe that the policy to throw out all food at 5pm on Fridays is wrong. If I bring my food in on Friday at 3pm in a sealed container, then why should it be thrown out? It's not a delinquent material.

I didn't even know about half of these lounges. The one in EAD on the first floor could have a lot more couches, perhaps more TVs etc. For example, my undergrad school had x-box and playstation along with free snacks and drinks available. They also had different events for different days of the week, for example, popcorn on fridays, popsicles or cocoa on another day. Generally just a lot of things that would encourage students to come to the lounge.

I didn't realize there is a student lounge in the MET.

I don't feel the university makes an emphasis of these in New Student Orientation, thus when we become students we don't take full advantage of them. Also, I feel certain that the division within different programs makes it so going to building like the MET feels awkward or different. I also think implementing better food service.

I don't stay on campus much, but would appreciate more comfortable relaxing seating in lounges.

I find the lounges to be sufficient

I have heard students complain that "their" student lounge is occupied by people from other degree programs. For example the lounge on the 7th floor was created to be used by SPH students, but oftentimes students from TCOM, PA, PT may be using that space. I can remember going to the lounge in MET and TCOM students complaining about me being there because I wasn't a TCOM student. It is just silly. No one owns that space and that message should be shared with all students

I have not used any of the lounges during my UNT career

In my opinion, I do not think the students utilize the student lounges as much as they should.

In the CBH, there is a lack of a student lounge with tables for study. The break room has a table but it is not conducive to studying. I think the 1st floor of EAD would benefit greatly from a study lounge.

I think it would be best to put items in the student lounges that students can use. For instance, putting printers and fax machines in these areas may increase use.

I think the cafe needs to have more room for couches and coffee shop atmosphere.

I think the MET building could have more relaxation space. There is the 4 star cafe area, but that space can get quite congested during lunchtime. A space similar to the student lounge on the EAD first floor would be nice to have in the MET building

It smells bad in the student lounge, 1st floor EAD. I don't know if it is because of the refridgerator.

I was not aware of a student lounge in the MET.

I wish that there were cleaning supplies at our disposal so that we can clean the microwave after each use, keeping it clean for everybody.

I wish the EAD first floor student lounge had more than one small table for eating.

Lounges should be in areas with the largest concentration of students. SPH doesn't really have an extended student lounge on the 7th floor even though the majority of it's faculty and classes are located on the there. A larger lounge and/or extended kitchen with a larger refrigerator would be excellent. Also more healthy options in the vending machines on the 7th floor seems a better choice then candy...especially considering all the TPI and SPH services on that floor.

More, healthier vending access

more booths to maximize use of space for studying.

more chairs

More comfortable and inviting student lounge in MET

more lounge chairs, tables available for work in lounges

More outlets inthe 5 star cafe.

more outlets on EAD 7th floor lounge, and water fountains needed on EAD 7th floor

More Outlets on EAD 7th floor student lounge area

More restaurant options.

More squishy couches to relax.

More student lounges

Need more lounges in RES building.

New facilities and equipment

Our major student lounge is accross campus from the MET, I don't spend time in that building so I don't spend time in that lounge. I don't know why we don't have one in the building we spend most of our time in?

Outdated.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Please put a freezer in the EAD 1st floor student lounge for incoming/future Medical Science students to use for frozen foods

Providing coffee makers in the MET lounge on the first floor would be very beneficial, just as the coffee makers in the EAD building.

RES student lounge would be nice.

Snack machines and drink machines in the MET would be really nice so that we could get carbs and caffeine when we are studying there.

Some renovations to update the student lounge look like they are about due. Maybe a toaster oven or two to heat meals that cannot be heated in the microwave. I am a REALLY big fan of the new fridge rules which keep it clean and keep people from leaving food for weeks at a time.

Sometimes the trash smells bad on the lounge on EAD 5th floor

Student longue in CBH should be able to accommodate more people

Student lounge on EAD 7th floor could use better access to electrical outlets.

Take out the piano. Sometimes people play on it while there's a lecture going on in Luibel Hall, and you can hear it through the lounge doors and lecture hall doors. It's very distracting. There's also not enough seating in the lounge.

The 5th floor lounge could use tables like they have on the 7th floor.

The audio on the television in the EAD first floor is a bit crackily.

The clock on the wall is always behind. And we've had a few instances where we could hear someone playing the piano in the lounge while we are in class in Luibel, but I have no solutions to offer for that. It wasn't a huge distraction, and it's only happened twice that I recall.

the locker room in the MET smells terrible!!

There is a loud sound of the pipes in the EAD first floor lounge. Some more chairs would be nice too.

There is no student "lounge" in MET, there is only a room with 2 fridges for students food on the first floor. If there is a lounge it is unknown to most students.

There is no student lounge at the MET. Microwaves in the student lounge need to be changed.

There is no student lounge in RES.

There is no student lounge in the MET...a room with a refrigerator and a sorry number of microwaves does not qualify.

There is pipe squealing in the 1st floor EAD student lounge. Maybe have more chairs.

there must be some other games.....

There really is no student lounge in the MET where we spend countless hours. A room with relaxation purpose is required and vending machines would be much appreciated.

There should be more sitting space in the First Floor lounge.

The signal for cellphones is almost negligible in the EAD first floor student lounge, it is difficult to work there while expecting any calls.

The student lounge in the MET is meant to be kept clean by the students. Overall I believe we do a pretty good job, but for the longest time there has been a horrid smell that lingers in the lounge. Is there anything that can be done about that?

vending machines that accept debit/credit cards!

Water filter on the 5th floor.

We don't have any easy access break rooms on RES first floor.

We have a student lounge in MET?

We need a student lounge in MET!

We should have connection to projections in the student lounges

Where is the student lounge in MET? I am here for two years and I don't know what you are talking about..

Where is the student lounge in the MET?? why are there only 2 refrigerators 5 microwaves for almost 500 students?? why is there not a sink in the MET TCOM breakroom/locker room?

Would like more microwaves and lounge areas. Sometimes hard to find places in MET to sit when others are in MET.

Computing and Technology

Address connectivity problems in Luibel hall as mentioned before.

As mentioned earlier, wireless internet could be improved. I had issues connecting to the Internet at times, especially in Luibel hall.

As mentioned previously, the internet in the MET functions poorly.

As stated on a previous response, the wireless quality is not very reliable. I feel like this is due to the changes in the wireless changes; however, a majority of students don't feel safe enough to do work on campus because the unreliability of the wireless.

CBH need more copying machines that we can use with Pharos.

Constantly having to log into the wifi is inconvenient. Sometimes it is hard to connect various devices to the wifi.

copy/printing allowance should be automatic with the beginning of each semester

EAD 4th floor wireless access is not up to the mark. In some rooms we don't get wireless access. at & t specially.

easier to connect to internet in library. new wireless isn't compatible with many computers.

Everything was superb except for the internet. In certain locations of the library or buildings, WIFI connection would be very low and slow. Additionally WIFI in Luibel and the library would intermittently disconnect causing many major problems during study times and work.

Excellent IT services.

Expand the auto-login throughout the campus

Free printing up to a certain point

good

Have more printers on each floor of EAD

I had a computer problem this year and was told that our computers aren't under warranty anymore. This negates having IT for school bought computers. Wireless quality can be sketchy.

I have a mac computer. I would love to be able to utilize the printing function where I can send print jobs to campus printers while working at home for storage and print up to 24 hours. I have gone to the student IT helpdesk support three times in an attempt to fix the problem - none have worked. I finally gave up and will use the on campus computers when I need to print documents. It would be nice if this function would work. Thank you.

I have had MULTIPLE issues with my computer since the day I received it. Therefore, I have made multiple trips to IT. There have been a couple of times, when not a single person is at the IT desk, and I either wait for hours, or come back over and over again to only still not have anyone there to help. There should be at least one person available at all times.

I have had significant difficulties accessing the WiFi. The connections are problematic at times.

I haven't had any issues with these.

I just want to say the help desk staff are awesome! Thanks for a great job and for making my life easier by answering my technology questions!

I may have missed a memo, but my wireless does not work on the 4th floor of the library any more. I haven't had time to get it corrected, so it's primarily my fault, but it was a bit frustrating last week. I could have missed an email or sign in the library that mentioned some changes or upgrades. Any suggestion I have is probably something that is already being done, so again, this is probably my fault.

Internet had times of very slow speed or no connection, but it seemed to be resolved. The IT help desk has always been fantastic. Kudos to the staff there.

internet is not good in EAD. but good in library.

internet is very slow from last few weeks

Issues with wireless connections.

Is there a way to lower the printing and copy cost?

IT department has strange hours of operation, sometimes the pharos printers don't work properly or frequently out of paper. As well as outlook, may not receive e-mails till days later.

IT Helpdesk doesn't provide much that a young student who is familiar around computers doesn't already understand. Although I enjoy the kindness from the IT group in many cases, I have found that if I had questions, most of them needed to be self-resolved through other sources. The least IT can do offer other modes of serves (sort of like CAP)

ITS should consider having more weekend hours

IT support should be available 1 hour before tests on test days in case of any laptop issues that occur the night before

It would be nice if you didn't have to log into the campus Wifi website every time you come back to campus.

I wish printing wasn't as expensive, especially color printing.

I would often lose connection in Lubbock and in the library. I know it is not my computer because it is brand new and I have no trouble anywhere else off campus.

make printing charge directly to my account. Offer a few pages to start off for every student. For example, each student gets 400 pages printed for free or part of tuition.

make printing cheaper. make wireless available outdoors in the atrium or in the new park being built in front of the library.

Make the printing a bit affordable

More places to print materials.

myHSC needs to be improved drastically. Check portals of other schools like UT-Houston or UW-Madison to see what's normal. Compared to those schools, our myHSC site looks like a project of some student in a 101 class.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Printing / Copying is too expensive for students.

Printing and copying is a fairly good system, when printing from my mac it always charges me for color no matter which printer I send it to. The email is run through hotmail for students? Why can't the school just offer it as a .edu account? The IT helpdesk is sometimes helpful but I generally feel that they are behind when it comes to new products and services that are available for students and their computers. The few times I've needed help I've gotten mixed messages about what is available.

Printing and copying is too expensive!

Printing has sometimes been difficult - sometimes it doesn't print out like it's supposed to, the updates were hard to get through and print, and sometimes wireless becomes really slow.

rename the wireless vs wifi, confusing which provides access to students

Some printers (especially on the 4th floor in library) printed out black paper out due to possibly dirty ink cartridges. Please have someone check them weekly.

Some rooms/areas are inexplicably without wireless internet so a survey to find such areas and attempt to fix the issue would be suggested.

Sometimes it can take awhile to establish an Internet connection in the MET building.

Sometimes papers do not print according to specific margins

Sometimes when I go to the IT department no one is at the desk and I've had to wait up to 30 min before

Student IT Helpdesk needs more staff.

The directions on the UNTHSC website for accessing Outlook Mail on an iphone do not work. I can only access school email through a computer.

the email serv SUCKS, luckily i have everything forwarded to my gmail account because gmail is better. should use gmail as email server

The email system does not appear to be entirely compatible with Google Chrome users, thus making the use of some functions difficult. Also, the wireless quality fluctuations (strong signal in one area of a building while being weak in others - inconsistent)

The helpdesk looks very nice, but I'm afraid that all of the recent changes may have been implemented too soon.

The internet connections are sometimes rather slow and/or not connecting properly. See answer to above question.

The internet updates and outages that occur frequently are highly irritating when studying. The IT desk also hasn't been very helpful. New connections or internet update times that won't inhibit learning and more qualified personnel.

The IT staff is unbelievably helpful, courteous and friendly. I thank you for having them as staff. They really are helpful!

The network connection for library use was recently changed. This new system no longer works with my outlook account. A simpler system (with a single, campus-wide network) would be much more preferable. I think it would be nice to have some free copying/printing, or at least included within the student fees. Every other school that I have attended offers at least a small level of printing.

The new wifi network in the library needs work

The new wireless login at the library has been causing some problems. It takes me 3-4 tries before I can finally log in.

The Pharos printing software is glitchy on some Macs

There's no wifi signal on RES first floor. Also the wifi doesn't work with my phone most of the time.

There should be more printers made available is possible on every floor and other strategic locations. In the EAD, there is one only on the 7th floor. Sometimes one has to go all the way to the library to print a document.

The Student IT Helpdesk support is absolutely fantastic! They are always available and courteous.

the wireless can be overloaded pretty easily. not from personal experience but from those in my class there have been issues with IT giving defective loaners and being unwilling to replace laptops that had enough problems to warrant using the warranty.

The wireless connection can get spotty in different places of the campus and is very slow during the day.

The Wireless internet can be very slow sometimes. In class, I will be downloading a powerpoint presentation and it will take 14 minutes.

The wireless internet in the library is a pain and is very spotty. It will randomly not allow you to connect. This really impedes studying and makes me not want to use the library.

The wireless internet seemed to get bogged down very easily, especially if the entire class were trying to use it.

The wireless in the MET is terrible. Many days during class no one can connect to the internet.

The wireless quality is very subjective depending on where we are on the campus. Some rooms have extremely weak connection.

The wireless quality was spotty until the update to HSC-Student version.

The wireless seems very spotty in some portions of the library. It also seems to be easily overwhelmed in the MET classrooms when most of the students are present. A consultant that manages large networks with many mobile devices might be necessary to troubleshoot the issue since most of the 2016 class has a mobile phone, an iPad, and a laptop that are connected to the network.

UNTHSC-WIFI does not allow for mail renewal on apple devices, this also extends into calendar updates.

Why do we only have warranty over our extra laptop battery for only one year? also, why is it impossible to obtain another charging cord after one year. It is very discouraging and frustrating that this school does not seem to be concerned with helping us maintain the computers that the school chose for us.

WIFI can be pretty shaky in Lubbock and Library

Wifi has some connectivity issues which are intermittent yet a bit frustrating when time is short. (Hsc student network)

Wireless access occasionally slows down dramatically.

Wireless access varies more than I would like it to. Occasionally there are issues when downloading materials in the classroom during class.

Wireless connection could be more reliable. Wireless speed could be better as well.

Wireless connection sometimes is not obtainable in the classroom or in the library.

Wireless could be faster.

Wireless fidelity is not consistent throughout the campus.

Wireless goes out a lot, which can be problematic during class

Wireless internet throughout campus is inconsistent between locations; some of them utilize authentication formats (namely HSC Student and UNTHSC-Wifi) that are incompatible with programs that utilize the internet through a non browser-based format.

Wireless quality decreases greatly in RES, especially in the labs.

Wireless quality sometimes take a dip on some days for no apparent reason

Library

4th floor is the quiet floor and people don't seem to get this concept.

Again I want to mention the library network wireless connections. It is not reliable for students.

Allow labtops to be checked out overnight, and have tables that allow you to use dry erase markers on the them instead of using a whiteboard

Can you please make the 3rd floor a 24 hr access floor? It is my favorite floor, because the lighting and atmosphere is more suitable for my studying needs.

computer screens hurt my eyes. I think the resolution or picture quality is way too low and bright

don't switch to the new internet access system.

easier access for wireless printing

FINISH THE CONSTRUCTION!!!!!!!!!!!!!!

great group study space :)

Have better sound proofed study rooms on 3rd floor, you can hear the people from other rooms, not conducive to quiet studying

Have the computers regularly checked for viruses

Have the third floor open until midnight. Make sure the library internet is better. Have a quieter atmosphere.

I don't mean to beat a dead horse, but some more enforcement of the fourth floor as a quiet space would be nice.

I do not like pharos and there needs to be a printer in the EAD accessible to students.

I feel that the 4th floor of the library is too hot at times and this makes me study on the 3rd floor but I prefer the 4th floor because it is a designated quiet area.

I find the library to be a good place

If the projectors are allowed to take home it would be great help to students who prefer group study at home

Improve the internet connectivity, and let the library books be taken to home and increase the time period for the books to be issued

It's often difficult to find a completely quiet space in the library.

I think more large screen workstations should be implemented. There tends to be no available screens when they are needed. Possible places would be the anatomy lab, of which is rarely occupied, 2nd floor tables could have a mounted screen above near the glass. In any case, they are very helpful for group studies. The mac workstations should have flash updated immediately.

I think the library is great the only problem is that there aren't enough study areas but if they stuffed anymore tables or booths in there it would take away from the environment. There should be more study rooms around campus. The 3rd floor and the computer labs on the 4th floor should be open for student use at all times. I just don't understand why they aren't?

It would be nice if the 3rd floor would be open till midnight all nights out of the week.

It would be nice if the third floor remained open 24 hours, like the rest of the library.

It would be nice to have a couple of comfy booths up on the fourth floor as well as the third.

It would be nice to have more of the group tables that have a computer connection where group presentations can be done. Often these tables fill up and it makes it hard to work as a group otherwise.

I wish the 3rd floor was open later. It gets very loud on 3rd floor (people yelling, laughing, almost "partying"). 4th floor is distracting also because people are so loud in the rooms but because the walls are so thin, you can hear people talking in the rooms when sitting in the main quiet area.

I wish there were more places to physically plug-in an ethernet cable. This is especially true when the library is full and the wire-less network is clogged and you need to download large files quickly

I would like to see the 3rd floor of the library stay open longer. I also wish that textbook loans could leave the library and the length of time they are rented out would be longer.

LAN network connections needed in cubicles on 4th floor.

Library computers need to have microsoft project, publisher, and other programs besides the normal office suite. And have the janitorial staff disinfect the mouse and keyboards; they are nasty with so many people touching them.

Library is extremely outdated and in need of a renovation to modernize it. I enjoy the quiet floor but don't study there often due to the old furniture and restrooms.

light sensitivity need to be improved in some of the rooms in 4th floor, and at times there some of the weirdest noise up in the 4th floor that makes it hard to concentrate bc its a quiet floor therefore noise is such a distraction. Also, the rooms are not sound proof so its hard to carry on an educational discussion in the rooms and yet have someone comes in and tell you to talk softly who is next door to you, but its a room, discussion is allow and silent is not require

longer hours for the coffee shop and better meal options

Love the library!

make 3rd floor open 24 hours. make 4th floor rooms sound proof.

Make the student wireless network open authentication, or at least an authentication that doesn't interfere with internet use (outside of browser-based internet use).

Make the women's restrooms smell better. Make sure the paper towels and/or soap don't run out in the bathrooms.

Many of the computers have recently been "out of order."

More computers and laptops for check out would be helpful.

More ethernet cables would be helpful in case of a slow connection or problems connecting to the internet.

More group study rooms would be helpful.

More lamps in the study rooms would be great

More outlets on second floor

More signs posted regarding respecting other's studying habits and especially to not talk on the "quiet floor."

more single rooms

More study space

Mysterious motor/mechanical sounds in the ceiling tiles keep distracting many students, also many of the computers on the 2nd floor computer section are out of order

need access to more journals. very difficult to do research when you have to request an ILL for every article and on top of that, they charge you for the articles.

Need more ethernet cable connections! Sometimes the campus WiFi is very slow or not working. Very few ethernet ports in the library.

not all electrical outlets in the library work

On the 4th floor, PhD students are really loud and I don't think understand that it is a no talking floor.

People are always talking in the library on the quiet floors, also on the third floor there are often times people are screaming or laughing VERY loud. I feel like regardless of whether it is a quiet floor or not people should be more respectful.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Possibly keep the 3rd floor open for longer. Also the 2 hour limit on checked out books should be increased. 2 hours is too short.

Professional development opportunities are difficult to locate, and staff members are unaware as well. The need for more computers is a must, as well as study space.

Repair computers not working. Have more copies of books available for checkout. Extend the time for some textbook from 2 hours-4 hours.

Some of the rooms on the 3rd and 4th floor of the library have walls that are so thin you can hear entire conversations in rooms next to you. Also, people leaving book bags in rooms for hours, so that they can hold the room, is very irritating.

Sometimes the library is crowded and there is not enough spots right before the exams. Walls are thin and you can hear people talk even on the quiet floor. Make a bigger Library.

The bathrooms can use a little more tending. Also the water fountains on the upper floors could use a filter.

The changes in the network connection at the library were in the middle of the semester and not well advertised. We were not given information on how to access it.

The computers in the Lewis Library always complain they need to be updated or settings need to be set. I'd like to see this fixed.

The computers seem to run somewhat slowly. I can not get a wireless signal on the 4th floor of the library, but as I mentioned in the previous post, this may be an error on my part as I may have missed a memo discussion some important network changes/upgrades.

The construction interferes with studying and entering the library; the schedule seems to be unreasonably lengthy for completion and poorly chosen in regards to board exam schedules.

The construction is often a distraction in the library. Also, many students do not follow the "no talking" rule on the 4th floor of the library.

The construction noise outside the library is really bad on the 4th floor, which is supposed to be the quiet study area. On the other floors you can't even hear it. It just makes it impossible to find a quiet place to study in the library, because either you have to deal with students talking on 1st or 2nd floor, or construction on 4th.

The furniture on the 3rd floor is just stupid. No one uses the large couch things and I feel like the university probably wasted a lot of money on this. That being said, there could be tables used in their place that would be much more conducive to group studying. The library computers are

mostly all concentrated on the 2nd floor and all run slowly. There's the anatomy dissecting tank which never works, another waste of money IMO. There are sufficient outlets now, they're put a lot in recently.

The library computers are slow. Also, I would like to have access to the computer lab when not in class for use of SAS and SPSS.

The library did not offer a wide selection of books and journals. It takes time to get an article once it is requested.

The library is great, the only thing that I can say is that some of the study rooms on the 4th floor tend to get pretty hot if you close the door. I remember being drenched with sweat on more than one occasion, it seems worse after normal business hours too.

The library is often noisy. I have to go the "quiet" if I need guaranteed productivity.

The library needs more computers. There were 2 occasions where I needed a computer and they were all taken.

The library should not be conducive to social interaction...it's a library, people should study. There needs to be more "quiet areas" and more smaller, individual-type study areas. The lack of space in the library is also a problem with the expansion of UNTHSC and addition of different colleges, now it can be extremely crowded and noisy at times. This has become more of an issue ever since the horrendous renovations to the 3rd floor.

The network connection for library use was recently changed. This new system no longer works with my outlook account. A simpler system (with a single, campus-wide network) would be much more preferable.

The new network in the lib is really slow right now and you have to log in every time now. The janitors often talk really loudly in spanish on the 4th floor of the lib while I am trying to study.

The only complaint anyone ever has about the library is that sometimes when we're by ourselves or there are just a couple of us we can't find table space. But everyone loves the library so it's no surprise.

The re-done study space on the 3rd floor has made the 3rd floor a bad study space. Nothing was ergonomically designed. There are hardly any students studying there now.

There are books you can only utilize for 2 hours and 2 weeks, increase the duration. Temperature control in the library should be self-regulatory.

There are not enough library computers and definitely a lack of rooms with computers. My GIS class only has access to four computers with GIS software. The room with the GIS computers is locked so we cannot access them to do homework, etc. The lack of computers are definitely a hindrance to learning.

There are simply not enough group study rooms, and not enough group study rooms with a computer screen to allow for collaborative group work in a closed environment.

There are some areas where there are minimal outlets, like in some of the booths on the 3rd floor.

There are times when the computer lab has a faulty network connection and does not allow to print using Faros.

There have been improvements but I think there need to be more signs on the 4th floor about silence. Also, there are signs about loud food, but not smelly food. Students don't know how distracting it is when they start eating something that smells up the room. It gets frustrating when you spend 4-6 hours per day there.

There is far too much space in the library that is used for social gathering rather than quiet studying.

The software on campus computers and laptops should be updated regularly. It is frustrating to check out a laptop, take it home, only to realize SAS has expired! The computers on the second floor of the library have had "out of service" signs on them for weeks. When will they get fixed???

The staff are great!

The wireless internet in the library is a pain and is very spotty. It will randomly not allow you to connect. This really impedes studying and makes me not want to use the library. Creating a more stable connection would be beneficial.

This is an excellent studying environment.

Those computers in lib 225 and everywhere else except the ones in the open space on the 2nd floor drags. they are pretty fast but they drag.

Trouble with connectivity on 4th floor. The main lobby can get very loud. Computers are also out of order a lot of the times.

unfortunately, the walls of the individual study rooms on the 4th floor of the library are quite thin. what sometimes happens is people occupying rooms - since there are walls - believe they can use phones/webchat/listen to music while studying on that floor. if we could post signs asking people to take into consideration the thin walls and to still abide by the quiet policies of the fourth floor it would be really helpful. interactive group work should be kept to lower floors

Update the bathrooms and fix some of the faucets. Think about placing the water bottle refilling stations on every floor.

What are library network connections?

Why do you spend so much money on that stupid giant touch screen anatomy computer thing in the library? NOONE uses it, and it is only shown to incoming students, who are deceived.

Wireless gets spotty on edges of library (where we're often forced to go when we run out of study spaces). Either more hotspots or give us a map where we can find stable wifi. A fair number of school computers have been out of service lately, too.

Laboratories

All labs should have atleast a common lab computer for all students that is connected to all printers in department.

Allow access to teaching labs during later hours

A lot of the equipment in research labs are outdated, and make doing a research MUCH more difficult. I'm not sure if this is something to be addressed by Research Faculty or Administration.

Anatomy Lab is awesome!

Anatomy lab is the best learning feature we have. The use of cadavers is imperative in the learning of the human body. You CAN NOT get that from any computer or electronic devise.

Anatomy Lab ROCKS..!!!

Anatomy labs exceed my expectations, no complaints.

Anatomy lab was awesome

At this time in my curriculum, these items were unused. When I did use them in the previous 2 years, they were "Exceeds Expectations".

Cleaner environment, efficient equipment, accessible information that develop the student into a professional in training

Clear out some old, not used equipment.

Computers in anatomy lab should have Internet access.

Don't participate in any research so No opinion in the research lab components.

During Anatomy Lab, our faculty constantly had difficulty getting the system working correctly.

Easier access to anatomy lab computers for med sci students.

FGEN teaching lab has microscopes that do not work properly. We were unable to adequately perform hair analysis classes due to the lack of adequate microscopes.

FOR THE STUDENTS WHO ARE TAKING PROGRAMMING CLASSES LIKE SAS TEH SOFTWARE CAN BE PROVIDE ,SO THAT TEHY CAN ACCESS AT HOME.

giant lamps that don't function and I repeatedly hit my head on need to go

Hand sanitizer and trash cans should be made available in all teaching labs

Horrible old equipment puts UNT HSC at a huge disadvantage in the research field. My competitors always have better resources and abilities. I am severely hindered in achieving a

quality research job in the future because of this school's lack of dedication to providing quality equipment or even maintaining the old crappy equipment.

I've only rotated through 2 labs, both of which were great.

I am not involved with research. However, with the anatomy lab, I wish the PA program was able to incorporate more technology (computers and software) to improve our learning.

i don't use these labs, so i have no clue

I have not used the teaching or research labs.

I have only worked in the anatomy lab, but it was great. I had no issues with it. I was very appreciative of the fact that we had 24 hour access, and I hope that we continue to have that.

I loved the anatomy cadaver lab and was essential in my understanding and learning of anatomy. I just hope that the cadaver lab is not taking away and replaced by labs with just 3D images of the human body, like I've heard might happen in the future. This would be a great disservice to the students of UNTHSC to not have a cadaver lab. I don't think there's a better way to learn anatomy.

Important shared property is often broken (i.e. autoclaves)

improve the equipment in the anatomy lab, lights are held together with string to try and keep them from hitting people in the head. Tanks have broken handles and the place just has an old appearance to it. The staff however works VERY VERY hard to overcome this and made my experience there the best on campus.

In anatomy lab, sharps containers filled very quickly and sometimes weren't changed, so we had to hunt all over the room for somewhere to discard our scalpels. Dangerous and annoying!

I only have experience in the Anatomy Lab. It's amazing.

IT team very efficient at covering the essentials to be class ready.

It would be nice to have more equipment like pipettes, it really puts a huge limit on what we can accomplish in the timeframe. put a clock in the lab. needs a projector to give presentations/demonstrations. needs markers that work for the white board. needs more trashcans one for the whole lab is not enough for 12+ students.

lab great. teachers great.

Larger budgets for newer equipment?

Loved my experience in the anatomy lab; wouldn't have changed anything.

Maintenance of equipment is terrible and actions to repair or replace broken equipment are delayed, poorly executed, and often carried out months after equipment is sorely needed. Reported safety violations (ex. mercury spill) are ignored and have to be issued several times before action is taken. Liquid nitrogen is left to the students to replace and move, a dangerous

job for students who are barely insured. Rooms are not swept, and combined with construction filth, this is a serious issue.

maybe some more plinths in the PT room if possible.

more first aid kits available , newer equipment if applicable

Need demonstration of safety water tanks in halls ways near lab area. Many students don't know how to use them in time of emergency

Often the sharps containers were full or not to be found in the anatomy lab - so perhaps more frequent changing of those. Also all the equipment/all the cameras that I was told about on my tour of the anatomy lab were never used in class. It would have been nice to at least seen a reason for being told about the cameras/equipment.

Our lab space is incredible in the MET!!

out of reagents a lot. not enough supplies to go around with the students

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Replace autoclaves in RES.

Research labs in RES need to be updated, air filters are no good

Several overhead lamps in the Mary Shunder anatomy lab have gone out.

Simn lab spaces in the MET are very small and crowded for the number of people being packed into them at any point in time. It is usually a pretty mediocre and rushed experience as a result.

Sometimes the anatomy lab computer doesnt work

SPH , no labs used

Supply new equipment

Teaching lab often gets the old or barely usable equipment. Most of the reagents are expired.

Teaching labs have old equipment and expired reagents. More money from GSBS should be aliquoted to the teaching labs for proper hands-on experience for the students.

The anatomy lab could benefit from some student accessible storage space within the lab. Specifically, the north end of the room is quite cluttered and during the semester tools and items used by other programs get stacked on the PA program bodies. We sometimes felt that we were not able to access the tanks because we were not allowed to touch any item left there by another program out of mutual respect for their equipment. I feel that the "mutual" part of that was one sided. Need storage area.

The anatomy lab is the only one I have been in and I am impressed with the size availability or specimens.

The Anatomy lab needs tanks that are more accesible for varying heights. I am short and had difficulty working in the tank. It also was not ergonomic. I always got back pain after working in the anatomy lab.

The autoclave in immuno (I have heard) is fairly scary with the copious billowing of steam in your face (which shouldn't happen if it is closed properly, and even so...) Are the liquid nitrogen protocols are correct and safe since it's really easy to burn yourself? In physio, the equipment seems dated, but delivers adequate data--it seems in many departments, there is a lack of instrumentation (or \$) to actually bring the state of our research to the 21st century--we're stuck in the 80s or 90s.

The equipment I've encountered is sufficient.

The jackets that students used to use in the anatomy lab to keep warm have gone missing.

The labs around campus are exceptional. I couldn't have asked for better.

the macs should be used for more the digital dissector in the anatomy lab, but they can't be right now. We should e bale to pullup electornic books and lecture from BlackBoard.

The microscopes in the lab are a joke and are very hard to see anything on. Also most of the kits/reagents we use are expired

There is an older Dr in lab who never wears gloves and touches all the cadavers. As a professional and our professor, I feel that he should be an example to us of proper safety.

The scalpel blade removers frequently did not work or were full. There should be more removers and ideally a different tool that works better (ie. larger blade capacity, doesn't get stuck). We also needed more buckets with the suction tools (a lot of them didn't work very well) to remove the liquid that accumulated in our tanks at the beginning of the semester.

Upgrade all of the tanks in the Anatomy lab to be foot-operated.

We do not have enough equipment for our class in CBH 370.

We had an improvement in the teaching lab over the fall semester with some new equipment. When I started in the fall, I would definitely have said that it fell below expectations. There is still room for improvement. There aren't enough desk spaces and computers in the lab for our data analysis

Why are there MAC computers in the Anatomy lab? They only function with the disector program & it seems like a waste of money & resources to me. Space is still an issue with the large number of students/tanks and the small Anatomy lab.

Why don't the professors in the anatomy lab use that projector to show everyone what type of dissection will be done? Seems like a waste of money to have this thing that no one ever uses.

Wish we got to utilize more of the SIM lab equipment and capabilities.

Campus

add more parking. FINISH THE LIBRARY CONSTRUCTION. how does it take over a year to build a courtyard??? there is no large building construction.

Again, I know we have a big campus, but I can think of several examples of times when areas I use were very visibly dirty. I can remember a certain hallway that had a dead roach in it for several weeks on end. That means it hadn't been cleaned in weeks. I eventually picked the thing up myself.

Again, the air conditioner is the main concern.

ALL of the bathrooms need to be cleaned daily. Especially the library bathrooms. The "stuff" on the floor shouldn't just be pushed around with a wet mop. Also, the sinks in the bathrooms in the library are motion activated to save water, good, but the amount of time that they are on is insufficient to wash hands ~1.3 seconds of water is too little. Please increase this time.

All restroom needs to be updated with electronic automatic flushing devices. It would be ideal if all sinks had faucets that had sensors too. The restrooms by Luibel Hall is a complete mess. It hasn't been updated to the 21st century...

A lot of remodeling inside building

A lot of the women bathrooms in the library and directly below the library are not kept clean. They usually always have an odor and there are permanent stains on the toilet.

As i have said before, please fix the library entrances quickly.

Bathrooms, mainly Luibel 1st floor and library tend to be filthy. I am usually standing at the urinals on a liquid film that could either be splashed water or urine. The towel dispenser in Luibel 1st floor rarely functions correctly and I have to twist the red knob that has acquired residue from previous interactions. Replacing these with automatic dispensers will help. The library RRs are poorly maintained with overflowing trash and wet surfaces. I would hate to attribute this to student use...

Bathrooms are disgusting in the library.

Better landscaping and pathways, including benches and gardens. Trim trees and keep flowerbeds mulched. Clean the entryways. Update dark hallways. I see that this is already begun in many buildings. Thanks. I know it is expensive.

better wheelchair acceptability

Campus is not cleaned often enough, especially the restrooms in the EAD and the library. The paper towel dispensers in the EAD near Luibel restrooms are constantly breaking and need to be replaced with something that isn't a piece of junk. The bathrooms basically everywhere (except the MET) are disgusting, not cleaned enough, and they break about once every two weeks...I would think sanitation would be important at a Health Science Center but apparently not.

Clean bathrooms in ead more frequently

Cleaner bathrooms in EAD

clean library bathrooms

clean library restrooms more often. microwaves should be cleaned more often.

Clean the bathrooms, especially in the library more often

construction in front of library has been a disaster. it is near impossible to find your way around and it makes parking a challenge depending on where you have to be. more thought is needed before starting such a large project.

Construction is a hassle but with a perspective of the bigger picture makes it easier to deal with

Construction is a nightmare to get around and I have not seen any improvements in it over the course of a year

Construction makes campus dirty

Custodial staff does a great job, I really appreciate it.

Finish construction faster

Finish library construction quickly. Deprieve one of easy access to places.

Give maintenance and custodial a pay raise. They're amazing!

Great job at cleaning

Handicap access was limited during construction in the front of RES/EAD/library due to the garden. With a handicapped father, this was exceedingly difficult for him to watch my thesis presentation.

I always see the housekeeping staff on this campus working very hard. They deserve to be recognized.

I feel there needs to be better handicap accessibility into Luibel Hall and from Luibel Hall to the library. Maybe make one of the sides of Luibel Hall a handicap ramp so students in wheelchairs can go from Luibel Hall to other parts of the building without having to use the elevator to get around the steps.

I find the campus safe, clean, friendly, and pleasant.

Improvement of recycling opportunities would be great! Although they are advertised on recepticles, it is unclear whether or not the waste is actually appropriately recycled.

I strongly suggest making some kind of effort to clean the classrooms so they are free of trash on the floor and wipe the tabletops with good disinfecting/sanitizing cleaners.

I think it is ridiculous to have so much of our campus torn up and off limits for over a year, with almost no progress being made. Access to the library is difficult.

I think things will be much better once the construction is completed.

It is so hard to access campus on the weekends. There is only one door I find that it open, the door to the library. Often times the library is not the only place I need to access on the weekends, it would be helpful if we had more access.

It would be nice to have the FAC female janitor wait until the gym closes to start cleaning the shower in the men's locker room. It's quite inconvenient to have to dance around her while she's cleaning and have to explain that you need access to the shower when it's caked in bleach 30min before the close of gym.

I understand this is a health focus campus, however a designated smoking area would be really nice.

I wish the campus could be under construction a little while longer.

Just that the MET class rooms be cleaned more frequently - or especially after a lunch is held in there.

Keep doing what you are doing, the campus is spotless!

keep the bathrooms clean! finish projects faster- like the hallway re-painting.

Lewis library bathrooms sometimes do not work properly

Library 4th floor mens restroom is consistently dirty and the urinal appearance is awful. Please fix this urinal.

library bathrooms need to be scrubbed.

Library bathrooms on the weekends are often very dirty.

Library restrooms can be better maintained during peak exam times by maybe collecting the restroom's trash more often.

Maybe more future food services on campus. Especially on the weekends: coffee, lunch, etc.

More parking

Moving between RES and other buildings is currently quite difficult, like a Maze. The only handicap access is by the freight elevator, or through other buildings

Needs more places to study and more food options.

Nothing. Very accessible, clean, and functional.

Nothing can really improve it; just sucked that we didn't have access to the front entrance of the library through out my year here but the construction is unavoidable and I'm sure it will improve the process substantially for future students.

Overall, the cleanliness of the school meets expectations, however, there are a few places in the MET that could use a nice dusting.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Purchase new microwaves that can be properly maintained on the first floor of the Lewis Library building. The three microwaves that are specifically located near the vending machines are the most widely used yet unkept. The microwaves are accessible to those visiting campus and do not mean an aesthetic appeal equal to the rest of campus.

put air fresheners in the restrooms. they always smell horrible

put closer handicap spots to MET they are quite far from it.

Recent construction, especially indoors, has resulted in increased build up of dust, insulation, and a myriad of harmful products both from the act of construction and the labs they are tearing apart. Ventilation is not sealed so nearby labs are breathing in these harmful products and interfering with experiments being conducted. Any inquiry made into the plans or actions of the construction crew and their goal is met with hostility and insult by administration (not the crew themselves).

Restroom maintenance/cleanliness. I've seen signs in the women's restrooms that say not to put toilet paper in the small canisters on the stall walls. Is there a way students can receive a memo stating why this is the case? I may just send a personal email and ask. It's been my experience throughout life that women will wrap their sanitary items in extra toilet paper so that the items are not loose in the bin. Items can not be flushed, so this might be why there is toilet paper in the can.

Sometimes we run out of toilet paper but overall great (only after hours)

The automatic toilets are extremely inconvenient. As they are overly sensitive they flush as the occupant is still utilizing the stall. I have heard numerous complaints from students about this and is a major inconvenience.

The bathrooms in the library are absolutely disgusting especially during the weekends.

The bathrooms need to be checked upon more often at times.

The campus is well maintained and clean, which I appreciate.

The campus looks terrible, outdated and just plain disorganized. Some of the improvements being done are laughable as they are like putting lipstick on a pig. Please quit just trying to tile a wall and call it good, how about you try and actually remodel some stuff, otherwise just leave it alone until you've saved the money to do a decent job. Cleanliness is hit and miss, the bathrooms throughout campus, especially EAD and Lewis library needs some serious attention.

The cleaning crew is always working extremely hard when I see them around campus.

The construction has made it very difficult to get around campus, I can't imagine how difficult it would be for someone that was handicap, I can bairly get around campus right now.

The construction in the center of campus needs to be finished quickly. It is making it very difficult to get around campus.

The construction needs to be sorted out. It is quite irritating having to walk through random hallways to get to areas of the campus, especially after hours when doors are closed.

The DPTs spent a day on campus in wheelchairs, it was very difficult to get get around campus, especially more so with all of the construction.

The hallways connecting the buildings are depressingly outdated, and it seems like maintenance on them takes forever. I'm always suprised when I go to another part of campus, or even another floor, because everywhere else looks so much nicer. This is unfortunate, since most of our visitors and prospective students really only see the grimy areas.

the maintenance and grounds crew that works at UNTHSC are SO FRIENDLY and do a GREAT JOB making the grounds look great. give them raises.

The MET is always clean and spotless, but the library is not nearly as clean.

There are extremely steep hills around campus which are dangerous for people in wheelchairs. Also, the handicap parking for the MET is still very far from the front doors.

There have been numerous emails in my short time here as a student regarding things breaking on campus. Makes me feel like the maintenance of these things is not up to par. The cleanliness is subjective, there are never leaves on the sidewalk, that's good, but the bathrooms and those paper towel dispensers usually cause paper to be all over the bathroom, and the automatic flushers dont work more often than not. IE boys bathroom urinal 3rd floor of library.

The walls in RES are awful. The bathrooms have broken toilet seats.

Too much construction!!! I know this is necessary to expand the buildings and features of our school but it sure is a bit of a hindrance

Too much construction at once!! There should be a better distribution of renovation or construction projects in order to maximize student convience and access. Having so much going on at once creates widespread student, faculty, abd employee, and visitor dissatisfaction and frusteration.

Too much construction going on right now!

When will the construction outside library be done? It's been over a year. It's ridiculous!!

Wlth the construction, it has been difficult to get around. The first floor of EAD is not handicap accessible. There are stairs in the middle of the hallway that are a hindrance.

Campus Police

5th floor EAD where my lab is has very little cell phone reception, I never get cell phone alerts from the emergency service

A better alert system is definitely needed.

Access to CBH after hours was concern, even though you have ID for access.

All the campus police do is write parking tickets. I do not view any of them as police officers. I have had to appeal two tickets, which I still have no idea why I even received. The two officers were clearly incompetent.

Don't send me 15 emails about exhaust fan #15 being out, but not a single email about library being evacuated till the next morning. I like the campus police. I had kept my purse at the library and walked home, and someone turned it in to the police. They called me asking me to check where my purse was. So nice of them!

During a major gas leak, I was not informed by library/school staff while studying on the library 4th floor room 3-434. It was a classmate that fortunately informed me of the evacuation.

During the gas leak, notifications were sent out much later than I would have thought.

emergency text messages (if that is not already done??)

Give a break on tickets

Have more blue light poles.

I am satisfied with the campus police.

I didn't have any interactions with the police after obtaining my parking permit in the summer so don't have an opinion on how they conducted themselves professionally.

I don't really see security officers out. Perhaps the school should install emergency call boxes on certain spots on campus for students to access at night (especially in parking lots)

I feel safe on campus

I feel that some times we get an excessive amount of unnecessary emails regarding things that do not affect students, for example the numerous emails about fans that have stopped working. I don't think those constitute as an emergency. Also, I don't think we are notified quickly enough in some cases, for example I heard about the gas leak last month from a student 40 minutes earlier than I heard from an email.

I feel there is a lack of security for the library and parking lots after normal business hours. A lot of students study until well after dark and I think it would make students (especially female students) feel safer at night if there were other security protocol/services offered to students for outside of normal business hours.

I like it when the security guard is stationed outside the library. Especially when it is dark outside and I am alone, it is comforting to have them there. Sometimes they are not around and I don't feel safe

i lost my phone twice and they were able to find it and keep it for me.

I love these guys! Helpful in all cases, walking me to my car late at night, letting us into lab when we were locked out, etc.

in cases of mobile unavailability, Emergency communication to people outside F.worth is not possible, due to lack of phone booths.This can be improvised

I never see any security patrolling the parking lots. Sometimes when coming out of the library late at night, I feel unsafe because there is no one around.

I really appreciate seeing the police cars sitting out beside or in the garage late at night. Since I'm usually walking out to my car when it's far too late and far too dark, I am grateful for their presence.

I really like knowing that I can feel secure walking around campus at night because there is always a police car around

I strongly believe there should be more than one security car driving round campus.

It's very nice having a visible police force on campus, even when walking to my car at 1am from the library. It seems they are always around.

It makes me a little uneasy when I'm at the library and I'm not sure if there's a security guard on campus. At my undergraduate institution, there was always a security guard at the library. In addition, I am unaware of what type of emergency protocols there are on campus. It would be nice if the university made this more clear to students.

It seems as though the 'police' are more concerned with catching parking violators rather than helping those in need- such as one who gets a flat tire in the rain.

Its great to have the officers in the parking lots and garages late at night.

It took me awhile to find an emergency phone near the library. The closest one I could find was at the top of the parking garage. It would be helpful to have more that are closer to the buildings (LIB, EAD, RES, etc).

I would feel better if the ones who were not friendly would be friendlier and when students are studying to only bother in case of emergency and still be friendly. Students are stressed enough without being bothered by the police when all a student is doing is studying.

I would like emergency phones across campus. Many students walk across campus late and it would improve safety

I would like it if the campus police were more visible (other than just sitting in a car posted at a parking lot), e.g., more foot patrols in the buildings and bike patrols around campus.

I would like to see more "blue boxes" or emergency phones in the parking lots/side walks for late night hours walking back to my car.

I would suggest a text alert system in place for emergencies, where students can electively participate. In addition, I am unaware if the police department offers services such as courtesy jump starts, etc. Perhaps advertising these services during orientation would help.

Leaving class at 9 no security visible going to parking garage

maybe a police officer that sits outside the library to walk students to their car late at night

more lights and more patrol services

More lights would be beneficial across the MET lawn for security

More patrols. Gas leak was not detected quickl any evacuation was slow. Public loud speakers in place. Staff/personnel taught about evacuation measures in a case of hazard/emergency.

more visible parking lot patrols. My vehicle was broken into on campus.

more visitor/short term parking so less people gets tickets if they are dropping off paperwork and don't have a campus pass

my bike was stolen in front of the EAD facing camp Bowie ... I would suggest more lighting at night and visible cameras also a bike rack

Need to have more at night when students are leaving library. Like to see them when i am walking across the bridge from the library

Not being allowed into departmental rooms over the weekends can be very problematic. This access should be allowed to all labs in the department. At least, if possible, there could be a list of people allowed access to certain departmental rooms, that would be extremely beneficial.

Only emergency communications to my cell phone were not connected to well.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Police should use the text alert in an emergency. The day that there was a gas leak, they sent an email and never sent a text message warning. Students are always on their phones and would have seen that quicker than an email.

Police staff should be more friendly in day-to-day interaction

Quicker text response system..... Normally the storm is older when I receive the text.

So far, my encounter with them has been great. They are all very friendly and will help without hesitation. I would continue to have one security member walking around the library late at night to help walk people to cars if need be.

Someone got robbed at gunpoint right next to the police station, are you serious?

The access to non-students in the library make me not feel safe.

The campus needs help boxes located more on campus and the lighting walking from EAD to Lot 19 could be improved more especially at night, near the clinic building.

The campus police need to have some sensitivity training. I've heard and experienced multiple incidents of plain rude behavior. They are security guards on campus to serve, they shouldn't be upset to help students and staff.

The emergency communication is very delayed. The night of the gas leak, we were evacuated from class but not notified through the emergency communication system until an hour later.

The emergency communication system is overused. I find notices such as, "Blower Fan out in RES," to be distracting. Messages similar to this are sent several times a week, and the result is that I have started disregarding the emergency communications line. In the future, these updates would be more appropriate for the Daily Newsletter, and only emergency communications or test communications should be sent over the emergency system.

The only time I was frustrated with police was when it was raining heavily and Dr. XXXXXX was out trying to fix a flat in the parking lot above the MET. I see police sitting there for HOURS, apparently unoccupied. I thought they should have noted the flat and looked up his license plates and done something to help long before 5:30pm. If they didn't notice the flat earlier in the afternoon, then at least show up and help once he is out there in the rain doing it himself.

The police force here is fantastic.

The police officers are extremely helpful. Great people.

The RED Alert system should have been used to inform students about the gas leak on campus. Not all students were informed, and student safety was at risk.

There is always security/Police on campus which is comforting especially late at night.

There tend to be students who are at the library late at night. Sometimes I wish the security was more constant in between the parking lots and the library to give us peace of mind.

There was 1 experience I had where I had a flat tire right next to the police station and went to the campus police and they told me they couldn't help me due to some policy. Didn't understand that? So it would have been nice if they were more available/able to help out if needed.

There was a gas leak and we weren't even notified without the professor seeking help,,,a mass text from emergency alert would have been helpful

There was a gas leak in the library and I had left my belongings there on the 4th floor during dinner and came back to an empty library. THere was no indication, sign or police officer stopping me from going back inside. An email was sent out but a text message would have kept me from going inside to a potenatially dangerous situation.

They're nice and always willing to help.

Two words: Gas leak. Red alert emergency communications system was not used. That's why low score for that. As far as campus security, could we have the police station labeled? Perhaps a sign that says POLICE? I didn't know where the police station was until my friend got a parking ticket.

UNTHSC PD is awesome and very helpful!

Use the Red Alert system. I was on campus a few weeks ago when the gas leak occurred. I smelled it immediately and called the Campus Police and they informed me there were getting people off the campus. However, it wasn't until several hours later that an email was sent to students, staff, and faculty. I just didn't understand why we didn't use the Red Alert system since we have it in place already.

Well considering my friend has his truck broken into on campus and everything stolen out of it and yet there were no cameras on it, that pretty much meets expectations.

We should have been notified via text message of the gas leak in the library. Unexcusable.

with the gas leak in the library I found out from other students OVER 2 hours before receiving the red alert text. I feel like they can send communications about an exhaust fan being out, but when there is a real issue of concern their alerts are lacking.

would like to see more patrolling around the dimmer lit parking lots and garages for SPH students getting out at 9pm.

Parking

Add parking spaces.

Another parking garage in one of the available parking lots would be very beneficial.

As a fourth year who comes up to campus maybe 2 times a month, there should be a better option for us to not have to pay for the occasional trip.

Build another garage

Build more parking structures for students. Even though there are spaces available on campus, at times it is very difficult to find a convenient place to park.

Difficult to find parking after 9am, concerned for parking due to incoming pharmacy class

Does UNTHSC participate in a carpooling system? Zimride is a website some companies use to help their employees/students and it helps the environment. Again, I may have missed a memo about a carpooling system. Many students commute from all over the DFW area and it would be nice to ride with someone one day and that would free up some spaces.

Don't know what can be done, but the biggest problem is inconsistent availability. Sometimes finding a spot is easy, sometimes I have to circle through all of the parking available to find that one last spot. The large garage between CBH and the library is now starting to be full and that

used to be where I could depend on available spots. The only help I can think of is assigning certain parking areas to different colleges.

Don't listen to all the complaints about parking. I came from a huge university where we paid hundreds of dollars in parking each semester and the walk from the satellite lots to campus could take over an hour. The folks at UNTHSC have it good and need to quit complaining about every thing. They need to be more worried about their education and not where they park their car.

Finding parking space is becoming more of an issue as more students attend. Perhaps time to add another level to the parking garage next to the CBH building

for the price I pay for parking, i expect to find a parking spot when I get to school. Anout 40% of the time, there are no parking spots available, and I am forced to park in the residential area

I am paying way too much for the amount of times I have to park off campus and walk. There are not enough spots to accomidate, and there needs to be either more spots or a reduced price for parking.

I bought a parking sticker so that I wouldn't have difficulty finding a place to park near my side of campus. With the campus torn up the way it is now, the other half of the campus is not "useable" for parking purposes. I have had to park off campus in residential areas several times. The campus police often block off parking spaces close to the MET for no apparent reason.

I do not think there will be adequate parking when the pharm school begins and if an MD school opens.

I feel that parking meets my expectations, however I usually arrive on campus early so I have less competition with my parking.

If pharmacy school will add 100 students, we need more parking spots to accomodate those students.

If we are adding School of Pharmacy, we need to improve parking. Already difficult to find a parking spot during the day, will be harder with more students and staff.

If you are on time to a 9 or 10 am class you have to park off campus in front of houses in the neighborhoods and risk towing/ticket from Fort Worth police.

If you arrive on campus after 10 am, parking is very full. With the addition of the School of Pharmacy, I don't see how there is going to be enough parking for an extra 100 students.

I have been parking illegally for the past two years. However, the amount I have received in tickets is still not as much as the price it would have cost me to actually pay for a parking pass. Even if I had bought the parking pass, there is absolutely no guarantee I could park anywhere on campus.

I know administration already knows how horrific parking is especially early in the week. I just hope they are brainstroming possible solutions. There should be a rule about NOT allowing large cars (especially huge pickup trucks) to park in the parking spots at the end (in the ramp by

CBH). The lanes are already narrow but it makes it hard to judge if another car is coming if there is a gigantic truck sticking out of the lane. I've had 6 near accidents due to this.

Increase parking garage levels if possible

Increase parking to correlate with student population

Instead of building a park in front of the library, invest in another parking garage. When "guest" spots are coned off in the student parking lot, it makes it a hassle to find parking. Especially when there are a lot of students on campus.

I realize there are many challenges associated with this but i think a few more parking spots would help a ton!

I refuse to pay the price for a parking sticker - I split my time parking in the garage (and gamble with the risk of receiving a ticket) and on side streets. Even if I receive a few tickets a semester it's still cheaper than paying for a parking pass.

It has become quite difficult to find parking space in the student parking at CBH. Anytime after 8.30 AM seems to be a problem.

I think the parking needs to expand, for the most part I have been able to find spots but sometimes I drive around for a while before I can find one.

Keep parking surrounding the MET to student programs that are based in the MET building and not available to programs based in the EAD.

less parking in parking lot near library. too many people so we need more parking garages. price should be paid per semester than per whole school year. its not fair for those who come in the spring semester or graduate in the fall.

Lower parking fee

Lower the cost of parking permits!

Make more available parking spots

Make more parking spots for students.

Maybe start thinking about building a new parking garage. The campus continues to grow with increasing numbers of D.O., PA, PT, MedSci, and now PharmD students, yet nothing has been done to increase parking.

Maybe think about keeping the gate to the garage closed at night so only students and staff can get in.

May need to add more parking later on. It's adequate right now especially if you get there at the right time.

More parking, not enough

More parking, programs at UNTHSC continually expand but parking spots remain stagnant.

More parking for the FAC is an absolute necessity. The bottom 6 spaces of the PCC lot is not acceptable

more parking if possible for sure!

More parking space.

more parking space needed

More parking spaces

More parking spaces.

not convenient enough for what I'm paying

Not enough parking offered for students. The parking is very tight on campus unless arrival is in the early morning or evening. I have rode around decks and lots multiple times looking for a space and have been late to class. With the pharmacy school opening, parking is only going to get worse.

Not enough spots.

Not sure what can be done, but parking in the mornings is a pain!

Often times there is no parking. We are increasing enrollment, but not increasing parking availability.

Parking gets very full in the garage on the East end of campus. Open more lots to students there?

parking is a major problem for 3rd and 4th year students who are only on campus part time, especially with the construction going on. enforcement is random as well. i got a ticket one day because i had an old UNTHSC sticker and my car was facing towards the parking lot. several other student on the same row, facing a different direction, without a sticker, did not get a ticket.

Parking is becoming a concern for me, especially in Lot 19. I do wish there were more lots instead of garages. Administration says the parking now is sustainable for campus population, but my concern when the pharmacy school comes or classes grow larger, I will have a harder time finding parking on campus.

Parking is expensive and it is frequently difficult to even find a spot, unless you show up to campus 30 minutes early. It is extra frustrating because faculty and staff also park in the student parking lots, but students are not permitted to park in the faculty and staff parking. Where are we supposed to park, then, if our lot is full of faculty?

Parking is expensive and very frustrating due to the lack of spots available. We need either to lower the pricing or get more parking spots.

Parking is horrible! This is my number one issue at school. You can never find parking if you arrive at 10am (example, when we have 10am classes). For how much parking permits cost, we should be able to find parking. This really worries me for next year when the new pharmacy class starts.

Parking is horrible. Especially around noon. With 200 more students starting it is going to become a nightmare

Parking is very hard to find in the morning and on tests days.

Parking problems are always an issue. Also, the price for a parking permit is a little ridiculous. If we're already paying tuition, I don't see why parking cant be covered in that amount.

parking should be free and stickers should be available for free. East parking garage needs extension. When the garage is full, we are forced to park behind the patient clinic, and then get ticketed for it. This issue needs to dealt with promptly before the pharmacy students join in.

Please get us more parking!

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Please make more parking spots available for students

Prioritize parking locations, based on primary work locations. I work in CBH and have had to park in the lots on the west side of MET on more than one occasion. I would prefer to pay extra for the garage or have access to one of the other lots near CBH to insure parking availability.

Provide more

Some days I spend 20 minutes circling parking lots after lunch searching for a parking spot. I pay too much money for parking pass to be searching that long for a spot.

Sometimes parking can be an issue. I do not have a problem walking across campus, but there have been a couple times where I cannot find parking even in both garages. I fear that this will become a larger problem later.

Sometimes there is no parking

Still concerned about the parking situation when it is a struggle at times to find parking now and I am curious how it will be next year when we add more students. At least it makes me want to show up to class early so I can get a spot.

The main student/employee parking garage is always full with not enough parking for students. Extra parking needs to be available or students should be allowed to park in the bottom rows of the PCC lot if the parking garage is full.

The parking availability can be quite sparse at times. More emphasis should be placed on the garage parking.

There are days when there is hardly any parking available in the garages or in the parking lots. This wasn't as much of a problem for me last year, but it seems this year we have more people on campus. As the school continues to grow and enroll more students, increase the parking available to students.

There are not enough parking spaces for all the students which is terrible during test times.

There have been multiple occasions when I have come to campus and have not been able to find a spot at either garage or in lot 7. I have a parking pass and therefore should be allowed a spot.

There is definitely not enough parking spots for guests. We have had several guest lectures be late to class due to insufficient parking.

There isn't enough parking at all. The student lots between CBH and RES are full early. The rest of the lots fill up quickly as well. We're adding in some 100 students for the pharmacy school, but we don't have parking for them. Why should I buy a parking permit if I'm not going to get a parking spot 100% of the time? Why are faculty allowed to park in the student garages, but the faculty lot beside RES and EAD is never full. This gets worse in the summer.

There is never enough parking in the midday hours. And once when I asked security, they said we can park in the neighborhoods. We are paying therefore for inadequate parking and this should be addressed. I noticed that a lot of parking spots are taken by construction / maintenance vehicles and therefore inhibits us from parking.

There is never enough student parking, so students must get to campus early (pretty typical of most schools)

There is no enforcement of parking policies (i.e. faculty and staff are not faulted for parking in student only areas)

there is not enough parking

There is not enough parking on campus, especially with the new pharmacy school opening. We will need another parking garage.

There is not nearly enough parking spaces.

There needs to be more parking area.

There needs to be more parking in general. I have had to park off campus due to the load of cars in the morning that take up all the parking spot.

There needs to be more student parking spaces

There were more than 5 occasions where I spent over 15 min looking for a park these past 2 semesters.

unless I get to school 15 minutes before class I am scrambling to find a parking spot. There have been numerous times where I have had to park in the neighborhood due to lack of parking spots. I have no doubt there are enough spots but are those spots easy to find? I would say no.

We are students, so cheaper parking passes would be much appreciated. We are hit with fees all over the place, so it seems like a cheap way to get more money from us to have such an expensive parking pass.

We need more parking.

we need more parking. price should be included in tuition not in addtion

We need more parking spaces, it is a huge issue especially in the morning.

With construction, some parking areas are more convenient than others which therefore become filled quickly. Once more areas are cleared of construction, parking will be sufficient

With the newly starting pharmacy school there will not be enough parking.

with the pharmacy school coming, there needs to be more parking available for students...

With the Pharmacy school students being added to the campus, there MUST be more parking!! There's not near enough as is. Build a garage on top of the MET parking lot or something, asap.

You should keep the gate down in the parking garage on the weekends so that it's safer.

Food Service

About the Java Lab Coffee Shop (the one right outside the library): The snacks (fruit bars, muffins, etc) and drinks are OVERPRICED...Must we get ripped off at our own school just for wanting a study snack? I wish there were more food service facilities on campus. Competition drives down high prices and would make for a happier student population.

Add more healthy food options, especially to the vending machines.

Ample vending machines but the food is subpar.

can we please get some new microwaves because the ones on the bottom floor of the library are ridiculously dirty and unsanitary and how can a big school such as UNTHSC is unable to afford new microwaves for the staff and students

Coffee shop needs to be open on the weekends. Also students would prefer more of a food selection for the stairway cafe. Maybe brand name food like subway, chick fil A, Pizza Hut, chipotle or jimmy johns.

Food is poor and overpriced. Additionally, there are very few options on campus and nothing is open past 3pm except McDonald's, which isn't even on campus.

Food is very expensive and limited in choice. I wish we had more food options (healthy etc) that are affordable. Coffee is great and affordable.

Food on campus is a little pricey. Does the school not subsidize those vendors?

Food service meets expectations for their place as a short term option. The four star cafe has quality food by my standards. However, As a health institution we should be setting an example to the community on how we should eat. An institution that supports a service that serves products that are relatively devoid of nutrients, would, in essence, be condoning the unhealthy lifestyles purported by mainstream diet. I understand this may be a costly and lengthy process. I

Four star cafe can be a little pricey but the food is very good.

Four star cafe is a little expensive....for just a wrap it is 5.40 and thats about as cheap as you can get a meal there...It is cheaper to get a Chick Fil A sandwich or In and Out burger down the street (Double Double is 3.57 with tax) and better too. I usually only eat there if I am Really rushed. I do like the coffee at the place in the library.

four star cafe is over priced and rude.

Four star cafe is quite expensive for seemingly cheaper products.

Four Star Cafe is too expensive

Four star cafe is too pricy

Four star cafe too expensive. Vending machine not healthy. Need for more variety of food that are cheap and healthy.

Four star is overpriced for mediocre food. You just pay for convenience when eating there.

Fresh food vending machines

great idea implementing the ipad card reader in the coffee shop :) the vending machines are tempermental

Have credit card vending machines

Have the coffee shop open on the weekends (for a few hours at least); it's nice to know that I can get a cup of coffee or snack when I'm stuck on campus all day on a weekend.

Healthier food options in vending

Healthier options should me made available. As well as vegetarian options.

Healthier vending options

I appreciate four star--the quality is good. The prices are a little high to make it a reasonable, everyday option.

I do feel that the cost is a little high in these areas. I can walk right off campus to McDonalds or go down to the 7-eleven on 7th street and get any of these items for much less (things like coffee, fruit, and cold drinks).

I like the options for food on the campus.

Is it possible to provide healthier, vegan options? Also, the Four Star Cafe provides large portions for an expensive price. Could there be a small size option for a cheaper price?

I think Four Stars prices ride high compared to what similar food stuffs would cost out in the community.

I think the coffee shop in the library should be open longer and that the vending machines should have healthier snacks

It is too expensive, reduce cost of items, but quality is good.

It may be convenient for students to have more options for food.

It would be great if there were more healthy options available at these places. For example, whole wheat bread for sandwiches at the Four Star Cafe and healthy snacks in the Java Lab Coffee Shop.

It would be helpful to have more options.

It would be VERY nice to have a vending machine in the met. The ones in the library are very good but I think the TCOM students and faculty who work in the building would benefit from having one in the MET. It's also a good way to raise scholarship funds!

I understand that MET is a LEED certified building, and this places some restrictions on having vending machines placed in the MET. It would be nice if we could figure some way to maintain the LEED rating, but still having vending. The Four Star closes at 2pm, and we are generally at school much longer than this, with very few food resources.

I would like better longer coffee shop hours and weekend hours plus better meal options.

I would like more sandwich options and other food after lunch.

I would like to see more healthy snack options in vending. Also, of the 5 times I've tried to use the "big" vending machine that has the small meals (next to stairway cafe), it's taken my money and not worked 4 times.

I would love to see some place we can get healthy food options. Even the vending machines that offer sandwiches are all on white bread.

Java coffee lab has poor hours, specifically regarding weekend and evenings. The Four Star Cafe is very overpriced.

Let the coffee shops be open for a longer time

Longer hours, especially for the Four Star Cafe. I really like the salads and pizzas, and it would be great if those facilities were open later. Closing at 2pm is inconvenient, especially if you are in class from 9 to 3 and then go to the library for an all night study session. It is great that we are so close to food options like Chipotle, and Chick-Fil-A, but those places require you to leave campus. Extending the hours of on-campus food options would be very convenient

Longer Hours for Java Lab, open on weekends Healthier options at the 4 star cafe Healthier options in vending machines

Many more options would be helpful in addition the coffee shop or cafe does not stay open during late hours that would be most helpful. In addition, these food and shops work with TCOM if they are gone they do not work with the other schools that are still in session that does not seem fair

Maybe able the stairway cafe to accept credit/debit cards.

More availability of hot food after 2 pm

More dining options in MET. 4 star is too expensive for people already going into debt for medical school.

More food options- healthy

more healthy choices.

More healthy options in the vending machines and they often take you money.

More of a coffee shop atmosphere. I do like all the snacks available there, maybe some more fresh fruit options.

MOre options, closer. What about things like Wendy's?

More options to eat on campus

more options would be awesome. four star is something i use as a last resort if i forgot a lunch and am too busy to go off-campus. it would be nice to look forward to a meal on campus - more options, or more FRESH options would be nice. a soup and salad/sandwich place with a few options each day would be really great.

More permanent options would be great, also the vendin machines steal your money frequently.

More restaurant options needed on campus. Some universities have adapted by bringing in food trucks at certain times during the day. This would save a great deal of time and be extremely convenient.

My annual issues: would love non-soda options in vending machines (bottled water) and more bottled options in general due to no place to store open containers outside laboratories, which do not permit open cans.

Need a vending machine in the MET. The Four Star Cafe is overpriced for low quality food but due to our schedules we often have no other choice.

Need healthier options for studnets to eat.

Need water and healthier snacks in vending machines. We are a health science center and we need to "practice what we teach"

other NON-carbonated items in vending machines

Please make more food items available at all these places

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

pricy but fair. the credit card thing is bogus having to purchase at least \$3.00

Several of the snacks I have purchased in EAD first floor lounge vending machine have been expired (one snack was over a year expired).

Some of the coke machines credit card slots have been continuously broken

Sometimes the vending machines charge more on your account when you swipe your card somewhat expensive

Stairway Cafe - the one under the library? It's drab, but the issue is only cosmetic in my opinion. Chinese food Thursdays are amazing.

The Cafe and Coffee shop are overpriced and offer limited variety. Suggestion is to contract with an outside entity and have them open business.

The coffee shop on campus is definitely lacking. As students we often look for coffee to keep us going throughout the day and the java lab is not very good. I have had experiences with people that do not even know how to make coffee working in there. I waited one time for 15 minutes while my coffee was being made, but it ended up causing a problem for the other students in line. We need a better coffee solution on campus.

The few times classmates and I have bought food from the vending machines they always have been really stale and not edible.

The food in the four star cafe and java lab shop is too expensive. The vending machine prices are also overpriced.

The food options are fine; however, it is a little pricey.

The Java lab hours have fluctuated of late, closing at 2:00 pm in the afternoon. I don't know if this was a temporary problem or if this will be permanent.

The Java Lab often looks cluttered and unappealing. This is not the fault of the employees. Better storage and better design for stocking food is definitely needed. As for vending machines, more healthy options should be available. Many machines do not even offer the choice of water.

The Java Lab working hours if possible to be extended would be great!!!

the price of food in java lab is a bit steep...\$5 for a thin cold cut sandwich is not the greatest value and I typically only buy food here out of desperation due to the convenience

There is never enough food and quality of food, the hours of operation are limited. and little selection for healthier choices. Overall, this is one of the biggest disappointments because instead of studying students have to leave off campus to get food or bring in a sack lunch.

There is nothing on campus open past three pm.

There needs to be more options of food vendors at the Stairway Cafe and that stay open for later times

THERE NEED TO BE MORE FOOD OPTIONS

The vending machines often have stale items in them.

The vendors at the stairway cafe are always very nice but the food quality is poor. Also, the snack choices in the vending machines are not good for you - I wish there were healthier choices. I find it odd that a health institution would fill snack machines full of junk food and not reasonable/healthier snack choices.

This is a HEALTH science center. The vending machines need to change. They are full of foods that are terrible for the human body. It would be nice to practice what we preach and see more healthy options.

This is a health science center but the food service doesn't show it. There are no healthy options except for grabbing a (blah, overpriced) salad from one of the stores. Variety is also lacking. I understand that the school wants to support local vendors so why not attempt to attract more vendors that serve different things? In addition, the fancy new vending machines in the library need more variety and the old coffee vending machine should be fixed. Food in the Java Lab is ridiculously overpriced.

This might be a foreign concept to Americans but in some countries, food for students is often cheaper than what you get outside. Here, food in college cafeterias is much more expensive. Try to subsidize food for students? Also, there was a hot chocolate machine in the library (vending machine) where you could get hot chocolate for 50 cents. They replaced it with a fancier machine that has frappuccino for \$2.5. I liked 50 cent drinks. Bring it back?

Too expensive

Vending machines over priced.

Weekend hours for Java Coffee Shop and Four Star Cafe.

We need more food options, period. The quality of food is unacceptable and unreasonably priced. It is a shame we are a HSC and have a McDonalds across the street that can give us more than the campus. It is for this reason I bring my lunch or take my money off campus. I would like to see UNTHSC have more partnerships with eateries off campus, sort of like what TCU does with their dining dollars and discounts.

We need more options for food vendors and more variations in the menu. Also the Java lab needs to be open for a longer time.

We should have vending machines in the MET maybe in the locker room? I'm not sure if this conflicts with the green-energy goal of the building though.

When I eat at four star, i feel like this cafeteria idea was an after thought. Its more like an open area where someone is trying to sell food and not like a cafe. The prices at the vending machines are expensive.

Would be nice if we have more choices..like chipotle or subway

Academics

For 2013 the comment boxes for the academics section were broken out into related questions in an effort to provide more focused comments from the students. The specific questions for each academic section are listed for each grouping. Additionally, comments for TCOM, MPAS, and DPT students are subdivided by class.

TCOM Academics - Section 1

Relevance of Curriculum
Quality of Teaching

2013

didactic teaching is much better than clinical teaching in my opinion. certainly it is rotation dependent, but overall the clinical faculty do a much poorer job of keeping up with the literature and taking the time to explain things to the students.

Have not had much this year

I feel that the academics have gone downhill ever since I started 4 yrs ago. The main issue seems to be less actual "teaching" of concepts and too much dependence on self teaching. Granted this is good to be able to do, but some things still need to be taught. I feel that Dr. XXXXXX and Dr. XXXXXX can be thanked for all of this.

There is too much wasted time in clinical medicine. We should use the interactive dummy patients more and have more labs like suturing, starting lines, biopsies, etc

Year 2 courses need more emphasis on pathophysiology and little less on the clinical aspect as students are preparing to take Step 1.

2014

Curriculum was not very relevant for board exams. Viruses other than HIV were barely covered. Basics of histology were never covered. Teaching powerpoints were riddled with grammatical problems. Enforcing attendance to ineffective lectures was a barrier to self-study time.

Geriatrics could be better integrated into the curriculum. Stand alone lectures, courses and rotations seem redundant as they contribute little to what is taught in other courses. This information can be easily incorporated into existing courses/rotations.

Have professors update their powerpoints and typos from years past... Have the PhD professors teach more than what their specific research focuses on.

In clinical rotations, we as students are missing out on critical opportunities. There are just too many of us here to get adequate training. For example, during 6 weeks of OB, I delivered one baby, a couple placentas and did one pelvic exam. This was my only training in the field and was a result dispersing the opportunities to others in training.

I would encourage the students to give feedback on their professors. I am a 3rd year now and students have not been entirely forthcoming in their evaluations of preceptors/rotations for fear of it coming back to harm them.

Many professors have multiple redundant slides and the lecture does not progress in an organized way. When there are a lot of extra slides, students can't print off materials if they want to. For example, a professor in Heme regularly has 100+ slide presentations for a 1 hour lecture. Many of the slides have no label as to what the picture is or what is important in the slide. And if there are comments on the slides, they aren't grammatically correct sentences, so you must decipher the lesson.

Move beyond MLMs to more interactive teaching..not just i-clickers.. lectures are helpful as well, why take that away 2nd year? Have online lectures that can be used as supplements! Clinical Medicine needs to be completely restructured.

Neuro 1 was the worst course of my first 2 years of medical school. I did not feel prepared for Neuro 2 and felt that I had to learn a lot of extra material for the first time in preparation for USMLE Step 1 and COMLEX Level 1.

Provide a syllabus for each subject. Video tape and record every single lecture. There really is no excuse since most other medical schools provide these services. Get rid of required geriatrics and OMM clerkships and instead add a required neurology clerkship. Many 4th year rotations at other institutions require a neurology rotation--TCOM is putting its students at a disservice by omitting this rotation.

Some of the classes, unfortunately, do not provide enough time with the material. This could be due to all the activities required other than the standard systems courses. I find myself not remembering things from courses that I did well on the exams and should know the material.

Stop all the online quizzes. No more mandatory lectures.

The simulation labs have only been used sparingly for our class. I know the ROME students and Plaza family medicine residents get much more exposure to these facilities. Things such as the colonoscopy, LP, joint injections, and IV simulations are things that I know are part of our simulation lab, but have not been utilized for us during 2nd or 3rd year. I think hands on practice with these things would be invaluable during our rotations.

Unification of blackboard and presentations of materials. Sometimes it is so hard to filter all the sources we have and the way they're managed on blackboard is confusing because everyone had a different way. It would be great if all the rotations kept it simple and had a format such as "syllabus, helpful ppts, forms\information", that's it. Keeping them up to date would save us time as well. I found myself completely forgetting there were information I could study from on blackboard.

2015

A lot of the survey measures are absolutely irrelevant to the material being taught.

As a 2nd year completing Neuro 2, I have realized that a very large amount of what we had to learn for neuro 1 is not relevant for boards.

As has been stated many times before, the required attendance component of my education hampers my ability to learn effectively and utilize my time efficiently. Some of the lecturers are great communicators (e.g XXXXXX, XXXXXX, XXXXXX, XXXXXX, XXXXXX, etc...) and attendance in their classes is highly beneficial. Most of the other lecturers, however, are not excellent communicators yet, and I would rather spend my time reading and doing practice questions. Also, please allow us to record MLMs.

Attending class does not benefit me at all. I only go to get the MLM points and it is ridiculous that I have to waste 3-4 hours of studying time just to get one point.

Curriculum is at best entirely irrelevant to the board exams we are expected to take. Teaching is mostly terrible with the exception of two or three faculty members.

eh, we have some excellent instructors and some very lousy ones. i guess you take it as it is.

Emphasize small group hands on learning. Less time in large lecture hall. Students can read information on their own but need group hands on time to apply what they learned through textbooks and power points

I'll have a better opinion of the relevance of the curriculum after I take my board exams in June.

Improve communication between teaching faculty. Complete syllabi before class begins. Integrate more pathophysiology.

I think there needs to be better communication between some departments and the TCOM student body. Provide documents and handouts that are discussed in class.

It would be really nice to be given a study guide or more direct instruction as to what I should focus on for my exams. I only say this because I feel like I spend a great deal of time making study guides from various sources and spend the last three days before a test really solidifying the information. Going through the extra sources is a great way to kind of piece things together but I feel like I spend a lot of time spinning my wheels.

OMM Department has consistently failed to be consistent. This is evident through the exam results and how many people fail per exam. Having 40-50 people fail with the overall average of 80 is not good by

Quality of teaching varies depending on who the teacher is-- some are excellent, others have wonderful strengths but some serious problems that could be readily improved with some pointers on quality teaching. There are a few that do not add much benefit to the student's education and may in fact waste our time.

Some teaching quality seems disconnected and resources given for exams are vague or full of fluff. MLM questions for points sometimes are not related to the reading or even in the reading- they come from years of clinical experience which we do not have

Students are spread too thin with too many tasks and requirements on the schedule. For example: community resources, OMM, and geriatrics assignment. Student does not have enough time to do research , which is crucial in residency application nowadays.

The only course that I have serious feedback for is Community Resources. I am one of the few students whom I feel still finds any value in this class. On the other hand, I completely understand the lack of importance that students place on this class. For many of these classes, we are given an hour or more of information that we could gather off of the internet. As busy students, we are ready and willing to be present in a class that has value. Community Resources has a long way to go.

The powerpoints are of subpar quality - most of them. Work on making them better. Plus give us texts that teach us at a level we are comfortable with? Somehow its messed up. People who have powerpoints from classes before do well - some others struggle?

There really is no teaching at all in 2nd year. I would suggest more lectures and fewer MLMs. It would also be nice if professors didn't read Robbins to us, but instead teach us concepts. I feel like 2nd yr was not organized in a way that is conducive to learning. Many times the MLMs/PLMs are not even helpful and are a waste of time, yet you are required to go. School should be a learning environment so I'm an advocate of lectures.

The second year classroom curriculum is designed in a way that I seem to be spending more time organizing notes and figuring out how a certain professor asks questions rather than learning the material in a way that will give me success on board examinations. I think what has been done with the clinical education (i.e., ClinMed) has been great and I feel like I've learned a lot. But too often it seems that peripheral activities (unnecessary lectures like ComRes) get in the way of studies.

The second year curriculum at TCOM lasts too long. Many other schools in Texas have a full month of time to study for boards. Many of my classmates will not be officially done with the semester until May 15, and they take boards June 12. This is not enough time to prepare. Integrating pathology at the end of year one could allow for 1-2 weeks of class to be taken off of the end of the year 2 schedule.

The second year TCOM curriculum is totally irrelevant to what is tested on board exams - USMLE/COMLEX. I don't understand why half of our curriculum is wasted learning material that is usually reserved for third year studies...and is tested on Step 2, not step 1. This forces us to cram the relevant Step 1 material, thus lowering our scores. In addition, this cumbersome and poorly organized curriculum leaves TCOMers half the time to study for boards as most schools provide.

2016

Allow student to utilize their method of studying and not force them into a situation of cramming material. I think quizzes without any reasonable focus in regards to the amount of material ruins quality studying.

Every professor has his or her own style. So far I have found a way to understand and appreciate each one. It is much appreciated when the professors take the time to supply supplemental instruction as well as answer questions on confusing topics.

Have every teacher complete course to learn how to teach.

I'm a bit shocked sometimes at the quality of teaching at our school. I sometimes wonder if other medical schools have professors like this. I've heard teachers say "I'm going to screw the first

years," for whatever reason or "I'm here to make medical school difficult for you, I'm not here to help you." This is very disappointing. Having said this, there are teachers who are outstanding at what they do, particularly the anatomy department.

I am disappointed in the quality of teaching at TCOM, especially in terms of Physiology. I go to class to get general study direction but often find that lectures are disorganized and taught as though I already know and fully understand the material, instead of being organized and being somewhat introductory. It does not make sense to expect that all students at a med school already know the material. We are here to learn, and not all of us were in med sci/have previous healthcare experience

I don't know who is overhead for developing the TCOM curriculum but my guess is that it's not someone with a PhD in graduate education. If you want UNTHSC/TCOM to be a top 10 school, then the school needs to have the funds to pay for the type of faculty we need- hire someone with a degree in education to develop our curriculum. TCOM 1st & 2nd year curriculum directors should be education specialists, not researchers who "care." Caring is great, but is useless without the capacity to help.

I love TCOM and really enjoy the systems based approach to learning. I have found our lectures very disappointing though. This has been an unpleasant adjustment to make; having to commit the time to come to class when the lectures are more often not helpful. It seems as though most professors focus on microdetails/give poorly organized presentations/assume that we all have health care or extensive background knowledge, physiology professors especially. Clinicians= the best lecturers by far.

include more curriculum about nutrition and prevention. As future doctors I think it is important that we be able to advise patients in this critical aspect of health. I know that the curriculum is very tightly scheduled as it is, but I think it is worth reexamining.

I say below expectations just because it is so variable. I do not think it is a faculty issue, just a faculty communication issue. Same class will have radically different expectations and even sometimes different basic scientific information. Worse, sometimes things are not taught on assumption that someone else is doing it. I think a little more communication between professors, or maybe having each attend each others class would be highly beneficial.

It's hard to give a score for the overall quality of teaching - there are some professors that are awesome, and there are some that are ... not.

I think in some cases the quality of teaching exceeds expectations. All of the teaching that I received from the Forensic Genetics professors has been above my expectations. I don't believe the curriculum in the core was completely relevant to a forensic genetics student. I think a lot of my time was wasted worrying about cramming large amounts of information into my brain to pass a test.

It would be great if professors put more information that was a bit more organized and flowed better. There enough info we need to learn but sometimes I feel as if I drowned in details when I didn't need to, and this was because of the presentation given in lecture. more guidance in what to know.

I would also suggest lecturers use more interactive teaching rather than reading off of powerpoint slides. Professors such as Dr. XXXXXX do an excellent job of this. His lecture style

was very interactive and engaging. He also took time to get to know individual students instead of just standing at the podium and reading off of lecture slides. As a result, his lectures had engaging discussions over lecture material as well as some of the highest attendance rates.

Make sure instructors can speak English

Make sure teachers pass an English competency test (in speaking) before they are assigned lectures

Material in presentations is sometimes disorganized. Reading assignments are usually on target but sometimes too broad for students to complete them within a realistic and practical amount of time.

More comprehensive in the end to bring board scores up

My answers to this would vary by professor and by course. Some courses, like neuro, I felt were not organized very well which hindered my uptake of the material.

Powerpoints should be put up earlier

Quality of Teaching exceeded expectations, aside from Dr XXXXXX Neuro teaching.

Quality of teaching is a difficult area to discuss given the vast range. I think the schedule could be done better. There needs to be better communication amongst professors teaching a course so that they are teaching the same thing. My primary complaint is in the area of examinations-HAVE SOMEONE GRAMMATICALLY CHECK THE QUESTIONS, I HAVE MISSED MULTIPLE QUESTIONS DUE TO THE CONSISTENTLY POOR LEVEL OF SYNTACTICAL STRUCTURE.

Second semester core classes within the GSBS seem completely irrelevant to those not pursuing advanced degrees in those subject areas (i.e. Immunology, physiology, pharmacology). As a result, there is less enthusiasm, poor attendance, increased apathy, and decreased exam scores.

Some courses are outstanding, others are on the opposite side of the spectrum because of 2 fundamental flaws: the lack of a course packet containing streamlined curriculum content, and lecture/DSA power points that are disorganized, overwhelmingly long, and do not serve as effective educational tools. Courses should have a packet as is done at every other Texas medical school. This not only aids the student, but streamlines curriculum content.

Some instructors are not very good or not well organized. Perhaps a "teaching boot-camp" or something could be used to help new or poorly reviewed faculty. Also, it would be nice if the different departments could establish more consistency in materials provided to students. Some presentations are very good while others are very disorganized and unhelpful.

Some professors need more teaching training.

Some teachers are great. Some are far below expectations. Dr. XXXXXX should not be teaching.

The biggest request I can make would be for the course syllabi to be complete and updated before the course begins so that students are completely aware of expectations and course

requirements. Students should be aware of OSCE/competency scheduling much sooner (preferably at the beginning of the semester) to allow for individual scheduling of preceptorships, SAGE visits, service opportunities, etc.

The majority of teachers I have had this year have been awful lecturers. I am paying thousands of dollars for this education, and I rely on textbooks more than anything else. I don't even bother to go to lecture sometimes because I know I can teach myself more using the textbook in two hours than I could understand sitting in class for two hours. Very disappointed in this aspect of the curriculum.

The one class that I do not understand its' inclusion in our curriculum is community resources. I understand the need for completing philanthropic hours and I enjoy those activities. However, I feel the observation visits were an absolute waste of time and had no relevance in becoming a physician. I am uncomfortable knowing that my tuition is contributing to the continuation of that class.

There are some Professors that are either hard to understand, fail to elucidate concepts, or have no respect for the students making some classes more difficult than others to learn in.

There are some professors who do not treat students with respect and I don't really know how to fix this.

TCOM Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

2013

No comments

2014

delays in obtaining feedback in clinical rotations. Surgery was great in that Dr XXXXXX held a personal interview with every student to go over any evals they had and was available for a mid rotation evaluation which was great to have some feedback in the middle and end of the rotation to improve areas of weakness.

Having students fill these out in order to get access to their grades will only skew your results. If you want an accurate assessment, pool a group of students who are interested in giving feedback. People will fill out the bare minimum on these to get access to their grades.

I'm not sure to what degree feedback given on evaluations is incorporated into future course offerings.

I felt that Repro and clinical medicine were the two courses that took our critiques and made noticeable improvements.

It feels like when the school makes changes they make them for the worse, adding more work and difficulty to the students.

On a related note- the evaluations by which medical students are evaluated for clinical rotations reference application of osteopathic principles and manipulation. For the 95% of our preceptors who are MD's these questions are peculiar and they don't know how to respond and this negatively effects our scores.

There needs to be individual evaluations for the preceptors like the ones used to evaluate the students. Right now there is only evals for the rotation as a whole with a section to write in comments on preceptors. It would be nice to have a standardized form to evaluate preceptors with.

Though course directors receive and review evaluations. I have heard that some instructors don't.

Unsure

We don't get any feedback from the administration about how our evaluations affect our education, so I can't comment on it.

2015

evaluations are better this semester than last.

Faculty do not change curriculum based off of evaluations but evaluations by the students is mandatory or else you will get a letter of conduct. Either get rid of the evaluations or have professors take the time to make the necessary changes.

For the most part, it seems that the evals do NOT help the faculty in improving the curriculum. In fact, it seems like they actually get jaded by their scores and use it against us.

I am not sure but there needs to be improvement.

I appreciate how the curriculum changes based on feedback from previous classes.

I can't judge how the curriculum is improved because I don't see the results directly of my own input.

I don't know what the professors are doing each year to change the courses... We continue to use the powerpoints from years past and there's nothing different in those powerpoints. With the exception of Respiratory, and maybe one or two other courses, I don't know what they've changed. Maybe this means they've ironed out the problems or it means they aren't telling us of the changes or possible they aren't making the changes. Either way, the courses are pretty well taught overall.

I have never seen a change in teaching style in response to poor evaluations. Nothing is ever done to correct faculty with poor performance.

I think the surveys are too long. If they're too long, students aren't going to truthfully or fully answer them because they take too long to fill out.

I think we are heard fairly well. Many changes are made, though it is often the case that the changes follow us, so other classes benefit so it is hard to know for sure.

Only a couple of times have I heard a professor say they listened to last years' class and tries to improve it.

Suggestions written in surveys like these are IGNORED!

Teachers use the same power points year after year. Better to update teaching material. Use real world cases.

The end of course surveys are way too long and I end up just marking anything to get them over with.

The evals are a nuisance and it doesn't seem like faculty actually use them to make improvements (I'm mainly talking about XXXXXX here)

the evaluations are such a joke. when professors use the same powerpoints year after year with the same errors and typos it is hard to take the professors serious or thinkg the evaluations have crediblty. plus, it is clear the school only cares about the number of evaluations done and not the quality since we get threatened and browbeaten and punished to get them done instead of being treated with courtesy and respect. i give a negative rating to everything now out of principle.

The evaluations are very long and tedious, making them unappealing to fill out. I think if you made the evaluations more concise it would be better. For example instead of asking the same 15 questions for each instructor, we could have a comment box if students wanted to give opinions on a particular teacher.

There has been no improvement of the curriculum despite the fact that we have been complaining for years about the same problems. This is why people won't fill out your surveys.

THERE NEEDS TO BE A QUESTION ADDED TO THE FACULTY EVALUATIONS ALLOWING US TO EVALUATE THE PROFESSIONALISM OF OUR FACULTY. WE ARE CONSTANTLY AND CONSISTENTLY BOMBARDED WITH "PROFESSIONALISM" AND WE SHOULD BE ABLE TO EVALUATE OUR FACULTY FOR THE SAME.

These evaluations have gotten more and more ridiculous. The number of questions on them and the fact that we're badgered to fill them out influences the results so that they're probably not as useful as they could be. Make them more concise and don't force them on us.

Unfortunately, I have to admit that being "hounded" with emails to complete the evaluation (even before we've taken our final exam for the class) has led, on occasion, to filling it out quickly without putting much thought into it.

2016

All year I felt like our voices were being heard and professors were incorporating our feedback.

Despite the suggestions given by TCOM 2015, this year's neuroscience course is still a mess! Administrators and curriculum directors are clearly NOT using students' opinions to improve the quality of this course. Please do all future students a favor and improve the neuroscience course!

From my experience with the instructor evaluations, the teachers do not use their critiques to improve their curriculum, but use it against us as a class, almost as if they are taking it personally. I can think of one example where one of our professor told the 2015 class what we wrote about him in our evaluations.

I'm not sure if those help at all.

I believe the evaluations are taken into account by faculty and really appreciate this consideration. However, course evaluation reminders are occasionally somewhat abrasive and tend to influence my actual evaluation. I truly appreciate the commitment our school makes to improving student experiences and utilizing feedback. I would encourage the school to emphasize that students should display professionalism in their criticisms to achieve more favorable outcomes for everyone.

I don't feel like I can freely speak my mind on those evaluations.

I do not appreciate receiving two emails reminding me to fill out the evaluation the day that I am taking the test. Also I do not understand why we have two sections to 'bubble answers' because they are asking the exact same thing.

I feel that many professors have been taking out their anger on our class because of a select few who choose to be disrespectful in their course evaluations. I do not see this as fair because of a few people in our class who are unprofessional. I also see this as unfair to the professors because of the rude comments that have been made by some people in our class, but I don't think the rest of us need to be punished because of the select unprofessional few.

If there are consistent complaints about a given instructor, its time to give them a contract and assistance to improve their areas of weakness. Some of the instructors that teach the classes are not qualified to be teaching them and they are not current with recent research findings. Also, there are too many instructors with bad attitudes.

I like that faculty really does seem to take the suggestions to heart. I do wish that the evaluations were not due quite so soon after we're finished with a course. Also, the evaluations themselves are kind of repetitive, asking the same questions several times, perhaps slightly rephrased.

I like the part where this is a survey about whether the course surveys are good surveys.

I think the course evaluations should be required so that everybody will have to give their input. Or at least extra credit should be given so that more students will be inclined to do them

I think the faculty do a good job of addressing student critiques and tweaking the curriculum to better serve future classes.

I think the good teachers read their evals and take them seriously, but the ones who need the guidance don't care. At least that's the attitude we get in class from them. It sometimes feels like

I'm going to a community college with the quality of teaching. I don't feel like some of the teachers care about me. That's a problem in my opinion. When you have options on medical schools, you want one with teachers that are invested in your education too.

It would be nice to let the students know the general concensus of the class and the measures taken.

Need to go through the bullets for each professor, rather than for the course as a whole. Some professors follow objectives and are active in class, others are not. Hard to generalize in a class if half the professors do it.

Please do not send out course evaluation emails until after the final exam in a course is given.

Some faculty seem to take our input to heart, but others just stand up in front of the class and defend why they do things they way they do, even where their arguments are not good ones. It would be better if more of our opinions were taken into consideration by professors because they aren't the ones taking their classes-we are.

Some staff are very good about listening to suggestions and incorporating them into the next class we see them teach - others appear to be stubbornly holding on to whatever they were doing before.

Surveys seem sensible, not sure how they're put to use though.

The constant emails about the course evaluations are extremely annoying. Especially because we start getting them before the class is even over! Fewer email reminders about course evaluations would be a great improvement.

The only thing about course evaluations that is slightly bothersome is the repetitive emailing that comes often even before we have finished the course. If the emails were less insistent and only sent after the course ended, it would be much appreciated.

You can tell some professors either do not care about their evaluations or ignore the information on them as not a valid suggestion. For instance, one professor remarked how she is criticized for multiple spelling and grammar mistakes last year, but her slides were the exact same without making any corrections.

TCOM Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support

2013

It seems like most of the support staff at UNTHSC are overworked or take on multiple jobs/tasks, thus decreasing efficiency and accuracy. Case in point is XXXXXX , who is administration staff for 3 different clinical rotations. On multiple occasions, he has accurately communicated course information/expectations for geriatrics.

2014

Administrative support seems to be overwhelmed with tasks. We need additional people to work more efficiently.

As the class size grows it appears that Clinical Education has a challenge of meeting our needs. They are consistently late in their communication or rolling out new changes. Also given the competitiveness of audition rotations it would be advantageous to have more flexibility in scheduling our core classes (Geriatrics and Emergency Medicine). I'm not sure if this is an organization issue or a lack of staff problem.

OMM introduction email was way too long and confusing. We're assigned to one location a month and there's only so many locations. My suggestion is separating the OMM emails into two sections "those in the PCC and those outside" and just send one email for each section (if I'm at an outside facility, I don't need to know what the PCC does...). I only figured out the email during orientation which missed the point.

Poor communication during 3rd year. I have multiple examples of emails completely ignored by multiple members of the administration, both at UNTHSC and at Fort Worth rotation sites, about subjects ranging from planning my 4th year rotations, and scheduling audition rotations and getting into a good residency, to fixing my ID badge and figuring out where I need to be for my next rotation. The lack of communication is frankly embarrassing.

The administrative support staff is not adequate. I have heard time and time again that "there are just too many of us". This has certainly hindered our ability to find rotations. I understand the importance of maximizing profit and staying in a budget but I feel strongly that more support staff need to be hired to support the significantly increased number of students

2015

Administrative support staff always seem disorganized. Lectures and other blackboard materials are frequently not posted on time. We regularly get announcements that contain errors. Group scheduling for practical exams or other activities also always has errors.

Clinical Medicine support staff do a poor job of keeping students and faculty informed and on track.

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Don't know if this goes under "administrative support", but I feel like the administration tries more to use fear (i.e., of failure) to motivate students rather than provide support if a student is struggling in school, for whatever reason. Dr. XXXXXX was the only person who I spoke to that encouraged me to stay positive and focused on my goal, and most others seemed to want me to question my place in medical school or scare me into quitting. I wish the approach was more positive than it is.

During my first weeks at TCOM I had several bad experiences with staff members at the desks of department offices. I was looking for help and I was disappointed in the responses and the lack of knowledge from many staff members. Since then I have had many good experiences but those first negative ones when I was so clueless and needy are strong in my memory.

in many ways, many of the admin support staff do a better job than the staff they support.

Not sure what the first part of this is asking: "Program teaching/graduate assistants"

2016

Administrative support personnel seem to be overloaded with tasks. Additional staff might be helpful to ensure deadlines are met as they are too expected of us.

For Clin Med, since we didn't have any administrative support, we didn't receive OSCE schedules until the week before. I feel that is very unprofessional. When you have months to develop a schedule you should release it at least 2 or 3 weeks in advance. In the past, even when I worked at places like a restaurant they would release schedules sooner than that.

Great in the OMM lab. Did not realize we had teaching assistants in any other course.

If the TA's who are chosen for OMM could actually go through a transparent application process that would be good. Maybe we could write a small essay just to show our interest and explain why we want it.

I love the teaching assistants in OMM. They are always eager to find out what they don't know and help us learn. In gross anatomy, 4th years on their rotations never knew what they were looking at; they always said they were there as a blow-off rotation. This was frustrating and disappointing; 5 professors can't help every tank in one class period; that's a ridiculous expectation. The TAs should be more prepared.

I never really see graduate assistants, except perhaps very occasionally in anatomy lab.

Personally, I know myself and many of my classmates benefit to a much greater extent by listening to the lectures and going through the notes on our own at a slower or faster pace than in class. It's not our intention to insult or offend any of our instructors by not showing up to class but our schedules are extremely demanding and it's up to us to make the best use of our time. I just wanted the faculty to be aware of that. Therefore, it would be greatly beneficial to have video recordings.

So far, so good.

The only suggestion I have is that scheduling be taken into account as a more prevalent issue for students. This is crucial for our individual scheduling of preceptorships, SAGE visits, and service commitments. It is difficult to deal with changes in the schedule that affect our availability and having a more defined schedule in advance would be very beneficial.

XXXXXX is wonderful and one of UNTHSC's best employees.

XXXXXX with OMM is absolutely fantastic.

TCOM Academics - Section 4**Quality of Faculty Advising****2013**

Please provide more advising/advisors for TCOM students especially early on in first or second year. Figuring out what specialty to pursue and getting in touch with the right people are very important.

Have specialty specific advisors (preferably chairs or dept admins) that are up to date on current residency culture and opportunities. For example, a pediatrician would advise those interested in peds.

I don't feel like I have been advised at all during my first year. Other than very large group meetings, which I don't think this question is asking about.

Clinical rotation advising is poor. They do not try to really help the students.

I had advisers tell me i was "completely nuts" when they didnt have a clue who i was, what i had done, or how competitive i was for a residency in my specialty. when i told them how many interviews i had they said "I find that hard to believe"

Residency counseling was not helpful to me at all, I had to figure out everything by myself since my specialty is not popular. It would be nice to have outside resources provided to us to help when we aren't going into a popular choice like family medicine.

2014

Advice seems to come too late, group meetings are not scheduled at times convenient for the student body but more for the faculty, and the advice given is more of a buckshot approach than specific advice for students. Try getting students to meet with someone at the end of second year so we know what to expect in 3rd and 4th years.

Currently our residency advisor does a good job for the core specialities however it appears that we have to re-event the wheel each year in terms of identify program directors, residencies that are favorable to DOs, etc. There should be a working document that can be enriched each year that students can use to help in rotation and residency research.

Dr. XXXXXX and XXXXXX need to be recognized in some way for their efforts. They have been a huge help to TCOM students & are always available to answer questions.

XXXXXX missed my residency counseling meeting and despite my numerous attempts to contact her she remained unreachable

XXXXXX works hard and does well at her job. The problem is is that there is not another one of her. We need more people available

Faculty is excellent as far as course teaching and are very accessible for questions regarding material. It is difficult to find UNTHSC faculty for research or case reports presented at RAD or published as a student. Many times we have an outside advisor but the IRB requires UNTHSC

faculty to be listed as principal investigator and this what prevents students from getting things done.

For students entering specialties off the beaten path there is a lack of sound knowledge and/or data on program competitiveness, availability, as general advice.

I believe that advising has improved for the classes beyond mine (2014), but 2014 had very little individual attention and help with our career development.

I feel that for a select few, faculty are available. For those of us who are not class officers, it is difficult to actually meet with faculty. It is a great step that we can send our concerns with our class officers to meetings, but when we have specific questions that do not apply to the group it is not as beneficial. I have spent several months trying to contact some faculty and eventually give up because they either do not respond, or have no available time.

I often get mixed opinions about advising. Faculty provide different advice from upper-level students who have actually gone through the process. For example, whether or not to take the USMLE (students say always take, faculty say don't have to always take).

Remote site students do not receive the same quality of advising. Many of us have yet to me with Dr. XXXXXX for residency counseling or Dean's letter meeting yet (there is a story behind why the meetings were cancelled, but that is a different complaint).

what faculty advising?

2015

Access

Advisory colleges in TCOM has been a fantastic project, allowing for better access to faculty and staff than I might otherwise have expected.

XXXXXX is an amazing asset to the faculty. I truly value my time spent with her and respect her opinions and help with planning our futures.

Faculty is often not available to help students before a failure. After they tend to make the situation worse.

have more advising appointments with mentors. more one on one time

I'm not sure where else to put this, but I wanted to let it be known that I have been sure about wanting to be a doctor since the 8th grade. My reasons are the same reasons that kept me applying and that keep me in medical school today, because I truly love and appreciate the privilege of being here. But when I was having academic difficulties, never have I been questioned so much about if I really want to be here. Honestly, that approach was very discouraging, and only my passion kept me in.

If you mean our college advisers I love them. Great people.

I give this high marks mostly just because I really adore our college advisor, Dr. XXXXXX. He really takes a personal interest in each of us and I find that refreshing against the anonymity we experience as part of such a large group otherwise. I have not really interacted with other faculty in an official advisory capacity.

In the last two years, I have not had much information about residencies or building my resume from advisers. A lot of what I hear is word of mouth from other students, but it would be much more helpful to hear from those who get students into residencies year to year.

Mandatory meetings with advisors to keep us more informed and involved.

So far in my TCOM experience, I have not experienced any faculty advising.

The colleges in TCOM have helped with advising to a degree. It would be even more helpful to have advisors that could give information and insight into many areas of medicine so that students have another resource when trying to determine what to do for residency.

There really isn't any advising for 1st, 2nd years. I have to find students above me who go into that field for advice.

2016

Amazing faculty.

Dr. XXXXXX was an amazing mentor and major professor

Dr. XXXXXX made learning Neuro well a difficulty.

Dr. XXXXXX exceeds expectations.

Dr. XXXXXX is my college advisor and he has been an excellent resource for us, and really the only advising I've had while at TCOM.

i dont understand this question. faculty advising? what do the faculty advise us about?

I have a college advisor; I know this person is particularly busy and can't get to know each of us. But I sometimes feel lost as to what I'm supposed to be doing. I don't know who to ask. I know the curriculum reps relay information to our curriculum coordinator but other than that, I don't know that I have experienced faculty advising.

I haven't really had any faculty advising yet.

I met with my faculty advisor once during the first month of school. After that, I haven't heard from her. This situation makes me feel like I am completely on my own here.

Instead of having physiologists and pharmacologists as TCOM cirriculum directors they should be faculty advisors who students can consult with. I think their carring and supportive qualities would be of better use to students if they were faculty liaisons and student mentors than as cirriculum directors.

More guidance during first year would be nice. Many students have discussed the following: it would be nice to see an anonymous list of the most recently graduated class that contained GPA, class rank, step 1 and 2 scores, residencies applied to, match results, etc. This would help us make more realistic goals.

My advisor doesn't know who I am. Less students per advisor would help.

My advisor never got back to me at the start of the year, even though we played email and phone tag for weeks. I eventually sought out another advisory, so that was helpful.

Nothing. My prospective mentor has been great. Presumably, this is a lab-specific issue.

The colleges are absolutely wonderful, especially for student access to advisors.

The colleges offer a great opportunity for this too.

We hardly get very much personal interaction with the faculty and it would be great if we could sign up for time slots more frequently throughout the semester to meet with a faculty advisor instead of just once a year. It could be optional so as not to overwhelm the faculty since not everyone would use it, only the students that desired it would go.

We need to have more faculty advising in the colleges

TCOM Academics - Section 5

Clinical Rotations – Overall

Clinical Sites - Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

2013

As medical students we often have to share preceptor time with pa students which lowers the level of education we receive. On multiple rotations, I would have changed my rotation if I had known I would be with a pa. As a fourth year we are at different education levels.

Class size is increasing but rotation sites and preceptors are not increasing. This is a problem with Residency positions as well.

felt the remote site I am at, Baytown , the many of the clinical rotations lacks hands on experience and adequate teaching.

Make OMM rotation optional and/or substitute for PCP/Elective month as most people will not practice OMM post osteopathic undergraduate training.

need more options, need more flexibility with schedule. students cant afford to give up valuable audition time in the fall of 4th year because there arent enough spots for our students. that is not fair for those who are going into competitive specialties.

Not enough Geri options (none in Dallas on the list)

We need more sites and less students per preceptor for a better experience. It works better when the preceptor wants a student also!

2014

Class size is too large!

Closer locations.

More sites.

Need more sites.

There are too many students for each preceptor

We have to have more options to accommodate the larger class sizes.

2015

Not Applicable

2016

Not Applicable

MPAS Academics - Section 1

Relevance of Curriculum

Quality of Teaching

2013

more faculty so that the existing faculty is not so overwhelmed

MOST of our professors were amazing.

Please integrate programs to some degree, especially PA students, TCOM students, PT students, and pharmacy students.

Reading off of slides is not helpful to students. A good example for professors is XXXXXX and XXXXXX videos - THAT is quality teaching.

There are some classes in PA Studies that we spent a lot of time on such as culture & diversity, and behavioral science that haven't been as relevant in my clinical year.

2014

Curriculum needs to match up better with what we need to know for our boards, more clinical applications. Teachers need to take some classes on how to teach.

Cut out classes that are less important like PIMP and culture and diversity

I believe at a Masters level, educators should be knowledgeable about the subjects they are teaching.

I feel there is a lot of classes that could be cut out of the PA program that have minimal value. Examples of this are PIMP in the first semester of the PA curriculum and also Culture and Diversity in the 2nd year. I feel like classes such as culture and diversity are not needed in my generation because we are being raised in a much more equal opportunity based environment as opposed to some of our parents and grandparents.

I have never been so disappointed in my life. The curriculum is entirely underthought underplanned, and the quality of teaching is tragic. The curriculum chair needs to be replaced, the curriculum needs to be reorganized. The priority of the PA program should not be a money horse, you should focus on making a program that is actually worth while. The program is too long, and is obviously lengthened for money and advertising purposes. The teaching quality is so low it is not worth coming to class

The PA curriculum is too long. There is a lot of class time wasted on frivolous classes. If restructured, the PA program can be shortened by at least 4-6 months.

We need to have the appropriate specialists teaching the subjects (ie. an allergist should not be teaching a GI course).

2015

Certain PA classes need to be cut. They are a waste of time, and are not helpful for our future profession. Some could be cut down to a seminar on ethics, culture, and statistics.

Classes such as culture and diversity & evidence based medicine seem to take up more time than we could be applying to more serious classes such as pharmacology and disease. Recommend having these classes shortened and ended earlier in the semester as a seminar course.

I am very disappointed with the teaching staff just reading the powerpoints. I pay good money to learn and am in a graduate program. It is apparent that I was accepted so I am able to read. I think that the teachers either need to teach the class or make the classes online and we show up for tests only.

I chose UNTHSC because of the extra 10 months of schooling (34 months, nat. avg. = 24-26). I expected to get more intensive training that would make me more marketable at graduation. Now that I am here, I believe that our curriculum wastes a great deal of time. Many classes (like culture and diversity or PIMP) could be taught in a seminar session, not a full semester. In order to improve our ranking, I think we should revamp the program to mimic the top ten programs in length and content.

I feel like our professors are unprepared and disorganized this semester. I feel like I had better educators in undergrad. I also feel like a majority of our curriculum this semester is not needed.

I feel like we take lots of extra classes that may not be neccessary and could be combined into maybe one class, but the teaching has been very good.

I wish that I could answer these questions per class/professor because we have several great curriculums and professors, but then I feel that there are also subjects/professors that are lacking. Particularly this semester in my PA studies, I feel that there is a lot of fluff material that doesn't require an entire semester to learn, so it might be beneficial to take and Thursday and Friday to do a seminar for Culture and Diversity. And I need more space to discuss the professor issue.

I would Luke to see more public health courses in our curriculum and even inter professional courses or interactions with the other schools on campus

If i wanted to teach myself, I would have looked for an online program. I am paying tuition and a lot of expenses to attend my program, and I would appreciate my faculty being prepared to teach in an effective manor that will prepare me for my highly dangerous career with patients. I would also look into hiring and requesting faculty members that have clinical experience that is relevant to what we will be doing, and NOT mere research and theory - not useful.

In the PA program, we have too many fluff courses. We waste time in classes that are unorganized and should not be a course for a full semester. We also have too many guest lecturers. When the PA program faculty lectures, we benefit more.

Most of my professors are very proficient. I have a couple of instructors that could benefit by being reminded of how a person learns. Their courses are chaotic, disorganized, and test questions subjective or typos in exams. To say the least, it is frustrating to have to participate in situations such as these, or having learning measured by purely subjective questions.

Not all teachers, but a select few. How to make it better? I'm not sure. Hire better teachers?

Re-evaluation of faculty and take the students prior comments into account when deciding who should teach courses. This is not all faculty - just a few specifics

Some classes in the PA curriculum could be shortened... PIMP, Culture & Diversity, Evidence Based Medicine to name a few. Although I understand the necessity of the courses, we could decrease the program length (making it more attractive to great candidates) and still accomplish the same education.

Some classes seem to be not as necessary

Some of our professions obviously don't have an interest in the class they are teaching nor do they have good knowledge in the area. Disappointing and a waste of our time.

Some of the curriculum could be condensed. There are some courses that are too much fluff and irrelevant.

Some semester length classes may be just as effective as an intensive workshop (2 week or one month) - for example, fundamentals of behavioral science.

sometimes it is confusing and a struggle to hear from so many different lecturers for one course. Would like more congruence when taking 2 similar classes, I know the goal is to make them overlap some to help learning, but doesn't always happen due to schedules. Neuroanatomy first semester was extremely difficult for many students to grasp due to many lectureres, and cardiophysiology was difficult b/c accent and low volume of lecturer.

Specifically the second semester of this program has been below par, in my opinion. I feel that much of this feeling stems from the "inside the box" approach to lectures. Powerpoint is a great tool, but it has been beaten to death. It has become the only way to convey information. That being said, most of the presentations are poorly written, disorganized and read verbatim by the lecturer. Please proof read exams before they are administered. It happens every exam, without fail.

The curriculum for this current semester needs to be completely redone. Multiple classes we take are a waste of time and are not helpful for my career as a PA.

The program has several long classes and instructors that do not help us become better clinicians or challenge us (i.e. PIMP, culture and diversity, Evidence based medicine, etc.). This makes our program needlessly long and expensive in terms of lost wages. Also, we have had several instructors who, while they may be very knowledgeable, are not effective teachers.

There are several "fluff" classes in the PA program that can either be condensed into one course or be eliminated altogether. /

There are some academic concerns, but they are addressed within our program.

There are some excellent faculty and then there are some other faculty who are not as effective.

Too many "fluff" courses that seem like can be shortened-- that could make us graduate faster. / Would like to be taught more instead of having to teach myself. I understand that in the real world we have to be able to search and learn on our own, but the faculty's job is the teach and we are paying them to do so. We are amazing applicants and deserve more.

MPAS Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

2013

evals never meet expectations because we waste precious time completing them and nothing changes so why bother.. oh yes because they are required to access our grades!

faculty evaluations are not adequate to measure performance. questions are often irrelevant

I believe most students had similar feelings regarding certain faculty and these opinions were voiced with the instructor evaluations, but I don't think anything has changed.

PA program needs to have more open communication with students and take the students' suggestions into account.

They are complicated. Sometimes I don't even know what the questions are asking

When filling a teaching position, although they are excellent practitioners, does not make them great teachers. Something to keep in mind.

2014

I think our concerns that we discuss through evaluations are not addressed.

We have had serious issues with academic integrity throughout this program and thus the evaluations are obviously not used to their potential. There have been well documented recurring cases of curriculum materials not being provided until after testing situations, instructors testing over topics not covered, questions keyed incorrectly by instructors who don't understand the topic, etc. and none of this is handled appropriately. THIS PROGRAM NEEDS SERIOUS EXTERNAL/iINTERNAL REVIEW.

2015

Actually listen to the students... The class ahead of us had many valid complaints/concerns that they expressed in end of course evals., which the faculty didn't seem to take into consideration (i.e. too many group projects this semester where we make up fake patients instead of being taught hard science).

I don't know if I truely believe that the faculty uses the evaluations to imrove the curriculum. I think that after they read through all the evalutions they should give us an update that they one, have read them and two, what changes they will be making.

I feel like faculty implementation is only done by teachers who are willing to critique themselves and work to be better. For the teachers who already don't care, they are less likely to implement student evaluations.

I feel that the instructor evaluations might not be looked at close enough

I have put a great deal of effort into the course surveys and do not feel that any significant changes have been made. / / I think it would help if the faculty, or at least the program director, responded directly to the class following course surveys. Previously we have been told that, "things will be handled behind the curtain." I think a better system would be to present the results of the survey and to immediately let the class know what changes will be made.

I really do feel like our faculty takes our evaluations and uses them to make improvements for the next year's class, as I feel like we were able to see that with the evaluations from the previous class. The problem I've seen with instructor evaluations, was with one class first semester, PIMP, we were not even able to evaluate the course instructor, only guest lecturers. It doesn't seem like in this case they cared about our opinion, so if they didn't want it we shouldn't have tofill them out

I think the course evaluations are perfect, but in instances where there are persistent issues throughout the semester, particularly when I feel as though I'm not being taught and my

educational enrichment isn't of concern to the professor, it would be nice to have some sort of mid-semester assessment of the lecturers.

I think they take into account curriculum changes but not faculty change recommendations.

In one class that I would like to really give my opinion on the course director, when I went to do the evaluation, it would not let me evaluate him. I find this wrong and against the whole purpose of doing a course evaluation.

It doesn't really help us when we are drowning with a terrible teacher. Maybe the next year's class will get the benefit of the evaluation. But if we are not learning with a teacher, someone needs to step in. / There is also one PA professor in particular that I'm sure has gotten tons of negative feedback, yet nothing seems to be happening. We feel like we are not being heard when it comes to him.

Our faculty seem to listen to our feedback and try to make adjustments.

The evaluations should be done mid semester as well. Although many questions on the evaluations are valid, it fails to really hone in on the problems that are present with the education of our curriculum and the students' abilities to learn. There should be more focus on organization, the faculty member's communication and clinical relevance and how well we feel prepared to practice from what we have learned. There should be more areas of ways students feel they can change and make things better.

Too many e-mails (more than one a day) during finals week to do the course evaluations--can be very frustrating. Perhaps e-mailing students after our finals week (when we have time) to evaluate the course would be more effective and result in faster responses.

MPAS Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support

2013

I think the administrative support responsible for organizing rotations needs to be improved and/or added to. It is a huge task to organize so many rotations for so many students, and it takes really good organizational skills and follow-through to accomplish it. Many times during the course of my rotation year, I felt that the lack of organization from our administrative staff reflected poorly on our program and school, and therefore made me feel somewhat embarrassed.

pa program staff is amazing!!

2014

The administrative staff is obviously overwhelmed with the increased class size. They clearly need at least four more people on staff helping to organize rotations for the over 70 students in each class.

2015

Faculty who are not teaching need to be let go. At the end of the day, I am here to learn how to be a successful PA, and if my entire semester consists of teaching myself particularly because the lecturer doesn't care to teach me, then that person needs to be let go, and a new qualified member whose vision is to teach their students needs to take their place.

Teaching assistants would be a great tool for many of the courses taught. Sometimes presenters and lecturers are not clear with the information they teach, and they have poor communication skills. At least having a TA or Grad Assistant will be another resource you can use to clarify information and answer questions.

We could use a TA!!!! XXXXXX should not have to manually grade our OSCE's one by one. And other professors could benefit from having someone help them grade quizzes, etc.

When hiring faculty in the future, I think it is important to hire educators. I think there is a big difference between being a good teacher and being a clinician or a researcher. While many of our teachers have excellent clinical and research experience, many of them have a hard time teaching. The mission of UNTHSC should be to teach good students, and I think in the future we should hire people with prior teaching experience.

MPAS Academics - Section 4

Quality of Faculty Advising

2013

No comments

2014

PA XXXXXX is an excellent advisor

Unbelievably worthless. The faculty has a tightly closed door policy, are entirely unapproachable, cold, rude, condescending. The PA program is run like a military school. Literally every single meeting we have EVER had with PA XXXXXX consists of him yelling at us the entirety of the meeting and never hearing a word we have to say. Consider treating the students with respect, and you may receive the respect your seeking in return.

2015

Advisor meetings are 15 mins and "forced". Students should be able to request a different advisor and/or put in requests for a top 3. This would help match up personalities much better.

Amazing faculty.

Awesome integrative physiology graduate advisor. Always there to help

Dr. XXXXXX made learning Neuro well a difficulty.

Dr. XXXXXX exceeds expectations.

Dr. XXXXXX is my college advisor and he has been an excellent resource for us, and really the only advising I've had while at TCOM.

Hands off policy is expected. Sink or swim!

I don't feel like I could stop and talk to my mentor whenever I need. I feel like I need to always set up an appointment. Have set-up office hours when we know we can just stop in and talk.

i dont understand this question. faculty advising? what do the faculty advise us about?

I feel like much of the faculty is always willing to see and help students. The only thing that has bothered me is that some faculty don't ever want you to come into their office without stopping by the front desk first. I think I'm just more used to an open door policy the faculty at my undergrad had. It was much more inviting and I was more open to talking to the faculty when I had a problem because it really felt like they cared and wanted us to come talk to them.

I found my faculty advisor to be neglectful, rude, and abrasive. I had to change to another one.

I have a college advisor; I know this person is particularly busy and can't get to know each of us. But I sometimes feel lost as to what I'm supposed to be doing. I don't know who to ask. I know the curriculum reps relay information to our curriculum coordinator but other than that, I don't know that I have experienced faculty advising.

I haven't really had any faculty advising yet.

I met with my faculty advisor once during the first month of school. After that, I haven't heard from her. This situation makes me feel like I am completely on my own here.

Instead of having physiologists and pharmacologists as TCOM curriculum directors they should be faculty advisors who students can consult with. I think their caring and supportive qualities would be of better use to students if they were faculty liaisons and student mentors than as curriculum directors.

More guidance during first year would be nice. Many students have discussed the following: it would be nice to see an anonymous list of the most recently graduated class that contained GPA, class rank, step 1 and 2 scores, residencies applied to, match results, etc. This would help us make more realistic goals.

More mandatory interaction because faculty are so busy that mentoring can tend to be an afterthought through no fault of their own

My advisor doesn't know who I am. Less students per advisor would help.

My advisor never got back to me at the start of the year, even though we played email and phone tag for weeks. I eventually sought out another advisory, so that was helpful.

Our PA faculty are very friendly and accessible in person, however, all of their doors are usually shut, with signs stating that you must check in and make an appointment at the front desk. It would be nice to have a more "open-door" policy in the department, as I believe it would foster a

more friendly environment for the students. Otherwise, the signs and closed doors are somewhat divisive.

PA XXXXXX is the best advisor!

The colleges are absolutely wonderful, especially for student access to advisors.

The colleges offer a great opportunity for this too.

The normal experience of graduate school with "hands off". This is expected and I am not surprised, but at times or many of us it can be really frustrating if you're being set up to fail. If there was a choice between below or meets, I would select the middle.

We hardly get very much personal interaction with the faculty and it would be great if we could sign up for time slots more frequently throughout the semester to meet with a faculty advisor instead of just once a year. It could be optional so as not to overwhelm the faculty since not everyone would use it, only the students that desired it would go.

We need to have more faculty advising in the colleges

MPAS Academics - Section 5

Clinical Rotations – Overall

Clinical Sites – Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

2013

addendum to above regarding administrative staff in charge of rotations--Rotation sites are such a commodity these days, so it is important to have professional and efficient dealings with those individuals and institutions who are still willing to allow students to rotate with them. I think work needs to be aimed at improving the efficiency and organization of setting up the rotations and making the process as easy as possible for the preceptors.

Clinical site availability is a little bit of an issue - there hasn't been a time when there wasn't a rotation available to a student. But, with the increase in class size, there has been a few times when there was a last minute scramble to find a rotation for a student.

Either find more preceptor locations closer to school/ fort worth or budget travel costs in our financial aid!

Engage the students in finding new preceptors

Find preceptorship that are interested in teaching students, not just having them at their clinics

Increasing the PA class size has had a negative impact on rotations. The experienced preceptors did an excellent job, but I found the quality was much lower with newer preceptors. Newer preceptors were less likely to allow me to be involved in patient care and I ended doing a

lot of shadowing, which was not a meaningful learning experience for me. The PA program needs help from the rest of the school to develop meaningful rotation sites for PA students.

I was very fortunate to have amazing rotations, but I know that there are several sites/preceptors that are below par and they continue to precept because we don't have any other options. Internal medicine outpatient is one example.

My department is unorganized I feel. Setting up with clinical sites can be tough, but there has got to be some way to better manage it.

need more rotation sites and preceptors- program has grown too quickly and faculty has not had a chance to recruit more preceptors to cover all the new students. Please stop expanding the program until they have had a chance to catch up!!

Rotations in ortho and dermatology should be required.

Some clinical rotations still exist after multiple complaints just because of lack of preceptors. This is unacceptable. It should be a goal to find preceptors that enjoy teaching, and not have students just because the students do all of the work for them.

2014

I'm disappointed in the quality of classroom instruction. I feel that some of our faculty members do not provide proper information and then hold us accountable for things we are not aware of. For example, for our immunizations for clinical rotation they were not organized on how we obtain records or when we were supposed to complete this by. Also when we voice concerns about questions on a test our academic coordinator is rather dismissive about the topic. I also think our schedule is inefficient.

I am about to start my clinical rotations, so this does not really apply to me at this time. I have had a few clinical experiences where I spent the afternoon in clinic with a preceptor, so my ratings reflect those occasions.

I have not entered the clinical year

Obtain more preceptors/sites with the rise of student enrollment

2015

Not Applicable

DPT Academics - Section 1

Relevance of Curriculum
Quality of Teaching

2013

Curriculum is relevant and expansive. I enjoyed getting exposed to many techniques that are in the field of PT today.

Dr. XXXXXX and Dr. XXXXXX are amazing professors.

Too much group work implemented in the middle of the program. I would rather learn directly from our terrific professors and work in groups if I need to (which I sometimes do). I do not believe the level of group work in our program is beneficial for learning or increases a student's ability to work with others. I have been a student for about a quarter of a century now and have rarely learned well from group work.

2014

I feel like the DPT program has had a lot of turn over recently. Kind of worries me that 3 will be leaving/have left by Dec. 2013. The professors that have been with the program for a longer period of time are amazing though, I have NEVER had such wonderful instructors.

We have really good instructors compared to other PT schools. And they are also winning national PT awards as well as local FW community awards

2015

I am pleased with the knowledge base and skilled teaching of our faculty.

I was really excited to start physical therapy school because I thought I was done with the prereqs and would be getting hands on experience. But now I have been in the program almost a year and I still feel like I am learning the basics. I spend way too much time being lectured and very little time in lab actually practicing.

My biggest priority is that I'm being adequately prepared for my board exam.

Nothing, I love my professors.

Our teaching staff and faculty are very impressive. We are lucky to be taught by such esteemed staff.

The professors are all so knowledgeable and congenial.

DPT Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

2013

I do not know how this system works for our faculty. I think the best way to get feedback, at least from me, is to ask me directly. It is difficulty for me to put information into a survey and grade someone 1-10. I enjoyed our faculty and my experience at UNTHSC.

Our faculty has done a tremendous job of taking or thoughts and opinions and changing curriculum effectively.

2014

as a new program we have made great improvements. I am certain with the leadership our program has all the kinks will be worked out very quickly

not waste other students time by entertaining many questions from a couple students.

2015

Only one of our professors has ever mentioned the feedback from course evaluations, so I am not sure if all of the faculty use them or not. It would be nice to get some feedback from them as well so that we can collaborate on ways to make the learning more efficient if needed.

DPT Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support

2013

I enjoyed highly qualified PTs from the community that provided adjunct teaching and guest lecturing.2014

2014

No Comments

2015

No Comments

DPT Academics - Section 4

Quality of Faculty Advising

2013

No Comments

2014

Could have more mandatory meetings or hire advisors whose soul purpose is advising PT students

From our actual advisors? We got place with one a year ago and I have not met with him since that day. If I need help there are select faculty I go to.

I think in the future this will be a bigger role. As of now all proffs are always willing to help! great faculty.

2015

I have met with my faculty adviser once

I haven't had to utilize advising yet, but I do know that it is there if needed.

I would like advisor meetings every semester. It's good to feel like my advisor is checking in with me and making sure everything is going okay.

None. The faculty is very available and helpful.

Perhaps the faculty could be more involved with advising and mentoring. I've only been in one advising session with my faculty advisor.

The professors are so great, there is no need to change anything.

There is no faculty advising, even though we are assigned advisors. My advisor told me in so many words not to bother him

We had a lunch with our faculty advisor the first week of school. However, that was the only contact that I have had as an advisor/student. I have taken several classes from her throughout the year, but I have never received any sort of feedback or advise. I would like to see us meet with our faculty advisors at least twice a year (fall and spring semesters). I believe that personal feedback would be very beneficial for some of us in the class.

DPT Academics - Section 5

Clinical Education Experiences

Clinical Instructors

2013

I could not have asked for better clinical experiences. My clinical instructors were extremely effective teachers at each site.

I do not think that this ia a UNTHSC issue, but rather a difference of opinion amongst clinicians who support evidnece based practice and those who rely on expert opinion.

More one on one communication via personal meetings with director of clinical education when picking speciality internships.

2014

Streamlining the CIs requirements might make things more fair. Some students seem to have a lot of extra outside work while others have none. Also need more sites in general.

2015

Not Applicable

GSBS-Med Science Academics - Section 1

Relevance of Curriculum

Quality of Teaching

ahh. the core. the core class that is relevant to the department you join doesn't really set you up for a holistic view of that area of research. the other core classes are good - because you have broad knowledge regarding other important areas. i think one more core class devoted to more detail of your specific department would be great. easy way to do this: make traditional GSBS students enter the medsci class that is relevant to the department they will be joining. they cover much more scope

Anatomy is the exception. ANATOMY CLASSES WAY EXCEED MY EXPECTATIONS AND ARE EXCELLENT. Otherwise, it can be frustrating to be taught about clinical applications by a professor who has no clinical experience. It has not been uncommon to have a professor ask one of the students in the audience who was once an EMT to explain another students question.

As with anything else there are some faculty that are excellent teachers and some that are very poor. I haven't registered for a didactic course for awhile but I hear from younger classes they are improving.

better tests with less problems (having to do post-exam reviews because of bad questions- should not be necessary, the test should be correct before we take it)

Continue to challenge students and create an environment of growth and learning

Diferrent professors in one course expect diferent things from the students. This should be addressed with the profs before the course begins please becasue some proffs are clear with critical info while others expect you to read between the line or read the textbook without giving a fair headsup.

Dr. XXXXXX was not receptive to student concerns. / Dr. XXXXXX Epidemiology class and Dr. XXXXXX's Health Disparities courses were so disorganized I felt the reputation of this great institution was somewhat lowered in my eyes.

Dr. XXXXXX taught our epidemiology class in the fall and I have never felt so betrayed by a teacher in my entire academic career. He was cold and condescending as the semester went on and capped it off with a final that he told us would be 50/50 multiple choice, short answer but instead was 90/10 short answer/multiple choice. I received a B in the course and it could hurt my chances at getting into medical school , considering his atitude towards us i think he could care less.

Ethics and Clinical Research management could probably be combined to create one class. They overlap considerably. Separating Histology into it's own class and not mixed in with Anatomy would also be nice. Taking a one hour embryology course prior to Anatomy could definitely aid in some of the more difficult things you encounter like organization of dermatomes or innervations and blood supplies to areas of the body.

extended timeframe for teaching/increased conceptual learning, lessing memorization based learning

For the most part I'm satisfied with the teachers. Dr. XXXXXX, who "teaches" our ethics class and "taught" our health disparities class absolutely doesn't. He falls asleep frequently during class. He designed both courses and their respective modes of evaluation in a way that eliminate as much effort on his end as possible, and in doing so has undermined our learning and the subjects he "taught."

Had a great experience here with the professors and material and I feel much better prepared for medical school now than I did before I started here.

Having many professors really is a challenging aspect since students have to learn how to adapt to the teaching style of 3-4 professors for 1 class.

Health Disparities: What's to be expect from the students was unclear.

Hire teachers that know how to teach. This is a fundamental truth: YOUR STUDENTS' PERFORMANCE IS A REFLECTION ON HOW WELL YOU ARE TEACHING! We are not a bunch of high school inner city kids, we are graduate students. I am offended by professor who are condescending and think that we would purposely walk into an exam and do poorly on it. Seriously? If more than half the class got that question wrong, act like an adult and take responsibility. Don't blame the students for your failure.

Histology needs a more comprehensive resource than digital dissector. Some institutions have high resolution slides that allow for up to x40 zoom on whole kidney sections.

Hit and miss, biggest problem I've had has been with PhD's that made up things they know nothing about. How hard is it to just answer somebody, "I don't know, but I'll get back to you" rather than just making things up? When I catch that I loose all faith in them because how much stuff are they making up that I'm not catching? But other's can be very good.

I believe the Summer and Fall semesters of Med Sci Program, can be counter productive with the intense number of lecture hours and amount of work that takes away from application process. (I know of many students whom were not able to complete their primary and/or secondary applications early enough to have a better shot in getting interview offers)

I chose "meets expectations" because there were some really great professors and classes, and some really terrible professors and classes.

I felt like a couple of the Professors either did not enjoy teaching us, or they had a negative opinion of our class in general.

I have thoroughly enjoyed the curriculum. I have found the quality of teaching to be good, overall. However, I felt that the quality of teaching for Molecular Cell Biology was lacking. I felt the lectures were not focused and the expectations of the student was not made clear.

I really enjoy interacting with multi-cultural people. When it comes to lecturers, many of my peers really had difficulty to understand professors with accent. The classes were already hard

themselves, having professors with strong accent was not helpful. I understand that this issue can never be solved, but I just want to put my personal opinion out there.

I wish all instructors provided pertinent information in power points so that we can focus on listening to lectures in class and try to understand concepts rather than having to worry about taking notes desperately.

Its my belief that some of the professors clinical knowledge was lacking. I was expecting to be exposed heavily to clinical implications associated with the topics we discussed and many times it appeared that some of the professors lacked the ability to emphasize these correlations.

Maybe try to do follow the TCOM schedule more with using the "system" method of testing. This would give better over-lap between the two programs and allow for better understanding for our future as a medical student.

More consistency in exam question styles among multiple professors in a course

More consistency of teaching and style is needed between topics and tests. I disliked having to constantly re-adapt between lecturers and testing styles. Also more accountability between professors and tests would be appreciated

Most of what I can judge is based on TCOM students and their opinions of the program. They all say it's hard but absolutely helpful. Being my first time taking most of these classes, I think the information is well covered. All the lecturers have been more than willing to help, which is great! There are some rough spots, like bad test questions, that will sort themselves out over time, but considering some of the problems we've had, I'd reconsider the peer review method used for tests.

Non core classes often do not serve their purpose of enriching the education alongside core curriculum. The instructors for these classes need to be monitored more closely.

Often we were tested on material not taught, explained correctly, nor covered. Knowing that this is a graduate school and there has to be a level of rigor, too often the teaching methods of some professors didn't translate into questions asked on examinations. When we as students were able to show the error or cause of misunderstanding- either through recall of power point, written material, and lecture notes- students were dismissed. Work is needed on testing students on relevant material.

Our curriculum specific to the medical sciences program-would be more useful if followed a systems based style as is in TCOM

Our MedSci Anatomy class is definitely the most relevant class we take, and the most well-taught. If every other course took cues from the anatomy course, then I don;t think there would be any complaints. MAny of our courses have a disconnect between exams and the material presented during class. Often, material that comes up on the exam was not presented as important material during class. More relevant and CORRECT practice questions would help this situation. Currently there are miskeys.

Overall, the professors and curriculum was excellent. I would suggest more clinical cases and examples.

Professors are great overall.

Professors seems to get hung up on operating the computer/ AV equipment.

professors to please stop reading from the ppt slides word for word

Several professors seem to use slides they have never read before. The read verbatim from the slides without elaborating further. Why should I be required to come to class if that's all that is happening?

Some of my professors have VERY strong Indian accents that are quite difficult to understand. They are good professors, however if I saw them teaching a class, sometimes I would just not go to class because I could not understand them. Instead, I would listen to the recording of the professor so that I could keep rewinding and figure out what they were saying.

Some of the professors, because they teach multiple levels, do not scaffold learning to lower levels and the tests are NOT representative because no scaffolding was provided. Discuss level of tests with representatives at meetings for fairness.

Some professors could be more interactive with the students rather than just reading off the slides to the students. Students become very uninterested by this and start using distractions. These distractions than start interrupting the concentration of other students.

Some professors teach way outside their expertise. Professors constantly changing within the same unit cause the students to constantly have to change their study/testing strategy to accomodate differnet teaching styles.

Teachers have been good for the most part. There have been many exam questions that are not written well (i.e. have multiple answers or no answer).

teaching quality was great, many excellent professors, and if there was one thing that is helpful is the post exam reviews and the fact we have our lectures recorded.

Team-based learning is far too fad-like for my taste. The idea is nice, but it is far too hokey. / / Some professors are experts; some seem relatively unqualified/unprepared.

Test questions need to be more clear and concise.

The classes would be better if they were taught in a systems based manner like most of the medical schools are doing. This would make anatomy a lot more relevant. Also, as far as exams go, it would be better to throw out faulty exam questions than to accept two answers. When there are more than one correct answers it leads the student to believe that their logic is flawed and thus both answers must actually be wrong, this can lead student to guess on a question that that would have gotten correc

The core courses of the Medical Science program are great. However, the smaller courses (health disparities, epidemiology, ethics) have almost all been a disaster. A lot of this I feel is due to the inadequacies of the instructors, Dr XXXXXX and Dr XXXXXX. For example Dr XXXXXX has designed his course such that he can do the least amount of work possible. I dont say this lightly however his exact words were "they dont pay me enough" when asked to write his own test for health disparities.

The curriculum for the course was excellent. It felt like what I could expect for medical school but a different pace and a great preparation. The teaching was excellent, at time's I felt like I had to spend more time learning on my own things that were never talked about but listed.

The ethics course should be improved with more discussion to involve the students. We should be debating and considering future decisions we will face as health care professionals.

The great variety of teacher leads to very different teaching styles that we are constantly adjusting to. Would have liked a little more consistency throughout the longer courses.

The Health Disparities conference during the summer was full of interesting and diverse topics, but a lot of students felt that because we were asked to simply write a paper summary of the event and not receive a grade, while paying tuition for the credit hours, the event made the students the involuntary sponsors the of event, physically by the required attendance and formal attire and financially by credit hours.

The non-core class instructors should be monitored more closely by the program director. We had conflicting information in the fall semester and an unfair final exam for the epidemiology class.

The professors chosen to teach our classes our impeccable. I take pride in knowing that they are also teaching TCOM students. It makes me feel good knowing that we are both learning the same thing.

The teachers emphasize things that are not tested over and tell us we dont need to worry about things that are on the test. I feel this is extremely unfair. A lot of the curriculum was irrelevant for all of us who want to be physicians.

The teaching tends to fluctuate because our professors change so often...it becomes hard to get into a rhythm. The anatomy lab teachers tend to be very good though.

They say they hand pick teachers based on their expertise on the subjects, but I feel like these teachers are picked because they want to add that they were a professor on their CV. Some of them have horrible communication skills, dont know how to use powerpoints, or the iclicker. Perhaps training for these "faculty" that have an interest in teaching. Some of them are more interested in the research their conducting on campus than the students questions regarding exam questions.

This program has been somewhat of a disappointment to me. Administration was disorganized, faculty were inexperienced and unprepared. Following the first semester, my pride in this program was pretty low. There were some professors that I loved learning from, but this was the exception more than the rule. And currently, our Ethics class is entirely student taught/ead. I don't understand why I am paying for this type of education.

While the teachers were nice, I felt like they could be contractory at time and hard to follow their logic. I understand they are smart people, but to be an effective teacher you have to teach your kids in a way they understand. Get down on their level. I feel like the teachers here just taught the way a textbook would teach and this is not helpful when trying to understand a hard topic.

GSBS-Med Science Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

I have no idea if this stuff is used or read.

I have no problem with evaluations. Improvement is the responsibility of the evaluator's understanding that it is an obligation to take part in improving their institution. Most people are afraid to offend, but fixing what is potentially wrong can alleviate some larger problems that may manifest from ignorance.

I personally do not feel like evaluations matter. Why is it that we have professor(s) who don't even care about the subject? How is it possible that Dr. XXXXXX is the professor for Health Disparity and Ethics for Clinical Research? He doesn't even respond to all the emails. He did not care about our concerns. The HD exam wasn't even about health disparity... Could it get any more ironic than that? / Epidemiology was just as bad. / These courses are just a few examples of the flaws of this program.

I really hope they read these evaluations and work on the suggestions.

I think faculty overall is interested in hearing about our feedback and very responsive and considerate about our opinions.

It is not possible for me to know if the course and instructor evaluations are used effectively by faculty as I am only enrolled here for 1 year.

My only complaint again refers to Dr XXXXXX. During the instructor evaluations for Health Disparities we were given the option to review every speaker, but not he opportunity to review his part in the class. From the reviews from Health Disparities it seems nothing has changed in Ethics except for the testing procedure. Now the student presenters write and tell the class the questions that will be on the test, reducing the class to little more than show up for attendance rather than to learn.

Not sure if course evaluations are used effectively, I'm only here 12 months.

Select instructors should be more open to discussion of TBL and exam questions.

some instructors are AWESOME, some are not, which is just how it goes.

Sometimes professors that barely played a role in our course are on the evaluation. They were good professors, but it's hard to answer some of the questions.

The evaluations all seemed to provide a fair method of evaluation for the the courses and instructors.

The majority of our core curriculum instructors were absolutely fantastic. I applaud the high level of passion among our professors.

They should be given during the course of teaching for each instructor so that suggestions can be made and teaching style altered when it is still relevant to the students learning.

GSBS-Med Science Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support

Administrative support for Medical Sciences is very lacking. Unprofessional and unacceptable.

XXXXXX and XXXXXX of GSBS are wonderful!

Dr. XXXXXX and XXXXXX are so accessible and supportive- they are assets to the Medical Sciences program!

Everyone here is very altruistic and always looking to lend their help; couldn't get much better than it is already.

great job

I definitiely would have liked to see more outside help. If there could be a service that set up private tutoring hours and each student get like 5 free hours, that would be amazing. I understand it's hard to find tutors, but this material is hard and one on one time is needed. Also, I felt like what the review books taught us and what PhDs teach us were conflicting ideologies many times.

members of admin were extremely rude, commenting on whether students wore makeup to class, etc. At times I felt there were very judgmental and treated me differently if I was not wearing makeup and had my hair fixed.

More administrative support is needed. i.e.. XXXXXX is excellent, but she has a lot of work to do, and perhaps she could use some help.

XXXXXX is very helpful.

Not necessarily an improvement, but the IT people are extremely friendly and helpful.

Some of the TAs like in anatomy lab need to review their material more before they can come in and help others,

TA's and tutors are very helpful.

TA's are laughably useless, as is CAP. I had one CAP session after I had a bad test grade, lasted less then 2 minutes. She asked me what I did wrong and said ok, have a nice day. The TA's are a consistent source of misinformation, wanna do bad on a test? Talk to a TA.

The graduate assistants and administrative support were both excellent from my standpoint.

The medical students who have helped us were excellent, but please increase the number of tutoring sessions during lunch

The quality of these two items was great overall. However, I will say that every time that I went in for the open session in a mock practical, the tutors tried to close the tanks nearly 30 minutes early everytime. I understand that these tutors are very busy, but it was frustrating to expect a

certain amount of time to study the practical, and then have it cut short by a decision the tutors made for themselves.

Very helpful administrative support

We need more TA-type students. There need to be students dedicated to each class and they should be in direct contact with professor. / XXXXXX needs to not be so involved and overbearing. I realize she is very busy. But she shouldn't be doing as much as she is. She has no place having a say in our physio presentation grade. She's incredibly rude to most students and then thinks she deserves a lot of respect.

When speaking to administrators about certain classes, their only response was 'fill out the evaluation'. If I am going to school, I expect teachers to know how to teach. They also need to act professional and be able to teach the material. A fundamental truth: YOUR STUDENTS' PERFORMANCE IS A REFLECTION ON HOW WELL YOU ARE TEACHING! / My suggestion: hire teaching professionals. It is unacceptable to curve two finals by over 10 points because the teachers did not do their job of teaching.

GSBS-Med Science Academics - Section 4

Quality of Guidance Provided by Major Professor / Mentor

Again I want to emphasize there is a noticeable disconnect between the instructors understanding of the material and its application to clinical medicine.

Again, hit and miss. Some professors are just absolutely amazing, others are shining examples of the failures in the tenure system.

All major professors were available at times to provide guidance and help when needed regarding difficult topics and understanding. I felt no need to change any of this.

Dr. XXXXXX and Dr. XXXXXX are fantastic mentors and guides, and are of notable mention.

Dr. XXXXXX did not make adequate time to listen to students. I understand she's very busy but I think the med sci program should have more than one director, major professor, or mentor so that all 200 students are listened to and advised appropriately. This is a highly stressful, highly competitive, and very brief program in which students are on a strict timeline and need responses in a timely manor, and we should not have to wait months for questions to be answered.

Dr. XXXXXX is amazing. She is an amazing instructor, a great friend, and a very understanding professor. She allows all the students to speak to her about all concerns and has an open door policy. Not only is she a great professor but a great person. I don't believe anyone could do this job better.

Dr. XXXXXX ROCKS

Due the extreme number of students in this program, not a sufficient amount of students are able to properly receive guidance during their time here.

For every single test in this program, the test questions do not reflect what the professor thought was a major concept in the class. Test reviews should be more transparent.

I greatly appreciate all the concern that Dr. XXXXXX shows our program. There's so many of us, but she tries to keep us all straight and help each one.

I would like to see more guidance to students. It would be great to see more one to one meetings with students

More guidance would be appreciated regarding tests.

More one-on-one guidance/mentoring

My mentor experience has been horrible - I spend all day everyday at a computer writing IRBs, looking for FOAs, applying for grants, etc. I feel like I'm doing my mentor's job instead of working in the lab and generating data. However, I hear from post docs and others that it's just part of the PhD experience - it's normal to despise your major professor.

One advisor for 180+ students for the medical science program is not adequate. Though Dr. XXXXXX has been a great resource and available via email or appointment most of the times I requested a meeting, I feel that having so many students to counsel/advise in their future careers is hindering to the student/mentor or advisor relationship. I don't feel that I have as close of a mentoring/advising relationship as I would like because I am only one out of so many.

Practice questions that reflect style of test. Or overarching principle for certain topic of study (ex. Application, impact on understanding connections between seemingly different details, an overall logic, or clear tie-in to function).

Professors have been very good about responding to emails.

Sometimes, Dr. XXXXXX is not very realistic as far as the possibility of Med Sci students being accepted into Medical School. She is a great lady though.

The one thing I would have liked to see was the "Plan B" workshop have been done a lot earlier. Since I didn't apply to medical school this previous cycle I am already looking for jobs, and unfortunately the workshop isn't till April which is kind of late for helpful job information.

The workshops in the beginning of school were nice.

This program needs a new mentor. I feel like they do not sincerely care about how the students perform. They make it so that there are numerous unnecessary hoops you need to jump through to just get simple work done. I had my house broken into during the semester right before an exam and they would not accept that as a reasonable excuse to take a make-up exam.

Too many students in med sci to have adequate guidance or counseling offered by professors.

GSBS-MS Academics - Section 1

Relevance of Curriculum

Quality of Teaching

A lot of the core curriculum for GSBS students is not geared toward forensic genetics students. FGEN should have their own core classes, separate from the rest of the GSBS, that is more applicable to the major.

Cut the medical science program to a lower size to better serve those in the program. Having more students than the faculty/resources can handle is not doing anyone any good.

First semester Health Disparities was a great course. I enjoyed learning about a subject I didn't know much about until it came time for the tests. Dr. XXXXXX did not have much input on what the tests were over, so many of the questions came down to the science the research or presenter presented, and had little to do with actual health disparities. So in the future maybe Dr. XXXXXX can actually write or pick the questions that are given.

I think in some cases the quality of teaching exceeds expectations. All of the teaching that I received from the Forensic Genetics professors has been above my expectations. I don't believe the curriculum in the core was completely relevant to a forensic genetics student. I think a lot of my time was wasted worrying about cramming large amounts of information into my brain to pass a test.

I understand that we will have foreign professors and I am fine with that. But, when the whole class including the people who sit in front do not understand, this hinders our ability to learn during lecture times. In addition it is frustrating when the language barrier of the professor inhibits the students to answer questions properly in a test. Furthermore, these professors seem to be arrogant and have refused to understand the communication failure.

Most of my professors have done a good job. Obviously there are always some that don't.

Please stop cutting information. If students find the course work hard, then follow more rigorous admission processes. I found the course work to be easier, more simple, and cover less information than my undergrad courses. These are not graduate school level courses. Frankly, I was disappointed. Very disappointed. The immunology course is so basic and watered down. Being the only immunology course offered, in no way does it prepare us for qualifying exams.

Professors clearly don't want to teach what they are teaching, for the most part. Also do not communicate with each other in the class or the curriculum so we waste our time learning the same things twice or more (see Clinical Research Ethics (waste of time) and Intro to Clinical Research (Fantastic Course)). Consolidate!!!

Professors need to get more on the same page

professors teach excellently

quality is sometimes disjointed because we have so many teachers teaching one subject.

Some of the core courses, like physiology seems to navigate very deeper into the subject, which might be useful only for students doing research in physiology labs

Some professors should work on their English speaking skills. I should not have to struggle understanding you as well as with learning the material. This is my only complaint.

Some professors were amazing, while some were not very good. Sometimes it was due to their communication skills (and an accent) or their teaching methods.

The forensic genetics coursework could perhaps use a little tweaking. The first semester lab could use more substance. For what we covered in that class, we could have met for half the amount of the scheduled time. I don't understand why hair analysis and anthropology were required courses and not electives. 2nd semester lab could maybe benefit from a 1hr/wk discussion or lecture to make sure we all understand the concepts/background

The quality of teaching varies a bit too widely, I don't have any extreme issue with it, but some professors are a bit lacking, it's frustrating to occasionally deal with a test that was written so poorly that it throws the whole class up in arms. / / The curriculum is much nicer than my original expectations; I say that with a small caveat regarding epidemiology. It was fascinatingly poor in its conception and execution. Probably the worst class I've ever been in, and I even earned an A!

There are some classes that are irrelevant, in my opinion. And they are scheduled at times that aren't as conducive to studying. I noticed that less and less people come to class as the year goes on but in my opinion if it was not at 8am then more would be more inclined to come. With that being said, I don't know the availability of the professors so if that is inconvenient for them, then that should take precedence.

There are some professors who do not want to teach, and it shows. These same professors do not answer e-mails when I have questions.

There is a disconnect with the faculty and the curriculum especially with the specialized classes are not well plans out.

Understandably, there is a focus on the disciplines primarily researched by the professors. This is beneficial in the sense that a student can become "experts" on specific topics, but is a dis-service when introduced to new jobs, in which topics not covered are the predominant jargon. It also seems that from talking with newer students, the Core has become a lot more simplified. This seems to be catering to an undergraduate level of thinking rather than a graduate.

Videos for anatomy are exceedingly helpful.

GSBS-MS Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Dr. XXXXXX and the other anatomy professor's listened to our comment on our evaluations and effectively improved the curriculum. She is the only professor that I know about that has done so.

From what I have heard this year, it seems that the course evaluations are being used in a logical and effective manner. Certain instructors whose forte is not teaching have been removed and I appreciate that.

How would we know if they were using the evaluations to improve? We never have the same professor week to week much less semester to semester.

I haven't seen evidence that instructor/course evaluations make any difference whatsoever.

I simply wouldn't know.

I think faculty totally ignores the evaluations. Things don't get fixed.

I think the course evaluations should be required so that everybody will have to give their input. Or at least extra credit should be given so that more students will be inclined to do them

It seems that there have been many changes to the Core over the last few years. I do know, however, that some professors do take these evaluations very seriously and do their best to change and cater to these requests, while others do not make this much effort.

It's hard to say if the evaluations are used to improve the curriculum since the class is already over when I complete them. Professors mention changes that are made as a result of the evaluations, so it sounds as though they are working...

Major issues with faculty are not addressed but improvements are attempted but largely ignored.

nothing. everything is great

Students may rush through evaluations, not leaving helpful comments for how teachers should improve. Either students select that everything is perfect, or completely insult a professor - neither of which is helpful for the faculty or following classes of students.

The evaluations in the Forensic Department do not seem to have much effect on change or improvement within the department.

the teachers get the evals at the end of the semester so they have no time to effectively utilize them. What i really liked was how Dr. XXXXXX would take her own evaluations at the end of a lecture or two and then we would talk about what we liked and what we didnt. the great thing was that she actually listened to us and we would see where she was making changes. she was able to better communicate and teach us because she was will to adapt.

GSBS-MS Academics - Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

class timings can be shifted from 8.00 to 8.30. It is hard for people who depend on public transport to reach school. Travelling from Dallas to fortworth by public transport requires us to leave home by 5.50am.

Everything is great

Graduate assistants are often times more helpful than the faculty.

Many in my class did not know how to spread out their schedules well due to being unfamiliar with the course offerings from year to year. Maybe a more in detail catalog explaining the frequency of courses offered would be beneficial and prevent classroom crowding?

More classes available would be nice.

Please offer an advanced immunology course. The core course has been designed for non-immunology students and therefore is not helpful. The clinical immunology course does not cover advanced immunology and is designed for med students. There is not an immunology course, designed for immunology students, to teach relevant topics, current information, or material beyond undergrad level.

Sometimes the administratives can be a bit rude and demeaning. In the past when this has been brought up they said they have a stressful life and don't mean to come off that way. So in a way, I get it. But we also have a stressful life and we are expected to keep composure.

The forensic genetics program itself seems to be considered the crap program of the GSBS, even though our scores are usually on the high end of the average for the class. Some scholarships and funding aren't available to us because we aren't "traditional" masters students and I don't think that is fair.

GSBS-MS Academics - Section 4

Quality of Guidance Provided by Major Professor / Mentor

Dr. XXXXXX was an amazing mentor and major professor

Dr. XXXXXX always willing and able to help out students. She really wants to see the students succeed.

Everything is good

Helpful when available. Tried to prepare me to the best of their ability.

I cannot even get my major professor to email me back. still yet to get him to sign the major professor papers.

My degree had to change due to lack of communication and guidance from my advisor and my major professor. I do not know what I am doing, there is little to no guidance on the website, and I need them to help. I almost feel like I was neglected on purpose. I will never encourage another student to pursue that area.

My PI never asks how I am doing. He seems more concerned with his grant writing than my well being in his lab. It is the most disappointing aspect of my entire educational experience here. I am a MS student, so I do not have time or money to switch labs now. I am very frustrated with this and the fact that I am teaching myself lab techniques.

Non-existent

Since we don't really begin our thesis project until 2nd year, it seemed like we chose our major professors very early. It would be nice to have a chance to complete a rotation or 2 in the first semester before we get matched up w/ a major prof.

There are too many students in the FGEN program and not enough faculty for an appropriate amount of guidance. The faculty are not at fault for this; there are just too many students.

GSBS-PhD Academics - Section 1

Relevance of Curriculum

Quality of Teaching

djust the core program to something that we can actually apply in research and not just straight memorization that will be gone after the exam. After all this is a graduate program, I would assume everybody enrolled is capable of memorizing information, interesting would be to have a more practical and research oriented program. Information we can obtain by ourselves depending on they major and when the necessity to understand some specific concept

Classes should focus on more research related topics. Solving problem with research experiments and/ interpreting results. Basic knowledge is very important however application is essential. Professors should make new questions to test. All students don't have friends with old test and therefore the curve is skewed to students with upper level friends with old test since the questions are recycled every other year or so.

Core classes in the second semester need to be assessed. Students who wish to enter the physiology department (myself included) do not have adequate knowledge of fundamental physiology coming into advanced courses. Perhaps allowing students intending to join this department should be allowed to forgo this class and take the med sci course (which is exceptional).

Core is excessive and due to requirement to take all classes under an umbrella program, the actual degree program courses and requirements get pushed back an extra year, which impedes the time in the lab.

For a specific course, it is better to have 3-4 professors to give us lectures. Too many professors teach the same course is not a good idea.

For Physiology- Overall I found the course to be well organized and taught. However, it seemed that the course was rushed and the instructors were not able to cover the material in a comprehensive manner due to the limit in time. That's unfortunate for any student wanting to go into physiology and also unfortunate for the instructors receiving theses students. I can understand the logic (that some may think) that physiology may not be as important for the "majority" of the students going into bi

Half the instructors were great, the other half not so much. Remove most of the core, but keep bichem and molec, revamped. Offer better physio and immuno. Cutting more inf each yr creates more holes--2 wk cv with current class and insufficientbackground = many struggle. Be consistent and fair with all grading, rubrics and less subjectivity. In general ask more application

and design exam questions. The current system rewards robots regurgitating, which is impressive enough but not creativity.

I am not sure if our curriculum is designed for making academic scientist or industry professional. While designing the entire course of PhD student this should be given priority. Just to point out, If we are going to be a academician, then there are several area for example we do not get any teaching experience as Teaching Assistant. On the other hand if curriculum is industry oriented then school should help get graduate student at least one industry internship in his entire PhD tenure.

I like the teachers, but the core doesn't really do much for the FGEN students. Some confusion on what "big picture" means for testing purposes.

Improve the overall quality of the core, or eliminate much of it. For a short period of time, there is not enough information to fully understand the concepts required for basic -- and there is always the assumption we will learn it in 2nd year coursework or personal labs. However, if we have a weak foundation with many holes, this will adversely affect the quality of our research without a solid theory background.

In second year, we shouldn't be teaching ourselves the basics. Someone needs to teach us the basics or give us direction before we advance into higher level thinking articles. Sometimes I feel like i'm paying the institution to teach myself.

Make the core curriculum have more options so students can pick classes they are interested in. This will also allow them to take classes in fields they may be interested in rotating in. It is difficult to do well in a class that you are not interested in or feel will not be relevant to your field of study.

More classes need to be available

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Second semester core classes within the GSBS seem completely irrelevant to those not pursuing advanced degrees in those subject areas (i.e. Immunology, physiology, pharmacology). As a result, there is less enthusiasm, poor attendance, increased apathy, and decreased exam scores.

Some of the core classes I feel are not related to my area of interest at all. Most of the professors where good but some were not.

The core is getting watered down with TBLs and DSS to the point that the new kids coming into the lab have no basic knowledge. The reason that was given to me for the lack of basic knowledge was that the students should focus on their research, which means "we are not trying to build well rounded doctors and researchers, but an army of technicians living and dying in a cell culture dish." Basic knowledge is a must for working relationships in science, and I feel the students are being cheated

The material provided in some of the courses is not challenging. As a result, I do not believe that it adequately provides students with the information and skills needed to excel in certain course work. (i.e. Immunology/Microbiology - the course is taught at a low undergraduate level.

Although the professors explain the material extremely well, the course does not seem to challenge the students)

too many instructors i cannot understand

Why have any kind of impressive science background if you have to retake all those classes when you get here? I've wasted a lot of time and money in classes that I've already taken. Someone who majored in interior design could come to this school and be fine since you start at freshman level biology. / / Secondly, Scientific Communications is a massive waste of time. If you are accepting students with such dismal science backgrounds that you need to tell them how to read scientific literature...

GSBS-PhD Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Faculty review each other

I feel that the questions on those evaluation don't really help us express how we liked the professor's teaching, because they are more about meeting the course objectives and not about how we enjoyed them.

I preferred the previous questionnaires to the current ones.

Instructor quality assessments should be peer based, probably not student based because of the lack of student knowledge on what is important to learn. Student based assessment is a popularity contest which will give a clue to the rapport with the students and charisma (which are needed qualities), but secondary faculty assessment by other faculty is needed to ensure the proper knowledge is passed down.

No one looks at the evaluations. They would be useful if they were taken seriously

Once again evaluation is based in straight memorization

Only know of Dr. XXXXXX using them effectively to improve.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Surveys seem sensible, not sure how they're put to use though.

The physiology course seems to get more dilute and overall dumbed down each year.

The surveys are fine, but I don't think a single instructor changes their curriculum from year to year based upon them.

There is no way to be particularly robust about the evaluations, and in the GSBS we do not see the professors in enough classes for the feedback to affect us.

GSBS-PhD Academics - Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

administrative support in GSBS office is slow and for the most part loses a lot of paperwork

Classes are hit or miss. You either get world class lecturers like Dr. XXXXXX or you get people that obviously don't want to be here like Dr. XXXXXX or people that can barely speak english, like Dr. XXXXXX or Dr. XXXXXX. I've had to teach myself a lot of material through Google and Wikipedia because there are a lot of gaps in the teaching here.

I have noticed that some department websites have not been updated or are just not clear or accurate. I am in the department of Cell Biology and Anatomy and there are classes listed that are no longer offered so it can be confusing figuring out which classes you are required to take when certain classes aren't available and haven't been for a while.

I have signed up for numerous classes that were dropped because I was the only one who signed up.

More classes need to be offered. Not enough electives to choose from. More graduate assistants should be used to practice teaching capabilities.

More options need to be made for teaching assistants

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

So far, so good.

Too few classes for the individual programs, primarily due to too few faculty in certain programs.

GSBS-PhD Academics - Section 4

Quality of Guidance Provided by Major Professor / Mentor

A lot of other people have problems with their mentor, but mine is great.

Awesome integrative physiology graduate advisor. Always there to help

could be more involved with students - meet regularly, have lab meetings

Hands off policy is expected. Sink or swim! /

Mentors need to be objective about how many projects they can handle at a given time. They take several students but are unable to focus on multiple ongoing projects in the lab. Also, some

professors seem to lose sight of the fact that the student is not a technician/lab manager and has to graduate at some point of time.

Mentors should also concentrate a little on getting their students to graduate and not just on their grants. Some mentors kill enthusiasm and creativity due to their constant complaining and mistrust.

More closer observation of the student's progress over time will be beneficial. discussing the research goal at the beginning of the second year will enable the student to plan his/her work better and complete the degree at a reasonable time.

most of the time I feel like I'm guiding myself

never there, no guidance at all

Nothing. My prospective mentor has been great. Presumably, this is a lab-specific issue.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

The normal experience of graduate school with "hands off". This is expected and I am not surprised, but at times or many of us it can be really frustrating if you're being set up to fail. If there was a choice between below or meets, I would select the middle.

SPH-MPH Academics - Section 1

Relevance of Curriculum

Quality of Teaching

Althogh there have been recent improvement in site visit for some environmental health courses, I suggest there are more practical and field work application classes for environmental health(for example risk assessment in toxicology) department promote learning experience in the class room

Coming from a large and well-known big-ten university, I was a little bit surprised at the quality of many of my professors this year; it seems that first year students (MPH) taking core classes are being taught what appears to be undergrad curriculum, with a twist. It is understandable that graduate school is more challenging, but the challenges should be in relevant ways; i.e. real life application of courses to public health issues vs. trickery to stratify grading.

Coming from a large undergrad university, I love now being on a small campus. Most professors are really engaged in their students learning and it makes me want to try harder in my classes when I know my professor cares.

Curriculum is not challenging enough; some assignments are time-consuming but not vigorous and seem more like tedious busy work than anything else. Faculty members often have other priorities that take away from their attention and devotion. Epidemiology courses need more

analysis courses like Dr. XXXXXX's Intro SAS, Surveillance and Dr. XXXXXX's Applied Data Analysis. Survey course with Dr. XXXXXX did not live up to what Dr. XXXXXX brought to the course; not at all.

Depending on the professor depends on the quality of teaching. For professors that are not full time, I find that they are usually not as interested in our class and are difficult to get ahold of. Whereas professors who are full time with the school are very helpful to the students and want to be there for them.

EMPLOY MORE INSTRUCTORS WHO CAN COMMUNICATE IN GOOD ENGLISH,EVEN IF THEY HAVE ACCENT,AT LEAST THEIR GRAMMER SHOULD BE PROPER.

Encourage core courses to include CPH exam material. More technical equipment is needed for some EOHS courses. Do not make field trips required.

Epidemiology Department needs more professors, and more elective classes!

Give students a break on statistical work

Group work is a major sticking point with me. I don't want my grade depending on someone else. If this were a workplace, many of the people I have had to work with would have been fired.

having trouble with professors not teaching according to a lesson plan. no lectures to take home and study from, and basing exams off of book required for class but never teaching from it in class.

I am in shock over the allowance of disruptive behaviors during class. From cell phones buzzing to side bar conversations during lecture, the lack of control a professor exhibits is complete disregard for students who are actually there to learn. While I recognize that this is also a reflection of the lack of professionalism within the student body, it is ultimately up to the professor to maintain control of this behavior while in his/her class.

I did not have a good experience with the quality of my core Epidemiology course or Health Behavior courses. THe Instructor of my Health Management and Policy Course often did not respond to student questions, nor did I ever see my final grade for the course.

I feel that since core classes are not an option, that, for example, epidemiology should not be taught as if we are all future epidemiologists. Memorizing formulas for exams wont help me, in real life an epidemiologist can use a program or look up formulas. Furthermore, as a nonepidemiologists,nobody will ever give me numbers and ask me to calculate relative risk or odds ratio. They will ask an epidemiologist. Knowing how to use given formulas and recognizing the info is enough for core classes.

I have enjoyed each class except HMAP 5300. The curriclm chosen by Mr. XXXXXX was not what I expected and I fear will not be helpful when taking the CPH exam.

I have had many, actually mostly exceptional educators at UNTHSC. There is so much changing in healthcare if would be useful if the librarians or another IT area helped keep everyone on the same page of the changes. Some professors did not know The Joint Commision was no longer JCAHO or that patient level clinical data was being publically

reported. These item are important to the areas of study at UNTHSC but no one person can keep up with all of this. Thank you

I have had some great professors and I have had some professors who were extremely under qualified. I definitely disagree with the hiring of teaching staff before they have their PhD. I think professors that have their PhD are more respected by students and have more experience than those who do not have their PhD.

I have little to compare the relevance of the curriculum to. / We are bleeding teachers and classes are becoming too large. I feel this is negatively affecting quality.

I have often felt like I was in high school rather than a graduate level program while at this institution. Expectations are too low, and with the high number of group projects it is completely possible for some people to graduate without the necessary skills for their future professions. Also, many classes seem to cover the same information from other classes, rather than building on what was learned. More methods are needed in the epidemiology classes, in particular chronic.

I think having professors go by the curriculum is very important. I have had some teachers who failed to go over every concept. Also, having teachers go to teaching workshops could be beneficial. Teachers being well rounded and knowing different teaching styles is very important.

I think students would learn more if they were taught by someone who either worked in the field and had real life experience to make the material more application ready OR who had earned the degree they are attempting to earn. / More variety is needed. Take a look at the courses other institutions offer.

I think that some of the faculty members can do a lot better with teaching.

I would like to have professors who actually want to teach. Not just because they have to.

I would like to see more classes with nutrition.

Increase opportunities for field experience.

Instruction should allow for more hands on and active learning assignments rather than just readings and exams. Exams and readings are necessary, but that is not the only way to assess if a student knows the information. Even though we are adults, we all have a variety of learning styles (auditory, visual, kinesthetic), but so often we're just taught from an auditory style and the information is not easily retained. It's good to have a variety of assignments and assessments to engage students.

It would be great if we had more instructors that could communicate well in English. It's okay to have accents, but at least proper grammar will help students understand the instructors better. Some of them really know the stuff but cannot communicate it well to the students.

Many professors in the school of public health are inappropriate and disrespectful. I make this as a blanket statement because it seems to transcend departmental classification. A BACH prof made a student cry and didn't care. An HMAP prof got into a shouting match with a student. Many play favorites. Profs in SPH with English as a 2nd language NEED to have people who

only speak English proofread their tests, and all profs in SPH need to use grammar and spellcheck in their emails/points/posts.

More class options should be added to BACH and more investments should be put in to global health.

more practical use of knowledge learn, make students use all of the knowledge in actual working environment, more classes needed

Most instructors go above and beyond to educate, shape, mold and assist us with big picture ideas and elements of this program. A couple instructors seem to lack receptiveness to their students' points of view and professional concerns. It's difficult to move on from the latter instructors.

need more outdoor activities

Not all professors are below expectations, but I would say the majority of classes have been a disappointment. I do not feel that I am getting my money's worth, and many professors do not teach at all. They rely on activities and youtube videos, or read straight from powerpoints for three hours. Other professors that actually teach have no idea how to control a classroom, so it is complete chaos.

One of my teachers does not hold a PhD or an MPH and lacks the ability to teach in a way that translates knowledge. Please only hire those who have a background in public health and can translate their knowledge to others.

Overall the teaching meets my expectations but some of the professors do not seem prepared for class and lack adequate credentials

Overall, I am very pleased with the quality of the professors, especially the fall semester core courses. Each of the professors were enthusiastic and committed to breaking down important concepts and also providing an explanation of the applied use. However, there are a few professors that may be unprepared to teach a 3 hour lecture and let us out early consistently. This feels like a waste of my time and effort since I have high expectations of my own preparation for class.

Some of the BACH professors seem like they are making stuff up as they go along or they are trying to overcompensate for something. I do not know how to change this expect to hire individuals that have experience teaching BACH classes before or that clearly have a passion to facilitate the minds of the next generation.

Some of the classes seem to be a repetition. For example, the introduction to Epidemiology, Intermediate Epidemiology and Chronic Diseases were all the same until mid semester. Why wouldn't these classes be combined and made into 2 classes into 3? The 45 to 48 hours required for completion of the MPH program seems to be stretched out because of repeated classes which only wastes time both on the students' as well as the faculty and staffs' part.

some of the instructors needs to teach the class in a more uniformed way

Some professors do not know what they are talking about.

Some professors have quite a hefty course-load and thus cannot dedicate necessary time to help students. Some of the curriculum testing is more focused on accreditation rather than actual knowledge-especially in my last semester.

Some professors need serious trainings. they do not communicate well and some are never willing to help but expect the best when they are far from being excellent.

some teachers have less experience in teaching or some not qualified to teach certain classes which leads to many arguments with students.

some teaching is more theoretical and not practical, we need to know how to use it in daily life.....

Standarization from the BACH department may not necessary measure the true student performance. Also, faculty being recruited to teach may need additional standarization to ensure higher quality of teaching

Teaching is not reading off a power point presentation. How do you expect students to apply infomration if all they are being told is to read the information. It is important to engage the students with practical examples, real life situation in solving problems.

The cirriculum is way too broad to expect to come out of the program an "expert". The foundation of public health needs to be taught; meaning terminology, the history of, and agencies of public health. There is too much emphasis on trying to get students to "think for themselves" and not enough on the basic knowledge of public health that a student should master. I am done with my coursework and don't feel like I know much more than most people do about public health.

The entire department of epidemiology in SPH has left except one professor.

The inability of so many faculty to communicate effectively in spoken standard English is a HUGE PROBLEM. I am astonished at HOW MANY faculty have trouble communicating in class. If UNTHSC cares at all about the quality of instruction...this MUST be addressed.

The number of professors should increase

The quality of teaching is fine, but I would like professors to make sure to provide rubrics for projects and papers ahead of time, not after we receive our grades for those projects.

THE SPH needs help when it comes to the quality of material instructors are teaching and also their level of competency and qualifications. I feel like the school is just desperate for faculty and just picking as they go and it reflects in the quality of teaching. The BACH department needs to evaluate their expectations and what they are delivering to students.

There are not many epi professors and Ive have more than one teacher that i do not think prepared me for the next level

There needs to be more academic encouragement from teachers.

very self-taught course, but I guess that's typical of graduate level work

Very Stressful

Why isn't there more emphasis on advocacy and policy? With all the policy changes to healthcare, I would think the SPH would create more courses that gave students an opportunity to learn about the political process and helped them to develop advocacy skills. I have had to find those learning experiences and opportunities on my own or make the most of the few offered through the school.

Would have wanted more electives in the MPH program. A couple of the courses I looked forward to taking was Nutrition and Bioterrorism but both were no longer available.

SPH-MPH Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

During my evaluation today, the instructor did NOT leave the room until I filled in the last bubble. She continued to talk to us, asked us for help filling out her form. Then she left and I was the last one writing, she said, "oh you are still writing, you must have a lot to say." The space to write was not nearly enough and she only gave us the last 10 minutes of class. BACH 5310

Evaluation does not seem to count. Nothing is done about it.

Evaluations should be mandatory

Faculty inform students that they receive the evaluations after the class, and it is common knowledge that if a professor brings in a lot of research money, the school is loathe to reprimand them.

Grading rubrics should be made available. / Relevant courses for today's challenges should be taught

I have been impressed with each professor, except XXXXXX.

I have not observed any evidence of specific improvements that have been made from the course or instructor evals that are required for each course. This seems like merely an obligatory measure that is taken for the benefit of the school to say they assess student satisfaction, but the effect of the evals are not evident or at least not made known to the students.

I heard the same complaints about the same professors last semester that I see happening in this semester. No improvement even after the evaluations were done. I would like professors that have consistent complaints to really listen. There will always be one or two students who complain about everything, but there are a few professors that need to take it seriously.

If students are giving teachers overwhelmingly bad evaluations, it is disappointing when that instructor doesn't change. I know this is graduate school and I am expected to adapt to different instructors, but if an instructor is bad, they are just bad. It isn't that the students are whining, its that the teacher is terrible. Students have to feel like those evaluations lead to real curriculum and instructor improvement.

Improvement from evaluations need to be provided to students

It seems like the school is very concerned with student's opinions (maybe too much!) and uses feedback to guide future practices. Although, I have not had a professor more than once.

It would be helpful to see if our input changes anything at the course level. I realize you can't give specifics but I know changes do occur.

Like to know if the teachers use the evaluations to improve the class or disregard the comments

Mr XXXXXX did a good job of integrating changes suggested by evaluations

One-on- One conversation with professors, would be more beneficial

Professors need to ensure class time in order to complete evaluations, otherwise a class is not adequately evaluated.

Some of the items in the evaluation were irrelevant.

The course and instructor evaluations really do not evaluate quality of teaching or quality of curriculum at all. Many questions ask you to compare the course to other courses you have taken at the school, which is clearly a bad measure since what other courses and how many other courses the respondent has taken are unknown.

The professors always rush us to complete the evaluations on the last day. These should be on line.

The quality and consistency of teaching needs to be improved. So far, my Environmental course is the best taught course of any I have taken so far. Too bad this isn't my primary area of interest.

The questions are so vague that I always have to write out my real suggestions. I do not know if the classes have changed due to my answers

There is no way to know if the evaluation have any affect since we never get to see the results of our evals.

There is not enough space to really explain anything, they are WAY too rushed by professors, and I've never noticed any improvement at all, or evidence that professors actually read them or care what they say.

There needs to be serious attention paid to the evaluations of many professors; although there are some quality professors at UNTHSC, there are many who are under-qualified, not culturally competent, and do not seem to have a genuine interest in helping students learn their respective disciplines.

There should be open communication between professors and students.

Those evaluations are bogus! I feel like the questions are based in a way that doesn't give an accurate description of the class experience.

SPH-MPH Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support
Availability of Classes

Administrative support is extremely efficient. The staff is friendly and organized and good at communicating with the students regarding registration and tuition. There is low availability of courses. I would like to see the school expand its availability of electives and make some available during the summer.

As a student there needs to be more opportunities and availability for research and TA experience.

BACH electives are few and far between

Class timings should be more flexible for working students .. The class timings are really awkward like from 12-3 pm . People can't work and study .. More evening classes should be offered . / I am suffering a lot due to this timing issue !!

Classes are not offered on a regular, frequent and flexible manner. As adults, we have to find a way to sustain life by working outside of the program. Some of us are solely responsible for taking care of a family. Therefore having classes offered only 1 time in a year in the middle of the day is not helpful at all because unlike high school kids, we are adults and not all of us can go to school full time with no source of income. The classes offered should fit the needs of an adult's life.

Electives and classes needs to be available every semester

For someone who went from working on campus with a flexible schedule to working full-time with a less than flexible schedule, I now see the struggles of the students who are working full-time during the day. It was impossible to graduate this semester and not miss work during the day at least one of the days. If classes cannot be in an online format, why don't we just video them and post it or model the way the EOHS GIS class is disseminated?

have more online classes to support work flexibiity

I am mostly an online student and as I progress in my program, I'm nervous about the availability of classes - could more online courses be made available?

I am rather disappointed in the course offerings. I am in the Professional Option, and I have had trouble getting my core classes done in the evenings/online. I think this will definitely improve as the online options expand, though.

I feel like I get everything I need from my administration but there are a lot of uncertainites when it comes to attempting to plan your next year or semester at the school. Again I know that that is somewhat due to faculty staffing issues but it's still a concern.Classes...I haven't been able to take 60% of the classes I feel would be needed for my career because they aren't offered anymore or they aren't available during all smesters.The summer schedule for SPH is, at best, under-whelming.

I graduated from a large institution and this is the only grad school I have attended so I might not have a right to say this but, I think the administration here is a little slow acting with certain things. I just think they could be more effective and efficient overall.

I need to take GIS next Spring please.

I think more electives should be offered online. Especially Epidemiology and Biostatistics

I think that some of the TA need to be better with their teaching skills. Some of them know the information very well, but they cannot teach it.

I would like to see more evening and online classes. I need to work full time to provide for myself. However, I am unable to due to having classes in the middle of the day.

I would like to see more online classes offered. I am a commuter and I really enjoy having the option to take online courses.

Increase availability

It would be nice to know about class availability prior to weeks before the semester starting. It's March 2013 and the 2013/2014 academic calendar isn't up yet. As an adult, I plan my life around class availability and would like more notice of class offerings. Also, problems have gone unresolved and emails often unanswered regarding class schedules, course transfers, etc.

limited on choice of classes, misguided on what is actually available to take versus what is available on the degree plan.

Maybe the electives with high demand be offered more frequently.

More "required" classes need to be offered more than just one time a year. It can disrupt our plans to graduate and future plans. Also online options should increase regarding required classes

More class times are needed, We are severly limited in schedual creation. /

More classes available online or in the evening

More elective options in EOHS. Very limited courses.

More evening and 9-12 options please....

More popular classes shoud be offered more often

Need to get more classes and the option of same class available at different times.

Need to have more choices in elective classes, eg environmental safety and hazards as that is the primary job concern for EOHS students

One of my teaching assistants graded all of our work including the midterm and final (which was weeks before finals week). Our instructor would give us one set of standards/expectations, but I feel he graded us harder than she would have. He expected us to use outside citations when

writing chapter summaries from our text, but she never mentioned this. We were held to this before a new rubric with these expectations were given. BACH 5310

Opportunities are very limited for Graduate Assistant position

some courses only taught once a year.

sometimes don't know who the TA is until the end of semester

Sometimes the availability of courses are not rocket high, also some courses are only offered in a Spring or Fall semester. I understand that courses need to be rotated but maybe offer them again in the summer for those who missed the opportunity or did not have the required prereqs to sign up for them.

SPH recently changed spring break schedule with no regard to current students, before you make changes, it might be important to get the opinions of the students in the program first.

Summer classes seem to be very limited in all disciplines. It makes it hard to keep a MPH degree on a 2 year timeline with classes not being appropriate for the degree outline.

Teaching Assistants do NOTHING. They are not helpful when you approach them with a problem, and half the time they have no idea what is going on in the class or what the professors want.

The availability for part-time, night time students was not that great. Did not receive enough guidance, if any, from administration.

The availability of classes are coming along slowly, but more needs to be done.

The classes advertised to be available for each department, especially the epidemiology department.

The diversity of classes are somewhat limited, something should be done about it.

The reason I gave class availabililtiy below average is becuase the summer courses are inadequate. We need online elective courses.

There are not many courses offered within BACH. Time and availability

There needs to be more outreach and accomodations for students that work full time. Recognize that some students are there to learn something completely new and need more and or different guidance than a traditional student. I expressed my concerns about night class availability and the practice experience when I started and my concerns proved legitimate when I had a hard time taking the classes I needed when I needed to take them. I was then forced to take biostatistics online and in 8 weeks.

There needs to be more overall organization on the administrative side of the School of Public Health; course offerings should be posted much earlier, there should always be a person available to answer questions and advisors should be seasoned veterans in their fields, as opposed to individuals who may have little to no experience working with students directly.

There were very few summer class options for MPH students and several available classes are on the exact same day, which would be a difficult day with 6 straight hours of lecture.

We have the best Admin Support Team ever. They are pleasant, kind, and patient. Thank you

We need more course streaming and better courses

We need more faculty in some departments and some classes need to be offered more frequently!

When I applied to the UNTHSC SOPH... I was told that the MPH professional option was available at night. That was absolutely untrue! If I had a less flexible job, I would not have been able to complete this program. As it is, I still don't know if the schedule has any disastrous schedule conflict waiting for me in the coming semesters.

When we have TA's teach a class, would like to have the assurance that professors approve of how/what's being taught prior to the class.

With the shrinking of faculty in many departments, the availability and frequency of non-required or elective classes is at best disappointing.

Would like the administration to communicate to the students more about changes in the SPH programs and why things are changing

Would suggest having more online and evening courses.

You need to get some more epidemiology faculty, for one thing. Many classes that I intended to take when I got here were not offered as they were supposed to be.

SPH-MPH Academics - Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
Comprehensive Evaluation

Advisors of students seeking MPH should properly advise all students to take 5300 core courses during their first year. As a student, I feel as if the class is at a wide public health knowledge range being that there are first semester and last semester students in the same 5300 course.

After a semester in the program you should be able to choose your advisor.

Even though we're encouraged to meet with certain people, they offer no help or real guidance.

I believe that the advisor for the BACH program needs to send an welcoming email to all the incoming students. I recently started this spring, and I did not receive that. Then, what I went to the advisor office, he proceeded to ask me "what am I here for" I did not like that at all because as my advisor, you are supposed to not only welcome me to the program, but also show some concern and advise me on what I need to do.

I feel that my advisor at least does a fine job.

I love the faculty and staff that I have had the opportunity to work with. They have been open and freely shared their knowledge with me whenever I needed them. It would be great to see more African American faculty, but overall I greatly appreciate every individual that has taken time to work with me and help me become the best public health professional I can become.

I prefer not to talk with my advisor because she makes me feel stupid. I would really like to have someone to discuss my future and options with.

I rarely felt that anyone took a personal interest in my success or took my concerns seriously. Having a mentor never even seemed to be an option. I felt mostly on my own throughout my masters program. That is a problem.

I was passed between two advisors. Neither advisor would return my emails or calls, and I went the first two years without having a degree plan on file. This was very disappointing. I felt very on my own.

I was pleasantly surprised by my meeting with my mentor who is a junior faculty and spent over an hour truly advising me in response to my questions about career paths and realistic goals for an MPH student. This faculty helped me plan my entire degree plan and combined my requirements with my interests to a perfect balance.

I would like to have a mentor, vary difficult to find, esp. in SPH

My advisor does not even know my name.

My program was new and it is evolving so being one of the first is challenging.

Some are very good and some very bad. Had my worst professor in my educational carrier in this school.

Students are discouraged from doing a thesis, and there are major roadblocks for those who press and attempt to initiate or complete thesis. This is unacceptable for the professional and academic standard of excellence that is said to be upheld at UNTHSC.

The advisors are not expected to take the journey with the students. However, being more experienced than the students they should atleast provide us with a map, a choice and the future consequences of that map. Its the student's responsibility to formulate a plan but most of us seem to be lost because we do not really know the exact map of our choices

The CPH exam is frustrating- waiting two months for results.

There are no mentors available, everyone is doing there own thing, little guidance and direction.

SPH-MPH Academics - Section 5

Practice Experience

Availability and choices for the types of internships should definitely be improved. Handing the responsibility of coordinating a required portion of the program to the student is neither effective nor practical. There should be at least one person for the school that coordinates between established internships, faculty/school representatives, and students. Leaving students to rely on their own ingenuity, especially foriegn students who have potential language and cultural barriers, is unbeneficia

XXXXXX does a great job, but could probably use some help

difficult to find on your own, been looking for over 6 months, Liason a little helpful but have already looked at the places and areas mentioned by liason.

Encourage students to persue it in their first year

Every semester students have to partake in a practice experience yet the majority of us are floundering when it comes to looking for positions. If the school had established partnerships and positions with organizations, local and around Texas, that would be a great help.

Have not completed practice experience yet.

HELP CONNECT STUDENTS TO GOOD SITES WHERE WE CAN BE WELL PREPARED FOR OUR CAREER.

I am a BACH concentration student. I was told that I have to take a consecutive coursework of classes before I can complete my practicum. Translation: the practicum should be done during the students 4th semester. What about those who want to get ahead and complete it during the summer? Or go international? This greatly limits the practicum experience. At a graduate level education, the student should be able to determine when they are ready to start the practicum experience.

I am a first year student and I haven't received any emails or notifications on practice experience. I think preparing students and educating them on what exactly is a practice experience what are the things we need to be preparing ourselves for before the time comes.

I had a great practice experience thanks to my taking action to find one. The career fair was helpful as well. There needs to be more guidance.

I haven't done my practice experience yet, but based on conversation with my advisor, I'm a little frustrated with the availability of global experience opportunities.

I think many students initially do not know where to go to find practice experience. It can be overwhelming at first. I think it would be beneficial if maybe a meeting on tuesday interlude was set up to help with ideas on how to find/where to start when approaching your practice experience. If there is something like this already in place, I did not know about it. So if this is done it should be marketed beter.

I was offered no assisstance in finding a practicum. The practicum coordinator only seems to check if I turn in all of my papers and not assist in finding a practicum.

I would like to see more guidance regarding practicums as to listings of available places.

It is a great opportunity for people who are new to the public health professional. However, I found it very difficult to meet the 200 hr commitment while working full time. As most practice experiences happen during regular business hours.

It would be great if the school can liaise with organizations to help students find very good practicum sites.

Little assistance to find practice experience, you must find one on your own, maybe few connections in the area, or the information is not readily available.

more information passed about finding places to do practice experience

My site supervisor was great. However, medical leave was an unavoidable interference and my academic advisor was very absent throughout the process. Very disappointing since I felt that was my only hope to really learn something that would be valuable to a future employer.

Need more assistance is needed prior to obtaining the practice experience and during the practice experience requirement.

No set out help in placing student for practicum. Need for more lectures to guide students going for internship.

Nobody checked in with my from the school regarding my practice experience. The presentation portion was cut down by an hour. All of this made me feel that I had wasted my time.

Not enough help or resources to get in contact for practice experience. I had to go through a lengthy process with little to no help to acquire a practice experience. I felt like the sponsor knew more about it than I did.

School could use more connections to practice experience sites; students are left to find their own often times

Students are not adequately helped to find practicum site. School has almost no ties with any institution. Also Fee for practicum seems unnecessary since we find our own site, its usually not paid for MPH students. Either school should provide options for practicum sites or else should not charge fees for it. /

Students need more assistance to find places to do their practicum.

The practice experience is poorly organized. My supervisor never received information from the school about what the expectations for her were. Also, though the school says they will help you find a placement, I have seen no evidence of this from the practice experience people. Several of the required files for the portfolio seem completely unrelated to any actual accomplishments (reflection paper). Having nearly completed mine, I'm still not sure what the school hoped I would get out of it.

There should be more options and opportunities from professors on campus who have projects that students can utilize for their experience, this would be very helpful to students who work full time or have other priorities they have to attend to during the day.

Until Dr. XXXXXX arrived many of us were left floundering without direction. / I feel we need more opportunities to have meet and greets with site directors or internship and practicum recruiters. /

We could use more connections to programs through our school.

We should be able to start the practice experience before program planning if possible

SPH-MHA Academics - Section 1

Relevance of Curriculum

Quality of Teaching

Being a student in the MHA program we need a little better business oriented curriculum. Many of the students have concerns about our education not being up to par compared to other students entering the job force. Finance is a class that is lacking in terms of quality of teaching. There is a lack of timely grading. None of us know how we are doing in the class and it is over half over.

have admins come sit in lectures. Our competencies are not being met

Health Administration program has NO business classes.. why is that?

I think more professors who are specialized in the various fields are needed. Also, we need professors who can teach what can be applied on the field (lectures seems too theoretical)

My biggest suggestion for all classes is to focus on more application. Use more case studies. Any class that I have used a case study in I feel like I have learned so much more. I talk to people who were business majors at Abilene Christian and they used case studies...there is no reason why grad students shouldn't be challenged to that extent. Also, we don't need 1 page note sheets to bring in for our tests. This is only in a few classes. We're in grad school!...If that's not ok, study harder!!

Need to have more focus on technical skills along with the leadership skills. After taking classes at another graduate school, they expect much more out of their students. Our students' work ethic and ability doesn't compare. If students start complaining, tell them to suck it up, its graduate school. More case studies and examples where we can apply our skills need to be utilized much more. We learn about things but we don't know how to use them. Get real professors, not researchers to teach

slow getting grades, meeting one day a week for three hours a week and then letting the class go one hour early every week.

some classes could be combined to not waste time.

SPH-MHA Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Didn't always see changes implemented by faculty. It was improving a little more recently.

evals seem to be of no use / no change occurs.

I do not feel that instructors take our feedback to make changes.

I do not feel that my faculty take the evaluations seriously

I think the evals are useful for sure...although my first semester we had mid semester evaluations and I actually felt like they made a difference, while my second semester we did not have mid semester evaluations, and I think in some classes a mid semester eval would have been useful.

Instructors hardly made an effort to change things we mentioned in the evaluations. I know administration uses these surveys and aligns them to a normal distribution of satisfaction in the students. You need to focus more on the outliers because those are the complaints/praises from people that care the most and want to be successful. Other students don't take the time and carefully answer the questions with useful feedback.

No one uses evaluations. I bet no one will even read this satisfaction survey. Waste of my time.

SPH-MHA Academics - Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

admins can come sit in lectures randomly or watch the recordings

I don't feel that graduate assistants should be able to grade papers/tests. My experience has shown that there are more problems by doing that than if the professor just did it. I know its time consuming but perhaps the classes should be limited to a certain number so we get a better quality of learning.

I love the administrative support that we have, however we need more MHA staff that can help us and add an element that seems to be missing. We need more people that we can go to for advice and guidance. The TCU class options are a great asset for our program.

More choice of classes/courses should be available in each semester

need more admin. in MHA program - Dr. XXXXXX is spread too thin.

The availability of classes has gotten a lot better.

SPH-MHA Academics - Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Comprehensive Evaluation

Advisor was not helpful. Advisor took a new job and then forgot responsibilities. School did not consider how this would affect students.

I have been shuffled between many different advisors over the years and never got much support or direction outside of the required times I had to meet to approve my degree plan. Dr. XXXXXX took that role after she arrived and she exceeded every expectation and was a huge support in every aspect of the program. I felt like I actually had support once she was at the program.

I would guess I haven't encountered this area in my academic career, as I don't really know what it is you are talking about...

The faculty we have are great. I think we could improve if we had more people to mentor the MHA students.

This is a continuation of curriculum section. Bringing in outside resources to teach classes like XXXXXX and other leaders in the seminar class is the best possible thing the school can do. We are getting first hand experience voiced to us which we can use immediately. Reading 5 articles a week about a subject doesn't make you understand it. I recommend a case study a week, a useful reading of textbook chapters, and technical requirements that are discussed in class and tested upon.

SPH-MHA Academics - Section 5

Internship

continued...Many students feel they have been cheated out of an education. Don't get me wrong, many professors love what they do and care about our success like Dr. XXXXXX, Dr. XXXXXX, and Dr. XXXXXX but others couldn't care less. And it is noticeable when they focus their curriculum around irrelevant material and fall asleep during our presentations. I've done a huge amount of reading/work outside of class to make up for the lack of teaching and experience of professors at this school.

Currently, I chose to reserve judgement because it's an ongoing process. I know Dr. XXXXXX has been very busy since taking over the CEO job, but unfortunately it was bad timing. Everyone was trying to get their internships and we don't know what to expect. Personally, I consider myself one of the top students. I've made great grades thus far, have a solid career path with goals in mind, and yet I find myself with limited options. In a metroplex, I would expect to have a wider variety.

Dr. XXXXXX is too overwhelmed in this area. Needs more help.

I think that the number and type of internships offered is continue to grow and expand and the programs network with hospitals is continuing to gain momentum. I am very impressed with the direction we are headed as a program.

Internship options are too limited. Encouraging students to find their own internship and enough time to do so would be better than relying on the director to place the students.

program advisor is not as available as I would like her to be. as a class, we can tell that her priorities have changed

Though I havent done internship yet but from my friends I have came to know that most internships for MHA program are difficult to get and are mostly unpaid.

SPH-DrPH Academics - Section 1

Relevance of Curriculum

Quality of Teaching

No comments

SPH-DrPH Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

This is a difficulty question to answer, typically if I rate an instructor negatively, I tend to not take another course from them, therefore I can not rate on if the evaluation was used effectively to improve the curriculum. And typically it is not the curriculum at fault, but the faculty.

SPH-DrPH Academics - Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

DrPH required coursework should be offered in the evenings, seeing how all DrPH students ought to be a working professional to be attending the school (or that is what Admissions is looking for in students).

NEED MORE ELECTIVE OPTIONS

SPH-DrPH Academics - Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
Comprehensive Evaluation

The DrPH degree requirement still lean towards a dissertation rather than a practice degree.
The requirements in the binder are repetitive and redundant.

SPH-DrPH Academics - Section 5

Doctoral Residency

We need to be matched with mentors prior to enrollment so that they can guide our efforts throughout the program.

SPH-PhD Academics - Section 1

Relevance of Curriculum
Quality of Teaching

Distinct lack of epidemiology instructors and courses. While it seems like things may be "getting better", it appears to be taking an unnecessarily long time. Recruit professors to teach classes now before the department disintegrates.

Some profs don't really teach you anything

SPH-PhD Academics - Section 2

Course and Instructor Evaluations - Adequate Measure of Quality
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Is there a penalty for bad instructor evaluations?

SPH-PhD Academics - Section 3

Program Teaching/Graduate Assistants
Administrative Support
Availability of Classes

Core classes should be offered every semester

Update the course listings to remove the missing epidemiology classes or find adjuncts.

SPH-PhD Academics - Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
Comprehensive Evaluation

Major professor doesn't seem to care about my progress, I feel like a stepchild having to chase after my mentor so I could get feedback

Online Testing

Don't make updated to blackboard during midterm/finals week or the first week of school

Dr. XXXXXX from BACH department cares for her students tremendously and was an excellent online instructor

had a problem with blackboard not saving test responses resulting in an assignment not properly submitted. there needs to be better training or response from online professors in them dealing with these issues. students are at the mercy of BB and the professor's ability to reset assignments if BB goes down.

Have a course for the professors BEFORE they are allowed to teach an online course. I have only had one professor for an online course who fully understood how to use blackboard as a professor.

Have online professor check emails on a daily basis because it is our only mode of communication.

I did not like the online courses, did not provide enough engaging and learning opportunities.

I had a bad experience with XXXXXX for HMAP there was bad communication and lack of accountability

I have loved my online courses this semester and last semester!!

I took Biostat 1 online course last semester and felt that total time allotted for course was less and there were many things to cover in short time.

I was not happy with my bios online prof, I happy with the amount of intersection with the eohs prof

I would appreciate prompt responses from professors regarding grading and feedback on assignments. Often times, we do not get grades back until this time of the semester for assignments that were turned in back in January.

I would suggest having the online classes over the entire semester bc it gives students more time to learn the material. Most of the online classes are core classes and it is very important to learn these concepts for the CPH exam.

Instructors need to be heavily trained on giving online courses. Quality of audio was not good. Instructors should be advised to record audio as if they are speaking to a lecture room rather than to a computer. Hard to follow and very monotonous.

Many glitches in the online courses. Playback of lectures had many errors.

My online instructor did not grade assignments in a timely fashion, which prompted me to seek her out to determine whether to drop the class. My final grade was posted late at night the night before grades were submitted to the registrar which made it difficult to discuss the grade with the instructor. I would hesitate to take another online class based on my experience with the class instructor.

My online instructor was not diligent in grading assignments and tests in a timely fashion. That left me unable to determine how I was doing in the class, so much so that I had to schedule a meeting with my instructor to discuss my status. She also didn't post the final class grades until late the night before the grades had to be sent to the Registrar. I didn't see my final grade until the next morning after it had been sent, which left me no opportunity to discuss it with her.

My professor was reluctant to provide the key to the test because she wanted to reuse the questions. I don't think this should be allowed.

Students know SPH is working hard to find faculty; but the students are really struggling with mentorship, direction, etc.

Technical support has been superb - very responsive, and faculty are fantastic and willing to offer personal assistance if needed. I've been very impressed!

The instructor (XXXXXX) has been great, but the Blackboard program has A LOT of technical issues. Sometimes I don't get e-mails that are sent from blackboard.

The only online course that I was able to take entailed logging on to a virtual classroom to be counted for attendance. I would suggest changing this to make it exclusively online where all work is done through online outlet.

The school should have student licenses available for SAS and SPSS. SAS enterprise DOES NOT get the job done.

There were lots of technical issues with the virtual chalkboard tools. This is of special importance for a math class. I'm not sure how to fix problems like that except to suggest NOT offering biostats online and abbreviated into 8 weeks.

Student Affairs

A sign indicating all of the services provided at the front of the Student Services office would be useful. I was a little lost in trying to find the registrar. Please ask Health Promotions to keep providing challenges and events! They are fantastic and remind me to be motivated in my own health even with a heavy courseload and other life responsibilities. I appreciate it. Hoping that I will be accepted into TCOM in the future, I look forward to the new recreation and fitness center!

Access to information, there are so many departments, but how do they collaborate, and how can they help me?

Again regarding availability of resources for practice experience and post-grad

All of the offices with which I have interacted have been extremely enthusiastic and willing to help.

allow professors to be present during exams proctored by the evaluation services. people with ESL difficulties sometimes need clarification

Almost all student affairs services cater toward the medical students and medical science students (not much to offer doctoral students, planning to pursue careers in academia).

Although student development believes they are helpful, I think they try to control the students in a way that makes them feel like middle school student counsel.

Anything I have no opinion on means that I have not really seen any activity by them or it is not relevant to me yet.

As an online student who does not live in Fort Worth, why I am I charged all the fees for on-campus students for services I cannot use PLUS an extra fee to take courses online!?

As students, we are required to purchase the prescribed school laptop with the reasoning of test taking. However, grades for examinations are not released for several days. I can understand this being the case if the professor had to grade the exams by hand, but they are auto-graded. Then, appointments in CAP to review a test--must be on campus to make an appointment AND must connect laptop to hard internet connection...and appointments are very limited and at what seems like random times.

CAP - for anatomy lab it would be beneficial to use the camera in the lab. Too many students on one cadaver

CAP and the testing services are way too intense about cheating. The PA program's exams take way too long to grade-- TCOM gets their grades back the day of their exam, which seems possible since it is an online test (or scantron). Is this a reflection of poorly written tests that require second review? If so, those mistakes should have been caught BEFORE we take the test. ***this is a problem for anatomy-- unacceptable how many bad questions there were that had to get thrown out. ***PROOFREAD

CAP didn't really help that much in my opinion. Their suggestions were helpful, but I didnt see much actual improvement in my academics. Maybe a more hands on approach and assignment of tutors for struggling students would have been helpful

CAP had private tutors last semester and refuses to give them this semester. I am sure that it is expensive to afford tutors, a better option would be to provide small group tutoring all year, instead of private tutoring one semester and large groups the next semester.

CAP has not been ideal. When I was struggling and needed help/wanted a tutor in the first semester of 1st year I was met with a critical attitude as to why I wanted a tutor. I understand the importance of independent learning, but typically when students are struggling/need help I do not think the purpose of the office is to question that. I expected support but was given limited tutoring and felt like I had to defend my need for tutoring. XXXXXX was quite helpful though when I met with he

cap needs to add program to improve international student oral english

CAP office failed us second semester. My guess is they used their budget up first semester and were screwed for the second semester. Really disappointed in how they turned everyone down for tutoring.

CAP provided excellent service for those in need of help including myself. The only thing I feel that makes it difficult is that they are teaching mentors specifically and do not understand much of the topics that are taught in the curriculum. So though they are able to help with test taking and study strategies, their ability to help understand the material lacks.

CAP spends a lot of time saying how available they are and willing to help but in 3 meetings with them I have acquired no real help and just basic, standard, unhelpful 'academic advice'. By that I mean that after studying education and teaching I know the routine that is easy to give to students for help and it is not truly helpful. I will also mention that after failing exams and telling them how bad I was at anatomy and needed assistance I was never given a tutor, even after asking for one.

Career services had that pointless meeting with the second years telling us how hard it is going to be to get into what we want to do after medical school. I was depressed for a week, and now wonder if I can get into what I want to now...

Career services makes an effort to be what everyone needs so I appreciate that. HOWEVER, a real job fair or residency fair for SPH would be excellent.

Career services needs to be more active, rather than passive, in helping students get jobs after graduating. The catalog doesn't match program descriptions in some areas.

Career Services should be more interactive/in touch with off-site students. It's hard for us to utilize some of the services they use because of the distance.

Catalog is hard to find for GSBS students on the website. Please provide an easy/quick link to it.

Easier access to counseling, if necessary. The one accommodation fits all disabilities is not ideal, but better than nothing.

evening events

FAC should have 24/7 access like at southwestern.

Fix the curriculum!

For Testing purposes we need a testing facility instead of our own laptops. The exam software hurts my computer and there are so many variables when testing. A testing lab would emulate boards more closely and lessen the amount of variables during examination.

For the amount students are paying for CAP and Testing services the majority of students get absolutely no benefit. administering tests should not be a cash cow for this institution but under the current layout it defintiely and innapropriately is.

Great development of all of the above.

great job

GREAT JOB!!!

Great!

I am not involved with many of these programs. I keep to myself when it comes to studying/learning.

I appreciate all the events that Health Promotions organizes, but they need to use a different medium, other than OrgSync, to get more students involved and participating.

I do wish testing services would allow us more time to review our exams.

I enjoy the health promotions that take place but i feel like a large amount of people are not aware of a large amount of the promotions. If an individual does check the daily news they will not find out about these things.

I feel like the students are always well fed and informed about what is going on around campus.

I feel that CAP over represents there services. When I needed a tutor in a specific class I was told there there were none and to just go to the regular teacher for assistance during the summer. I think if I could have had the individual attention it would have made a greater impact of my understanding of that subject. Additionally some of the LGT sessions were given by tutors who themselves did not have a strong grasp of the material and were not able to strongly answer questions before exam

I feel that the career services should be more encouraging to students who wish to go into a specialty, and help them obtain it.

I feel the international student services can do more to help the international students to integrate well into the new environment. Most international students have financial issues, on campus job opportunity is limited and highly competed for with nationals. Since international students are not permitted to work off- campus. I recommend that the ISS should help us in getting school jobs, so we meet with accommodation expense and other miscellaneous cost.

I felt like career advising was not beneficial when reviewing my personal statement or giving me career advice on which specialty to pursue.

I have been to many different colleges and have never worked with anyone that can even come close to how well the ancillary services are. Especially registrar and cap.

I have had copious amounts of trouble with the testing software utilized by testing services. It is very slow and consistently locks up for minutes at a time during exams. Furthermore, there have been many things out of that office that have been labeled "mandatory" that were either not consistently enforced from the beginning or changed mid semester. For example, course evaluations were not punishable by a "letter of conduct" until this semester. Furthermore, they are very disorganized.

i have never interacted with someone in student services/administrative services who was grouchy and/or unhelpful. they do a great job, are friendly and (appear) happy to help

I have no complaints or current suggestions

I have not benefited from a lot of these programs yet, but CAP was very helpful. I needed to change the address the school had on file for me and was disappointed the registrar did not seem to have an electronic form I could fill out, but it was not a major issue to fill it out by hand and walk it over to their office.

I have not complaints or suggestions.

I love the CAP counselors, but many times I feel advice would be much better if I got it from students who actually lived through the experience rather than just counseling experience.

I never seem to be able to attend the CAP classes because they are during my class times or when I am not on campus, I need to check to see if the sessions have been posted online yet (the videos).

I not satisfied with CAP because I do not think they do enough to provide adequate tutoring for students. Their solution is to have one tutor for a group 5-15 students during a student's lunch hour. I do not think this is the best option. For group tutoring, I don't think there should be more than 5 students. In addition, I would think they would offer more resources to those students on academic probation, yet they do not. Their response has been that they simply don't have enough tutors.

I particularly have spent more time in the CAP office and I truly appreciate all they do for students. From tutoring sessions, to academic guidance all the ladies in that office are very kind hearted just wanting the students to succeed.

I suggest that the 3 year course matrix be kept up to date. This document is crucial to my coursework planning and when there are constant errors or inaccuracies, this makes planning a bit more challenging and frustrating.

I think that the health promotions on campus are sorely lacking. We could do much more in many areas, such as promoting use of the stairs to curb the long waits at the elevators. To add

healthier food options on campus. / I dont feel that there are many opportunities lined up for me by the University. I feel the school could do a better job of finding job opportunites for us.

I visited CAP twice and did not find any of their advice useful. However, this was during first and second year, and I am currently in 4th.

I wish that Career Services had more events, lunches, etc. geared toward first-year TCOM students - the only things that I ever really hear about choosing a specialty, finding a residency, etc. is heresay from other students, and I never really know what to believe. If Career Services could have lunches every month, kind of like the CAP office does, that are focused on what we need to need to know for the future, that would be VERY helpful!

I would rather go to my department advisor/instructors than meet with CAP.

If I arrive for a cap appt 30 mins early because I got out of class early and there is no other students there yet, just let me review my test early! Also if I can't log on to the network from my laptop and I want to schedule and appointment just do it manually for me! Making me walk to be library in 30 degree weather is silly and annoying.

I'm not sure if this is where this feedback would be most useful--the academic calendar is NEVER updated with registration dates. It's also infuriating not to know when our breaks will be, or what the dates for the next semester will be. I had to plan my wedding this summer without any idea of when courses would be offered. And academic calendar should be available and up to date more than 2 months before a semester is set to begin.

I'm not sure if this office is responsible for this, but it would be nice if there was a location on campus where we could purchase T-shirts, hats, sweatshirts and other items with the schools logo/ department specific logos. If this exists already I have never seen it promoted. Periodically throughout the semster I have seen announcements for windowdecals/ mugs/ etc. for sale but there is no place on campus year-round where we can purchase these items. Its seems like it would be very profitable

Improve advising

It is very annoying to go through the hoops to look at a test I recently took. The measures needed to look at the test have kept me from even going. As a very busy student, it has discouraged me from going back to recent tests to see which questions I've missed. Make it better? Don't require an appointment.

It takes way too long to have MLM points and quizzes posted to SGR. Also, I think it's a disservice to only have primary care residencies and the Residency Fair. Yes, we are geared towards primary care, but a significant number of our students dont end up in primary care.

I've noticed LGTs are being reused from previous years. It's less relevant when the powerpoints are a year old, and it doesn't show much initiative on the tutors part.

XXXXXX and XXXXXX go above and beyond their job descriptions, great people, you seriously should pay them more.

Just my 2 cents: Although I am a student, I do in fact have teaching experience. It would be great if someone actually took my thoughts/concerns seriously.

KEEP FREE TUTORING! CAP

Last semester while processing my CPT, International Student Services informed me to take 9 credits while on full time CPT. After enrolling for all the classes I came to know that I dont have to be full time student while on full time CPT. For me it costed me extra money and time. Correct information would have helped me taking minimum credits to maintain student visa while doing my full time work on CPT.

little communication, no one works together

Lots of good communication flow via e-mail and other electronic avenues

Make them more well known to the campus?

More opportunities to learn about residency programs and specialties

More outreach to working students to help get them involved. I know there is a lot going on at the school because there is a tremendous amount of information put out every day, but I had very little time to even learn about these different areas.

More than anything, I think these departments need to publicize themselves more. I don't know where most of these departments are located nor what they do. I'm sure they are doing a great job with the services they provide, but they need somehow to make the student body more aware of their presence.

More visibility/availability with Residency Advisers and Rotation Advisers. I know rotations can be done outside of the UNTHSC system, but there is little information about how to setup rotations and what the benefits/disadvantages would be. Also, I was a little appalled by the number of TCOM students who originally didn't match this year. My understanding is that most of those have matched now, but I'm certain that lack of advising is a key reason for so many scrambles.

not so satisfied with the treatment at the student's clinic. Sometimes they would prescribe lifetime medication even without examinations or confirmatory tests.

Offer additional individual and Group tutoring through the CAP office or allow student seeking help to hire cap touts.

One of my letter writers tried to get his letter in through fax, email, and eventually in person, all the while they claimed not to have received it. After he made a half hour trip for me to the office, someone apparently found all the copies he'd sent various ways just by looking for around 2 minutes, why they hadn't done so before is a mystery to me.

Our website is hard to navigate with too many portals and dead ends. Information is buried in areas that are not intuitive to the end user

People in CAP really tried to discourage me from working to help support my family. They were largely negative and told me all about how I would fail if I did. Instead they encouraged me to irresponsibly take out student loans. I was able to work and still keep my grades very competitive. In my situation, CAP acted in a discouraging manner and overall had poor advice.

Please have the course listings available sooner. Most other institutions have schedules available a semester in advance. This semester, many people were waiting weeks for the summer schedule so they could plan trips around school.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Rather than continually expanding the number of programs at the health science center, I think it would be nice to invest in the existing programs to allow for electives such as those available at other schools.

XXXXXX needs to treat the students with more respect and think about the way he words emails

Regarding career services, the staff are friendly and very helpful and they greatly helped me work on my CV. However I feel that they weren't really sure what to tell medical science majors who didn't get in or didn't apply to medical school. I understand this program doesn't really provide any applicable career training, but some basic direction or base level medical job information would have been very helpful.

Seems hard to get attention unless you are failing. Not very practical.

Should students be allowed to leave the testing classroom unsupervised with PHONES on their person? It also seems to be the same people every test that need to leave for the bathroom or stretch. There should atleast be someone to monitor their activities or make sure they dont have phones in thei pockets.

Some of these I have only experienced during orientation or during workshops during the first couple weeks of school.

Some officers in some of this department do not have adequate information about issues and do not pass even the information they have across adequately.

Some personnel takes a long time to respond. The catalog should contain all information about the degree and classes that are easy to find

Staff in the registrar's office are rude, rude, rude.

Student affairs: career services: Can we by any mean have a sort of communication/connection/contract with any of the professional job agencies that will provide job availabilities/opportunities (industries, post docs etc) to students based on their CV. so we dont have to hunt for jobs in a directionless manner. its too costly if you hier it individually.

Student development could be improved on in areas of resumes, cover letters, interviewing skills.

Student Development does a great job!!

Test grades could be released faster since we are utilizing computer testing.

Testing and Eval. services (especially our proctoring group) did a wonderful job managing nearly 200 type A personalities during testing days.

Testing services staff and CAP has helped me so much this year!! I owe them a lot!!!

The CAP meeting after an exam that I did poorly on was not really helpful. They just asked why I did bad and if I knew how not to do bad in the future.

The CAP office and Testing Services makes reviewing a previous exam a complete pain. It should not be a "hassle" for a student to learn from their mistakes. The CAP office should allow more flexibility for exam review times (come and go, rather than strict appt times). Not being able to review an exam because you arrived 10 minutes early to your appt is absurd.

The FAC is great. The Student Clinic needs to be reviewed. Most students I speak to do not feel it's an adequate source of health care.

The idea of having second years tutor us with CAP is a good idea but whenever the second year's schedule picked up she did not have time to meet with me. We probably only met a total of four times and was often unprepared. I knew more than she did

The offerings from the career services left something to be desired. The career fairs had limited employers and the ability to help build connections with the workforce didn't seem to be there.

The testing is so complicated and takes this team of people to get a test done. We never start on time. They require our ID's b/c they don't know us like our professors do and it is obnoxious. I feel like they underestimate our capabilities by making us sit in assigned seating and show them our screens when we're done. I feel like I'm back in high school. I don't understand why it can't be conducted by our professors.

The testing ladies are always nice and always attentive - I definitely feel assured that it would be exceedingly hard to get away with cheating, and these ladies are always on top of everything and appear to have our best interests at heart!

The testing services always ran smoothly and grades were usually given back in an appropriate time. However, if one thing had to be improved, it would be the time the students have to wait from completion of exam to getting their grades back. Using scantrons should allow scores to be posted that same day or the next at worse.

The Testing services crew is lovely!! These ladies brighten your morning, even on test day.

The testing services ladies should have direct access to professor for class in case something goes wrong or there is clear mistake in test. They should be on hand or on call to resolve issues.

There are too many blind spots and dead ends on the UNTHSC web site and too many items that are old and not useful any longer. I know it will take a lot to clean it up but I think it would be worth the investment. I think UNTHSC needs a full-time person to keep the web site updated and current. Thank you

There were times in which students had to wait about a week to receive test grades.

They focus on TCOM more than any other school. Not seen as a resource for future endeavors in public health.

To meet with CAP, I have to meet with personnel first. I'm getting a B in a course and I come to CAP to scrape an A. This only wastes my time further.

Unsure.

UNTHSC catalog should be more user friendly and up to date

Very disappointed with the schedule of classes. It's impossible to look ahead at what courses will be offered and at what times.

We need a larger FAC to accomodate the amount of students and faculty. I know that is being built in the future, so I think it's already being handled.

we need more health promotion activities within our school.

When I was struggling at the begining of 1st year I was frustrated by CAP because to get a tutor I felt like I had to defend and explain why I needed a tutor instead of them trusting that I was new, struggling and was in severe need for/could majorly benefit from a helpful tutor. I understand they want to encourage individual learning, but when a new student is struggling it is frustrating to have to barter to get more hours/defend your claim to need a tutor for every single class.

Why is it so difficult to access information that should be in our student file? If I completed HIPPA training student affairs (or whichever deaprement) should keep track and be able to produce proof. If I completed CPR training, have passed a background check, ect and have turned it in to TCOM, then TCOM should be able to provide me with proof and a copy. Considering the amount of information we need to provide to participate in rotations I'm not sure why we don't have a system like already.

Wish i could get my writing back sooner, but it is a great service! / There are always problems with scantrons

Financial Aid

Additional scholarships

All of the above met my expectations.

As a 4th year, I wish we would have a large counseling session on our debt and options after medical school.

As always, more scholarships would be helpful for students. It would also be helpful if we found out if we are work study eligible when financial aid packets are distributed. Otherwise we don't know that we are eligible for that type of financial assistance unless we know that we are supposed to find out that we are work study eligible.

As an out of state student it would be really nice if there were more scholarship opportunities since out of state tuition is 2x that and more of in state. additionally, its a little hard to swallow that international students get to pay in state tuition compared to what i pay.

Because I am a dual student with the UNT Denton campus, I think the two campuses should collaborate more, in relation to projects. I also feel that UNTHSC and UNT do not fully understand how the other operates and this provides confusion for dual MPH/MS students.

Being an average intelligence white male, there are very little scholarship opportunities. From my experience, there are many more options for "minority" students.

Bottom line is that I'm a first generation college student paying for school all on my own and it seems like I can't get any scholarship money. I have spent many hours applying for them and have nothing to show for it.

Definitely would like more transparency about debt counseling, and scholarship availability can always be increased!

Due to the crushing debt that most students will take out, I would have expected an hour or two seminar on debt counseling at the beginning of the year/semester.

Everyone in Financial Aid has always been very helpful...especially XXXXXX (I think that's her name).

FA office seems to be very delayed in releasing information for upcoming year.

Financial aide was extremely helpful, always available and returned emails and phone called asap. I am more than happy with their service throughout my 3 years at UNTHSC.

give students more money

Give us more money please. It would be interesting to have some part time research available for the Med Sci students.

great job

Horrible! Got my loan almost 2 months after it was send to school

I am confused about the loan process overall.

I am not sure whether or not the scholarship opportunities are insufficient or if I was simply not selected for any of them. Either way we could always do with more of them.

I appreciate receiving emails about different available scholarship opportunities - keep that up.

I came in seeking debt counseling and all I was told was to go to some websites and Google to find out what information was out there regarding being a medical student and debt. I really didn't know what to say after that circumstance.

I did not make use of these services so have no opinion.

I didn't even know debt counseling was available! There are so many scholarships available to TCOM students, what about the rest of us?

I didn't even know we had debt counseling....

I didn't know there was debt counseling services. That could be advertised a little more!

I don't know how they could do any better. Thank you

I feel like my program gets passed over for grant money. This year I got my FAFSA in before February, and know people who turned theirs in way after I did and got grant money when I didn't even though we had the same need, or when I had even more according to my FAFSA results.

I feel there are a shortage of scholarships available to the DPT department.

I have been to many different colleges and have never worked with anyone that can even come close to how well the ancillary services are. Financial aid

I have had a delay in getting my loan refund twice and there are always corrections that are made. Better to get it right the first time. I went to get help on financial advice and wasn't satisfied with their help.

I have had a hard time getting scholarships. There should be academically based ones-- it's gotta mean something to be on the Dean's list. I should not be denied the underserved scholarship because I was a dependent a few years ago. I am on my own now and need help!!

I have met face-to-face with financial aid and left still confused about the way they disburse funding. I don't like that disbursements must be in thirds- we should just be able to take what we need when we need it, if we've been allocated federal loans. I don't want to get too much too soon, b/c then interest builds when I could have avoided it. But the way it's designed. The fin.aid office could support disbursements that are more tailored to the students' needs.

I know financial aid may send emails but I think it is easier if they have events or information sessions to come speak with classes to inform students. Even if they met with classes even to let them know more information or about information sessions they will have they would be beneficial

I know Medical Science isn't a traditional program but by the time I was accepted the scholarship deadline had passed. Possibly extend the deadline or offer a later scholarship.

I only listed below expectations on the access and availability because there is only one scholarship offered and loan information is not online. I had to go talk to someone in the office. When I did, she answered all my questions immediately and was extremely helpful! It just wasn't immediately accessible without a trip to the office.

I should probably utilize these resources more.

I still feel pretty lost in terms of finding out my financial aid information and how it works with loans

I think it is great that the PA program recently got the \$2 million grant for students, but the requirements of being "economically disadvantaged" are unfair. I've been on my own with school with undergrad and through PA school. My parents can't afford to help me and unfortunately we are poor, but not poor enough, as it always seems for these type of opportunities.

I think more scholarships should be made available.

I understand that most of students are facing problems financially. When it comes to Medical Science Program, which is one year program, the scholarship and grant are almost never existed. It would be nice to have financial supports to those who work really hard to put themselves in medical school. I wish we had more grant and scholarship options like medical students or even traditional graduate students.

I was not aware of any debt counseling.

I was shuffled between several departments for a simple issue. People seemed confused and disorganized. There are very few scholarships available for GSBS students.

I wish there were more options for the graduate programs. I am not originally from Texas, but I have been living here for 5 years. Unfortunately, there is still only 1 scholarship that I can apply for. Also, if there is debt counseling, I have not heard of it. I'm not sure that I need the counseling, but it is always nice to know that it is there.

I would like to see more scholarships be available. Also, I don't really know anything about loans and debt counseling other than what is provided on the UNTHSC website. Maybe I have missed it, but I would really like to see some seminars on this.

I would love to have a lunch presentation to discuss the debt accumulation I will aquire and how best to manage that.

If possible, have more scholarships available

Incerase the number and availability of Scholarships

increase availabilty to scholarship for programs other than TCOM

Increase number of scholarships

increase the number for scholarships /

It is difficult to talk to the financial aid office when they are prohibited from offering advice about private loan options etc.

It just seems that there are a lot fewer scholarship opportunities for PA students compared to the other programs. There are also many that are only available to Texas residents and not as many for out of state students, like myself.

it will be better if the tuition is waived off or reduced

It would be nice to have more scholarships for DPT students.

It would be nice to know how grants/scholarships are given so students can apply appropriately.
I haven't had ANY debt counseling.

Last year I went to the financial office and I could not find a single person that had a estimate of 2nd year expenses. They had the standard form available on the intranet but did not know how much I should budget for board prep, USMLE, etc.

Loan information should be made available to all students and more scholarships to School of Public and departmental(Concentrations) scholarship

make more scholarships available.

Med sci students are not eligible for scholarships and that doesn't make sense to me. UNTHSC should strive to support ALL their students.

meeting with financial officer should be mandatory. / More information on repayment programs and options should be available / More opportunity for scholarships should be made available.

More opportunities for scholarships.

More outreach to students!

More Physical therapy scholarships

More reminders on scholarships

More scholarship available for students without having to know somebody in the office.

More scholarship opportunities for PT students.

More scholarships always welcome

More scholarships for PTs would be great. Hours could be a little longer, if you have a long class you can miss them for the day.

More scholarships please!

More scholarships please! If money is not available for scholarships, they could offer money for projects or service work that students do throughout the semester on their own schedule.

more scholarships to DPT students

more scholarships! -advise of deadlines during the semester breaks

More scholarships!!

I am paying for my education.

Need more advice about loan repayment options. Only given a handout at the dessert ceremony.

need more scholarship for international students

need more scholarship opportunities!!! also, noone reached out to me for debt counseling, I had to specifically ask about it, but I think many students would benefit from debt counseling.

no REAL help with outside lenders, private loans, people are not concerned if student is able to stay in school or not

NO SCHOLARHIPS FOR SPH STUDENTS AVIALALBE

No scholarships for med-sci. You can only apply for them in the spring, which happens to be our last semester. Perhaps there should be an opportunity for med-sci scholarships.

Not a lot of scholarship availability for GSBS students. More scholarships for GSBS Students. There were more scholarships for TCOM students.

Not enough scholarships for GSBS (most are for TCOM students)

offer a bi-annual course in debt counceling and money management

Offer additional scholarships

On availability of scholarships, I had heard there was going to be a scholarship for medsci's in august 2012 but we never heard about it. The scholarships in spring 2013 were for people who were going to be going to tcom for 2013 but it doesn't help those of us in medsci pay for our medsci schooling.

overall no changes.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Plenty of scholarhips for TCOM, not very many for GSBS.

provide more scholarship opportunities /

Refunds this semester were delayed for a number of students--most of us aren't in a position to be told one thing and plan accordingly, and then have something else happen. If I hadn't had a contingency, I would have missed my rent payment because of the delay.

Scholarships opportunities and loan service should be made more available to international students. There are limited opportunities for scholarships for international students

Sharing more information about different scholarships available

Stipend amount is far lower than other universities, but we are lucky that Dr. XXXXXX supports the first two years of our "genteel poverty." At the same time, since funding is tight, most of us will be forced to work in labs that do not reflect our research interest.

TCOM has loads of scholarships, SPH has maybe 5 and GSBS and PA are even worse off.

The bottom line is that when I graduate I'm going to have between \$125,000 and \$150,000 of student loan debt (if you account for undergraduate loans too). I'm not sure there is any answer for this but any help would be appreciated.

The DPT department has very few scholarships. Most of them offered are only for TCOM students.

The first aid office is helpful, though I think it would be very helpful to approve non-degree students for other expenses on private student loans besides just tuition & books. My approved loan amount was not enough to cover all school related expenses. I had to pay out of pocket for parking, health insurance, additional books, etc in addition to gas money, living expenses, etc, that I had planned to fund with student loan money.

The focus at UNTHSC seems to be exclusively on loans. As a student that is working my way through school without debt, I think it is important to work harder to make that seem like a realistic goal.

The ladies in the financial aid office are pretty cranky ... just saying. / And of course, it would always be nice to have more scholarships. / I've never really heard anything about the availability for debt counseling...?

The majority of scholarships are aimed at TCOM students and it would be nice to see more scholarship opportunities for dedicated students of other programs.

The myHSC website is not the most user friendly. It is annoying to have to use the drop down menu, along with it changing to tabs at the top of the page on certain pages.

The myhsc website is very confusing to manage. So, it takes some serious thought and effort to find my financial aid information. I also wish there was more counseling on loans. I have never had loans before and I do not even know where to go for more information and guidance.

The opportunities for debt counseling are limited or we are not made aware of them.

The scholarship application closed before I received notification of acceptance from the university. I would suggest keeping the application open long enough for everyone to apply.

The scholarship application closes in March, yet most med sci students don't hear about their acceptance to the program until much later than that date. More efforts should be made to clarify that this is the case or push back the scholarship deadline.

The scholarship deadlines are so early so some people that are waiting on an acceptance will be unable to apply for them. Maybe allow these students the chance to up until June.

The website for financial aid seems like it need to be updated. It is not user friendly and hard to navigate.

There are more TCOM scholarship than any other program. Funding seems limited.

There are no scholarships as far as I am aware of, for the Medical Science degree.

There are no scholarships available for PA students.

There are NO scholarships available to DPT students.

There are not many scholarships available for Masters students; most are for PhD or International students

There are not many scholarships specific to the PA program. The 2 million dollar scholarship that was recently offered to PAs had strict guidelines requiring me to provide my parent's income information even though I am independent. Therefore, I did not qualify.

There can always be more scholarships especially PT student specific. PT alumni (which will take a few yrs) can start scholarship funds.

There is not a specific scholarship that PTs can apply for. The only one we have the ability to apply for is the general scholarship.

There is only one PA specific scholarship and the recently added scholarships for "disadvantaged" PA students do not apply to me. There needs to be more scholarships for the average PA student and not just one scholarship for a first year PA student. How about some scholarships for students in their clinical rotations to be used for travel expenses?

There needs to be more information provided about what scholarships are available and when the deadlines are.

There needs to be more scholarships available to DPT students.

There needs to be more scholarships for PA that are not solely for disadvantage students.

There should be scholarships available to MedSci students even though we are only here for a year.

There were no specific scholarships for physical therapy students even though we were told that the UNTHSC received \$25,000 in scholarship funds. I am highly disappointed with the lack of scholarships.

They are very slow to respond to emails. Especially when they are needed to fill out forms for external scholarships

They have great communication (Financial Aid)

They should really meet with every student to discuss budget and financial aid. Many students really do not know how to manage their money and are too embarrassed to admit that.

This staff is great with answering questions.

UNTHSC would benefit from having institutional scholarships offered through the university.

Very difficult to use the website and find information on scholarships and information, especially if you want to apply for a Perkins Loan. Staff is effective at e-mailing back, but when I had questions about my loans I had a lot of trouble getting a clear answer about what I needed to do.

Very efficient.

very few scholarships are based on academic merit. rather, most seem to be based on gender, race, and devotion to osteopathic medicine.

we need more scholarship opportunities for international students.

When I asked for financial aid and scholarship information, I was simply told there were none at all. I wasn't given any links or applications or places to look by the staff I spoke with.

When I spoke with the financial aid office they were not very kind and the website is not very user friendly.

When we are struggling financially, there are few people to assist us and way too few options. It causes an increased level of stress and leaves me feeling alone when I need help. Financial issues are very embarrassing- last semester I did not have enough money for the last two weeks of school (due to some unexpected circumstances), many of us cannot take independant loans (my situation) and i lived off change and gift cards until I received money from my relatives for the holidays.

While there are many scholarships available, there are not enough for the growing class sizes. Especially when the scholarships keep going to the same people that are usually recognized.

Why does every scholarship require either a GSA officer position or some large volunteer service hour requirement for the GSBS? What exactly do you think graduate students are supposed to do? Have tons of free time for service hours and club officer work?

Wow, I got bad information and no help from the financial aid office. I received less money than I was told I would and I was charged more than I was told I would be. I called them to confirm things multiple times and when I could finally get someone I never got a straight answer. Things always had to go through some mysterious "boss". Finally when my wife had her hours cut and then lost her job they refused to help me get more loans. I have a fin aid friend at TCU who said they should have.

Other Institutional Services and Offices

A better job has been done about raising awareness among the local community that we exist, but most people in Fort Worth have still not heard of us. Keep doing the marketing, and hopefully that will change.

Alumni affairs gave great gifts

Bring it on campus

Charged more than told I would, cost of attendance sheet was wrong, they noticed it was wrong, it was published anyways. When I showed her the problems she just said, "yeah I told them it was wrong but they published it like that anyways" REALLY PEOPLE? I quit my job thinking I could pay for this! After getting less money in loans, more in fees and insurance and then my wife losing her job. I had to go to my parents for money. PATHETIC is how I describe the admin of this school.

Communication between student workers' department and human resource services need to be strengthen

Do not have much interaction with these departments.

For international students, sometimes we are confused about our payoff information and cannot get respond from Human Resource Services. I suggest that Human Resources Services should keep closer correlation to payroll office in Denton.

Get loan refunds faster. I went into credit card debt because it was late.

great job

I am unfamiliar with the above information. I am in the first DPT class, so I am not sure of any alumni affiars at this time.

I completed my masters here first, now that I'm doing my phd alumni affairs calls me all the time soliciting donations. I have to tell them twice a year that I'm still a student and they can't seem to take me off the list. It's really really really annoying considering I have no money and I need donations for myself. And then they say well maybe you can just donate a dollar. SERIOUSLY!!! Makes me never want to donate even if I do get a real job after this.

I find the human resources/bsc very difficult to work with, like when I have an issue or questions I am often bothering them.

I had an issue with a late registration charge that was posted on my account due to action taken by the Registrar's Office. After talking with someone in the financial office several times to get the charge removed (to no avail), the Registrar's office figured out a way to get it off my account. Those in the financial office should be more proactive in solving student problems.

I have been to many different colleges and have never worked with anyone that can even come close to how wel the ancillary services are. Student financials

i have never interacted with somone in student services/administrative services who was grouchy and/or unhelpful. they do a great job, are friendly and (appear) happy to help

I have no opinion on Alumni affairs because I probably wont take part in it when I graduate.

I have not had experience with any of these groups.

I have nothing to add here.

I know HR people are trying to help when I have a question and I thank them for their patience, but we probably need more younger people there...I remember going there to get my visa

copied for about 3 times for updating my part time job here in campus- which made me thought it was probably just because they lost the copy 3 times??

I love that every student gets to be part of the alumni association without cost. It is encouraging.

I suggest the student financials office e-mail a reminder of account balances being due about 4-7 days ahead of the deadline as opposed to the day before.

I think that the name UNTSHC TCOM is so complicated that no one know who we are any more. TCOM had name recognition, but now we are lost in the crazy long institution name. The is the trend accross the country to make it the big instiution then all the smaller parts, but in reality TCOM is the heart of this insiution.

I thought these resources were resource flu.

I wasn't even aware that an Alumni Affairs office existed. I think our Alumni network is important for establishing our "brand" going forward, and we must work to build it. Give us more information on what Alumni Affairs even does, for starters. If there are any kind of alumni networking events, I think there would be numerous students interested.

If Human Resources is in charge of students jobs on campus, I feel like they don't make it very clear what jobs are available and how we find out. When I asked at the beginning of the year, I was basically told, "Look online or inquire in person." I wanted to work at the library, but they don't hire based on federal work study (they may not take students at all....).

My one dealing with the Student Financial Office was in regard to a late registration fee placed on my account, due to action by the Registrar's Office. I went by the Financial Office several times to resolve the issue, but was unable to get it permanently resolved until someone in the Registrar's Office came up with a creative solution.

Need more alumni events.

Not sure these offices have anything to do with me.

One word: consolidate. It is too confusing having the daily news, Orgsync, student newsletter, etc. Why should a student, whose time is so limited, have to be responsible for checking several news/media sources just to stay involved with what is going on.

Overall, more interaction with the community would be great.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

Regarding Alumni Affairs, I assume that comments regarding Alumni donations would go under this department. I have received a phone call every semester for 5 semesters in a row asking if I want to make a donation. For 5 semesters in a row, I have told them that I'm still currently a student and to please take me off the list. Obviously this has not happened, and I don't know why they can't get this right five times in a row. Please inquire.

the daily news format needs to be changed to be more reader friendly.

The marketing and communications seems excessive. The daily news would seem to better serve the community as the weekly news, as most items are redundant on a day-to-day basis. In addition, despite the daily news and student development newsletters, there are still a ton of emails coming from GSA. Just excessive communication - makes it impossible to filter or pay close attention to any of them.

There are numerous instances when I say "I'm from UNTHSC, the medical school on Bryant Irvine and Montgomery" only to hear "you mean Denton?" or "i didn't know we had a medical school". For a place as small as fort worth, that was surprising. So marketing would be great.

There needs to be a way to opt out of emails from non-academic offices. Also, a separate list for people off-campus. 75% of the emails I receive from school do not apply to me, and I have no way to correct the problem.

When proofing my poster for RAD I noticed that there were some formatting differences. The explanation given to me was, "We are graphic designers and we like MAC, so there might be some non-compatible formatting." Instructions for RAD say to make it using PPT (microsoft), stubbornness means that my poster is not the way I want it and I have to live with that and pay lots of money. Why cant they just use PC and avoid formatting issues? Because, there would be no need for a designer to fix them

Why can nothing with financials be done online? Only major university I know of that does things only through a cashier window. Inefficient. There should be online payment available.

Founders' Activity Center

A bigger cardio room with more ellipticals available. It is very cramped and gets very hot in the room. Also it would be great to have a pool and indoor track.

A bigger facility is sometimes needed for instance during break hours the facility is extremely full.

a pool or a track

Add more Zumba or hip hop classes!

Additional squat/deadlift platforms would be excellent, as would adding dividers in the mens' shower room. I'm not sure why there are still open public male showers in a school gym in 2013.

Although I have not been to the FAC since I have been on clinical rotations, the space, machines and hours were perfect for me personally.

Awesome new equipment!

Because we have more free time on the weekends I would like to see more hours on the weekend. Spin classes would also be nice.

Better free weight equipment compared to the first couple of years I came to this school.

Build a better fitness center that has better flow and more equipment.

Build the new facility. More equipment. Longer hours. This is a HEALTH campus we should advocate health and healthy students. The gym must be improved.

Can become crowded. A bigger facility would be more desirable. Indoor basketball courts would be awesome!!

Can we have a true workout facility? It would be a better set up for the students and staff there.

Cardio equipment is squeaky. Would like it to be open later at night. Need more classes.
Would like volleyball intramurals

could use a captains chair for weighted dips

Could use better equipment and more.

Dedicated dip bar is needed. Hammer Strength machines would be a huge improvement. Trap bar (hex barbell) and real kettlebells would be a great addition to the gym and allow the trainers to improve their programs drastically!

Equipment is okay, space is small, intramurals are poorly organized. We as students do all the work for intramurals. There seems to be a lot of people "working" but not much getting done

Extend hours of operation at least twice a week, preferably on Saturday and Sunday - allowing only students/employees with card access into the facility.

Extended hours if it would be financially wise to do so.

Extending weekend hours to those of the rest of the week. Sunday is especially lacking.

FAC should stay open later at night. Also, more benches and squat racks would be nice. The punching bags are the best, don't get rid of them!

Fitness classes are easy to attend and effective.

Fitness classes are primarily offered during lunch, which is inconvenient for students with all-day classes. Please offer more classes during the evening/after normal business hours.

Fitness classes are typically offered during business hours, which is inconvenient for class schedule. Zumba is only offered once weekly, would love to see it offered at 7 a.m. or after classes are done for the day. Night workout classes would be AMAZING!!

For a health science center I expect more emphasis to be placed on the FAC. There have been improvements in the last two years, but it's still below my expectations. There should be more space to exercise, more variety of equipment, more classes available, MORE PARKING available, and locker rental should be cheaper

Good stuff. Hope they keep adding equipment. Could use more parking too unless I missed a bigger lot or something.

Great games and activities. Just wish they would be over the course of two days. It always seems like the contests are on days that don't fit my schedule!

have student discounts for 24 fitness or la fitness because everyone is charged for the FAC and so many people hate the facility it seems unfair to charge everyone

Hoping for a larger space with more incoming students.

Hours are not conducive with the hours kept by graduate students. Should be expanded to increase access.

Hours of operation on Saturdays can be extended till 6:00pm. Swimming pool, if provided would be of great use to students

I am very happy that the FAC has a punching bag.

I appreciate the pumping/breastfeeding room

I believe we have great equipment in the FAC, but just need more room with more equipment.

I feel like maybe the school should look into having a 24 hour gym membership. I personally like to work out at night and the operating hours are really short on the weekends. / I think there needs to be more parking for the FAC. I work out a lot and there has been numerous times that I was stuck on the sloped parking due to that being the only parking spot open for FAC members. I also hear that there are plans for a new fitness center so I believe many of these problems will be fixed with it.

I hate to dog on the FAC because I am grateful for a gym on campus and it has served me well however it is definitely time for an upgrade I'll be glad when the new gym is built.

I know that there will be a new exercise facility in the future, just wish that it was here sooner so that I would be around to use it. In the mean time I would like for there to be newer treadmills and ellipticals that have a moving upper body component.

I know the facility is small, but there aren't many cardio machines especially elliptical machines.

I know you are working on building a bigger place, but even a small pool and rock wall would increase the value of the FAC so much. Also, more classes like Yoga and Tai Chi and dance classes. Also if it was open from 5-12 that would be much more conducive to my schedule. You don't even have to have people on staff, just make it entry by card only and have live video security

I love the fitness classes! I did the Cowtown training with XXXXXX and I'm in XXXXXX boot camp now. I respond really well with being "forced" to exercise. Not that I don't have enthusiasm for it, but that it makes it easier to schedule it in my planner when there's a group activity going on, compared to when it's just me and I can blow it off.

I miss having a basketball goal indoors, but I understand it is not feasible to do at this moment. The FAC has utilized the area where the goal used to be very well.

I only use the cardio. the room is small and when full, stuffy. It is also strange that the new equipment doesn't work as well as the old. It would be fantastic to see the building torn down so as to build a true rec center.

I prefer group exercise classes and the offerings were limited and usually scheduled at times when I was unable to attend because I was in class.

I suggest adding more fitness classes. The facility has improved but there are still improvements that need to be made including more exercise equipment like bands, kettlebells, a stairmaster, jump ropes.

I teach Zumba at the FAC and I feel like a lot of people don't know about the classes available at the FAC. The reason that I don't really take classes at the FAC is because the availability is pretty low. There are only a few classes and I wish there were a few more.

I think a new athletic center should be a priority for a school that includes a physical therapy program. Our gym has a great staff and works well with what they have, but for the size of the school the facilities are just not good enough.

I think it will be nice to replace some of the old equipments at the FAC and the building is really old as well! It will also be nice if the FAC has ice packs readily available in case of injury.

I think the FAC does a great job, though I would like to see them open longer hours on the weekends. /

I think the gym staff do a fantastic job with the space and the resources they have. I'm sure everyone would love new facilities, but they do a great job!

I was very disappointed to have the indoor basketball court removed

I wish it was open a little later on Sunday but that's just being picky.

I wish it was opened past 5 p.m. on the weekends.

I wish the hours were longer through the week and on the weekdays. A lot of students like to work out at night and therefore the FAC is not an option for them.

I wish there was some way we could get extended hours. Being in class all day or lab, sometimes the only time to get a chance to workout is later at night. Overall I like the FAC.

I wish there were more classes and a larger variety of classes.

I wish there were more group excersize classes

I wish they were open later and longer on the weekends

I wish we could have 24 hour admittance hours are just not early enough to be able to work out.

I would like extended hours of the founder's activity center.

I would appreciate more fitness classes. The ones during lunch are very inconvenient. The ones in the afternoon are only given at one time which frequently conflicts with class activities. Having diverse times would allow for more participation.

I would appreciate more hours of operation as they are usually during the time I allot for studying and I prefer to work out at night. Until eleven would be a GREAT time. I would also like to see greater variety of classes and especially class times. I know the new fitness center is being planned and look forward to seeing the final product.

I would like if the Center was open later.

I would like some additional equipment such as a stair machine. I would also like more of a variety of classes and maybe more space to do them.

I would like spin classes.

I would like the FAC to be open for late hours including Friday-Sun until 11 pm or at least past 8 pm. I would like to see more elliptical and treadmill machines. Need 2 water fountains in at least every exercise area because currently there's only one fountain and it's in Cardio room so students have to walk over there to drink water means no immediate access in case needed.

I would like the gym to be open more on the weekends and to have more times with fitness classes.

I would like to have an indoor basketball court, more treadmills and weights, and possibly an indoor pool. Also, intramurals would be nice.

I would like to see a few more fitness classes, more zumba in general, with longer times. 30-45 min is not enough of a work out.

I would like to see extended hours of operation

I would like to see extended weekend hours and more fitness classes in the evening.

I would like to see more fitness classes offered at times other than in the middle of the day-most if the time I am in class during those times. I would also just like to see more types of classes offered. The university just really needs to build a gym. They are making do with what they have but it's a little too cramped especially if you are taking a fitness class that back room can only hold about 10 people comfortably moving around. I enjoy the staff though.

I would like to see weekend hours be extended.

I would love more hours. I understand the limited space but the small punching bag against the wall needs to be moved! It is very very annoying.

Increase the size and number of machines in the FAC. At peak hours it becomes too busy to have a proper workout.

Increase the size of the FAC and variety of equipment.

install a rock climbing facility/training equipment

It is clear the FAC could be improved, but for the space they have been given I think the FAC meets all my needs. I really enjoy the fitness classes, and the instructors are great. Yes the classroom could be bigger and the cardio room seems a little dark at times, but it is convient for me to work out on campus so I am appreciative of the FAC.

It is nice to have a free work-out facility on campus, but it needs some restructuring. We really need a bigger cardio room with more treadmills and ellipticals. It gets very hot in there because it is such a small room. It would also be really nice to have a pool, an indoor track, raquetball and tennis courts.

It is time for a new gym. Not only do we pay a lot of money, we need a place to stay healthy. It would be a great recruiting point for the university as well. I lead tours on campus and many students are turned off by the gym facility.

It should be open longer. As students, we have crazy and varied schedules and it's important to stay active. The gym should accomadate this lifestyle by being open more. I realize that means you would have to find more workers to man the front desk. But I guarantee you could fill that position.

It would be great to have more equipment and more space, but overall the FAC is a great place to work out.

It would be helpful to have more weekend hours and an earlier start time.

It would be nice if the FAC was open longer hours and at some point in the future was expanded. During busy times of the day it is very hard to find free equipment to use.

It would be nice to have larger locker rooms.

It would be nice to have more variety and equipment that is available for use.

It's great, don't change a thing.

I've heard how bad it was last year, so I greatly appreciate the upgrades in equipment! /

Keep equipment up to date and monitor availability of certain machines

Longer hours at night would be nice. Also, the basketball court outside is a bit janky.

Longer hours on Sunday would be nice (open in the morning).

Men's locker room can use newer lockers and showers.

More advertisements on events going on - emails.

More afternoon classes

more classes that are offered, not just for staff but for students, consider their class schedules

More equipment, but still good

More fitness classes

More free weights / increase number of benches, squat racks / a captains chair that allows weighted dips

more hours

more room to do cardio. It would be great if there were more crosstrainers and if some stair masters were placed in there as well. ALso, more AC would be safer. Thank you.

More space in the FAC

More students need to go to the FAC. It is unacceptable to be obese and teaching patients (and students) about health if you are unable to take your own advice. This just makes you a hypocrite. This is a bad reflection of the institution.

More Yoga evening classes.

My only suggestion is that on Saturdays the FAC should remain open until 8pm rather than 5pm.

Need a new building, it is falling apart; need new equipment

Need a new gym with an indoor basketball court.

Need better fitness classes. Been really disappointed with the evening courses they offer. Yoga would be great in the evenings, not just during the lunch period. Most TCOM students are too busy during lunch to attend those courses. Running group was great. Looking forward to doing that again with XXXXX

Needs an updated facility. Indoor basketball court.

Needs to be open later with more fitness classes.

Newer equipment. New facility would be nice.

not enough classes offered to students, please consider students classes in ALL programs

Numbers of hours of center should be increased especially Saturday and Sunday, so students can come there and have work-out especially late evening.

Of course we need more space and more equipment. There is one bench press to serve the entire student body. There should be no less than two benches. My junior high school had more equipment. Also, if weekend hours could be extendend from 5 pm to 7 p.m. that would allow for more work out time. Students often have more time to workout on weekends than during the weekday.

offer more group classes that are available at more times throughout the day. They cancelled the one class I really liked, PiYo and replaced it with a worse one. They also need some more cardio machines since they can fill up quickly. More classes would be best though.

open later

Outdated. Needs better hours especially on the weekends. Classes are adequate but are only offered at inconvenient times.

Overall, I am satisfied with the facility.

Personal training from XXXXXX is great and affordable

Please find a way to bring back the morning bootcamp class. I really enjoyed it!!

Power rack and bumper plates are awesome.

Reinstall the basketball court. I stopped attending since I couldn't shoot baskets in the gym anymore.

XXXXXX is the best instructor I ever had.

small

Thank you for the renovated gym. The addition of the new equipment and removal of the half size basketball court was a great decision!

The building is a little small and the spread is little tight. We need more equipment though.

the center is not necessarily lacking but its just too small and outdated for a campus of our size.

The equipment is definitely the minimum.

The FAC is an alright resource. It is in need of more space for more ellipticals and treadmills. The weight area is it's strength.

The FAC is very small and considering our core purpose is increasing the health of our patients, there should be a lot more emphasis on our personal health as well which begins with fitness. Having a larger, newer facility would increase awareness and encourage more students to use the facilities provided.

The FAC should provide both morning and evening bootcamp.

the FAC would benefit from better air flow and replacing some equipment

The facility is obviously being replaced but there should be some improvements for current students. New starmasters (the big ones that are like a revolving staircase) would be awesome. It should be open later and it would be great if the air conditioning was better, it gets way too hot in there and makes it difficult to workout.

The facility is small and some equipment is lacking, or there just isn't enough for the amount of patrons.

The facility is very much in need of a new building. This building may have been suitable for a small medical program but for the amount of students now coming through here, it needs a new facility. The most immediate issue is the parking difficulties

The gym needs to be open more on Sun in particular, but across the board would be nice. Student's should have 24/7 access if they sign a safety waiver form. There doesn't need to be an attendant playing computer game and surfing the internet at the front desk at all times. The janitors needs to stop occupying the locker rooms before closing hours, it cuts operating hours by an additional 30 minutes at the end of the day. Less money on fitness classes, more on hours of operation.

The gym should be open for longer periods during the weekends, earlier in the morning is preferred.

The gym was convenient and allowed me to continue my workout regimen with appropriate equipment. However, A MAJOR CONCERN OF MINE is that there is NO indoor basketball court/gym. That is very important to me and having to play outdoors with the sun/wind and trees in the way is not comparable. Also, wish the gym was open later on weekends. Other than that, it was a good facility for the price.

The hours were good.

The intramural sports program seems to be lacking in organization and communication of the events that the FAC puts on for the students.

The locker rooms are disgusting - there's poor lighting, it's dirty, cramped, and musty. In general the whole facility is dated and would benefit from an entire renovation.

The new buidling will be nice. They are doing all they can with the space they have though. The Locker Room is tiny, and usually poorly ventilated. It smells terrible.

The new FAC will be great I am sure. The current one is not as good as getting a membership elsewhere that has better facilities and hours, yet the fee is required.

The orginization of intramural sports is not adequate. I feel that it could be done better. The facility is old and needs to be updated. It does not even compare to undergraduate facilities. Especially the basketball court. It is not a quality court to play on. An indoor facility would be much better. Overall, they do a good job with the facility and equipment they must deal with.

The size of the FAC is sufficient but sometimes can feel small with inadequate space for a wide range and amount of equipment.

The weekday hours are great, however longer weekend hours would be nice.

there is no tread mill in FAC.

They do the best they can with what they have but a school of this caliber I would expect better facilities.

they have a tennis court but no tennis club or activities. hours are not good. at least have them until midnight

Very small & cramped. Should be opened later on weekends. I do really like their guest policy. Whenever my fiance comes to visit he can workout with me at the gym for a small fee

We need a larger activity center. The women's locker room is rather small and only has four showers. For the morning group of people working out that is not enough space, especially if there is a boot camp going on.

We need a new workout facility.

We need more space!

Student Health Clinic

A location closer to where students actually are would be nice. An entrance facing the campus would be helpful for quick visits between classes.

A weekend day or half day for students at satellite sites 3rd and 4th year who'd like to visit.

Absolutely terrible in the sense that I believe anyone with bare-minimum training could do that job. I went in twice for two basic problems (once food poisoning, for which I got anti-emetic treatment), and another for a viral URI. I also have student insurance. The total of my less than 20 minutes of clinic time in my two visits left me with an unexplainable bill of over \$200.

Access to only one family physician limits options for students with the student health insurance program. Dr. XXXXXX frequently runs late and talks very loudly in the examination room. Having OMM services available one day a week in the afternoon severely limits accessibility to students with Monday afternoon classes. Please offer OMM at additional times.

all the issues above are things that could be fixed by addressing problems with Dr. XXXXXX

An online appointment-scheduler with email reminder would be nice as it can be difficult to get in touch with the front desk from time to time.

Apparently another peer heard a health professional gossiping about a student so that is why this is below for professional manner

As someone going through medical education, I was appalled at the level of care that I received. The provider I met with didn't listen to me, and just prescribed me some allergy medicine without examining me.

Bad experience. They are wrongly charging for services not used. Incorrect information given by staff.

Better parking is needed

Clinic was an amazing resource last semester

Did not address my concerns in a timely, appropriate or professional matter. Many friends have also tried to use the clinic and had issues of unacceptable care

Dr. XXXXXX is unprofessional and incompetent / Would like to have another provider available

Dr. XXXXXX is a great doctor.

Dr. XXXXXX is hard to communicate with. I was not aware that I would have to change my primary care physician to Dr. XXXXXX in order to see a doctor at Student Health. Anytime I brought up how expensive things were on my insurance plan, Dr. XXXXXX would immediately begin to say that she does not know anything about the insurance side of things and tell me to talk to the front desk. Then, she would refuse to order a lab test saying it was not covered by insurance, yet I checked it was.

Dr. XXXXXs is awesome!

Dr. XXXXXs I felt was very unprofessional and disrespectful to me the two times I had to see her. She does all the things that our professors teach us not to do to a patient because they are offensive.

Dr. XXXXXs is a shoddy doctor. Being a healthcare provider myself I can tell that her medical care is far below par. She obviously works here because she could not work anywhere else. Nice lady, crappy medicine. Oh, and teach her how to take a manual blood pressure please... that's all I'm going to say.

Dr. XXXXXs says some of the craziest things when it comes to medical care. Suggesting that I'll die in my sleep if I don't take a baby aspirin at 24 years old? What?

During the appointment I had schueduled, I had to wait for a significant amount of time and eventually could not even be seen by the Student Health Clinic, but referred to the PCC.

Easy to get an appointment!

every time i call to get an appt they have a lot of slots available/ able to see you fairly quickly. waiting for the doc to see you is another thing. She takes EXTENSIVE background info. i spent more time telling her about my aunts and uncles then she spent actually talking about my symptoms or examining me. she takes being a DO to heart though and wants to solve problems without prescribing pills which is fine by me but also needs to know when she should.

Excellent. I would not change anything about this aspect of the institution

Extended hours such as the option for having weekend appointments given that if we have the student health plan, this has to be our PCP

Fire the doctor. She is utterly incompetent. I fear for my health, having her perscribe me completely inappropriate doses of medication.

For being a health science center teaching patient satisfaction in the classroom, the student health center needs practice what we teach. The staff of the health center have a poor reputation among the students for their quality of care and lack of professionalism. Unfortunately this includes the physicians. The health center would be improved with the employment of a graduate of TCOM.

Front reception is not pleasant. People go to the health clinic because they are sick... Sick people generally don't feel good, are miserable and want to be taken care of. When front reception is rude, short spoken, terse, etc. it doesn't make for a very pleasant experience. Front reception should be warm, inviting, and accommodating.

Generally, the clinic is only open while I am in class and unable to go.

Get a new physician or more physicians.

great job

Have a male doctor or physician's assistant available.

Have more doctors!!!!

Hire another physician to supplement the patient case load.

horrible. They are thieves!

Hours can be expanded, but everything else was really great

I always wait at least 30-50 minutes before seeing anyone, so keeping people on schedule should be priority. Also the doctor tends to no listen to you and immediately forms an opinion without fully hearing you and asking you about unrelated things. I had to go back more than once to actually get medicine for my sinus infection. Apparently vinegar and honey cures everything...?

I came in to have my first Pap smear done. I expected the nurse and physician to be more effective in making their patient more comfortable. It was extremely awkward, uncomfortable, and unpleasant. I had to stop them, and asked them to talk to me.

I could hear Dr. XXXXXs discuss my medical stuff in the hallway while I was in the room. It was loud enough so that other people could also hear it. She also does not seem as concerned about the issues that concern me, I wanted to be referred to another doctor and all she told me was how expensive it was going to be for me and how I could not afford it.

I don't like how the clinic has pretty much eliminated walk-in appts. The problem is not actually that there aren't walk-ins anymore, it's that if you are sick and need to come in you can't get an appt for a few days. This is not acceptable

I enjoy having a DO in the office for OMM, however I would like to have the opportunity to see a DO for regular office visits and not just for OMM.

I feel like the student health center has improved over the past two years and should just continue in that direction. During my first year it was difficult to get into the student health clinic. I would have to drive 45 minutes to my doctor just to get a note which is not possible when you are really sick. I would actually go to class and just fall asleep. During my second year there was more understanding of needing see students who could not attend class.

I feel that I was not given full attention both times that I was at the Student Health Clinic. The doctor didn't even fully assess my problem before giving me medications and sending me off.

I feel the previous physician was a lot better and Knowledgeable. we need a better physician.

I felt like the physician hurried me out the door and didnt really listen to my issues.

I found Dr. XXXXXs very insulting, degrading, and her training inadequate.

I get billed for things that should be covered in my insurance and it is hard to straighten out.

I had a positive experience when I visited this clinic, and they were able to fit me in as soon as they could.

I had sprained my ankle and they saw me right away and also put a note on my car so I wouldn't get towed for parking in front of the building. They even helped me in. I was disappointed, however, by the physician prescribing me ibuprofen even though I was on Coumadin (Blood thinners) and it is a very very very bad idea to take ibuprofen on Coumadin. I told her this but she refused to write me an rx for vicodin (the only painkiller I was allowed to take).

I had to go once to the student clinic. I was not able to fully experience the clinic due to my insurance not letting me use the services of a school clinic. They were professional about telling me my problem.

I have been very disappointed in every interaction with the student health clinic. I believe there should be more evaluation of their services.

I have been very disappointed in the quality of care that I have received at student health. I do not like being dismissed or my symptoms thought of "stress-related," when I have an underlying medical issue.

I have found the Doctor to be lacking in her professionalism and I don't feel that I am getting quality care from any interaction with her. For the most part it feels like she is trying to get me to come in as often as possible so she can get a better paycheck. I also found her lacking in understanding and empathy and I definitely expected more from a school that is supposed to be one of the best in sending out primary care physicians.

I have had to go there 2 times to get standard vaccines for school. Both times I just walked in. They helped me right away, and never gave me any problems. They were courteous and polite, and it was a pleasure to go there both times.

I have heard discouraging stories from other students and have avoided using the student health center unless necessary, but my experience with them during 1 short visit was positive and I personally have nothing negative to say about the health center.

I have no idea. I was refused an appointment at the student health clinic because I had an infection and "the doctor only sees infections before lunch". UNACCEPTABLE. The nurse (XXXXXX) had the most unacceptable unprofessional behavior. I had to beg and plead for an appointment and was only granted one after I called the PCC, my internist, and another doctors' office and was unable to be seen. I will never go to the Student Health Clinic again.

I have only been to the clinic once b/c the quality of health care very poor. They say you can walk in and then they make you wait a long time. even when you have an appointment you still wait a long time.

I have the student medical insurance but I still do not know everything the medical clinic will see you for.

I just had blood drawn. It was fast, painless, and I had a lovely conversation with the nurse working.

I love the way the staff responds to my needs. Same day service and XXXXXX is great. The entire staff is friendly and professional. I like that I don't have to pay a copay, I will go more often.

I made an appointment for one ailment and when I began to discuss other symptoms I was having she told me I must schedule another appointment for that. She said she could only spend 15 min max with me. I didn't realize the affordable health care act was already implemented in an institution that educates future physicians.

I only go for OMM because it is easier to get in there than the OMM clinic. I would not go there for primary care.

I saw the same physician twice in one year for Different presenting symptoms, but was given the same speech about viral defense and sent out the door with the same prescription that again did not help my symptoms. Try different methods of treating people, since not everyone has the same illness.

I think seeing the doctor for one illness at a time is somewhat ridiculous for e.g., just for stomachache. Why can't we be seen for multiple illnesses on a single visit? E.g. stomachache, flu, cough, rashes and headache

I was given cough syrup with codeine when I went in with the flu. I neither had a cough nor a sore throat.

I was having a major asthma attack and went to the student clinic and they did not have a nebulizer. You would think that a medical/PA school would at least have on campus the equipment that they are meant to teach us about.

I was misdiagnosed for shingles twice at this clinic. This was ridiculous, it cost me two ER trips to figure out what was wrong, because the student clinic could not figure it out.

I was misdiagnosed twice by the same doctor and for one of the diagnoses I found out by an outside dermatologist I was prescribed a medicine that was ineffective for what the doctor thought I had.

I was not too happy with the Quality of care provided by Dr. XXXXXX. I have spoken to multiple students and student's families and they all know the quality of care (lack of) she provides. Her common prescription to these students (myself included) was Apple cider vinegar!

I was shocked to know that there is only one doctor for primary care. There needs to be more physicians staffed so that students have a choice on who they would like to see. It seems like the the staff at the Student Health Clinic is always busy and understaffed.

I went for my yearly well women exam and had to return for a repeat exam because the culture that was taken the first time was done wrong. It was inconvenient and should have been done correctly the first time.

I went with two things to discuss with the doctor, but she told me that I can only have one problem addressed a day. So I had to come back the next day and file another claim with insurance for a second visit. Good thing I'm taking ethics this semester.

I wish that we were able to choose the physician which we see. The student health insurance does not allow for us to easily have a primary care physician outside of the student health office; when I have asked if I could come on a day when there is a different doctor, I was told I could not have that information. Because I do not get along well with one doctor - I find her insulting to discuss mental health issues with - I have gone without my medications for a year.

I would like there to be another physician working in the health clinic. I have felt that I have received the best medical care under the current physician and I would like to have another option. She is okay, but due to the medical knowledge I have learned, I do not agree with her opinion and diagnosis many times and wish I had an alternate choice concerning the person who is providing my medical care at the Student Health Clinic.

If i have the same insurance as the school (United Healthcare) you should have to co-pay! The staff was great.!

improve poor bedside manner

It is difficult to get in touch with clinic on the phone on the same day. Perhaps they need a policy to return all phone calls the same day. I was unable to get an immediately necessary prescription because they pharmacy never received it from the clinic and I was unable to get in touch with them even though I called numerous times and it was over an hour before the clinic was going to close. Also, if they extended the hours later it would be more convenient to go.

It is hard for some students as some student insurances have co-pay. Many students have loans and our income is also limited. I think we as students should get free medical care at the student health clinic, as it was before.

It is hard to objective about this because I do not personally like Dr. XXXXXX's bedside manner and often disagree with her diagnoses/treatment.

Just got a flu shot

Like any doctor's office, getting an appointment is not always easy. Since I have not had any major illnesses needing treatment at the clinic, I don't have too many complaints. One nurse, however, gave me incorrect information concerning the timing of my Hepatitis A shots, which is disconcerting. I know many of my classmates have not had good experiences, however.

Long wait times even with no other patients. Doc could improve her bedside manner and quality of work, especially stitching. Advice given not always beneficial. Apparently, apple cider vinegar is the cure for influenza.

Lovely staff. Very professional at the same time.

Make the computer systems at the health clinic more efficient and fast so they don't have to restart the computer everytime

more doctors should be present

More efficient and shorter questioners filled out by the physician during each visit.

My interaction with staff has been really positive but the physician did not show compassion and almost acted in a degrading manner and didn't seem to believe my symptoms

Need more hours that are traditionally after classes (after 5pm)

Need weekend hours and/or emergency services

Nothing. Every experience with the Student Health Clinic has been wonderful. Keep up the great work!

Offer a choice in physicians

Often times, appointment availabilities can be longer away in the future than desired. I would also like to see clinic hours that are more reflective of a students availability when not in the classroom. (I.e. open clinic during lunch and later into the evenings, say to 9pm)

One appointment I had to wait 3 hours for my appointment, it'd be nice to have a phone call to let know they were that far behind.

One desk manager was rude repeatedly and he has left. I still have trouble getting care and I feel that they are on a minimalist plan. I had a lab test over a month ago. I stopped in one week afterwards and they did not have the result. I have had no call from them-- seems unprofessional that I have to keep begging for the information. They don't ask "anything else?" at an appointment and several times I needed to ask a question but I did not realize when the doctor stepped out it was over.

Overall I believe this is one place where a lot of improvement could be made. It seems impossible to ever get an appointment there because they are never even open to answer phone calls. If you do get through you are put on terminal hold and never actually get your questions answered. It is usually easier to stop by in person for even simple questions. Also I make a conscious decision to NOT attend this clinic as a patient. I believe the quality of the medical care given is very insufficient.

XXXXXX is very rude and unprofessional. He lies to the patients and calls everybody 'hon' which is absolutely unacceptable.

Please add hours on saturday for students on rotations.

Please make students who waive out of Student Insurance aware that the student clinic accepts other forms of approved insurance in addition to the student insurance. I was ill and under the assumption I could not visit the Student Clinic if I did not have the student insurance, until I was corrected when I called.

Poor availability, a very non-understanding staff and poor quality treatment plans from providers.

See patients in a timely manner--inform them if there is a delay.

Services were fine; not amazing but not much to really improve either

Should open before 9 am on Monday. I had been feeling bad Sunday and wanted to go to the doctor first thing Mon morning without missing class. They want you to make an appointment prior to arrival but how can I make an appt if they are closed Mon morning until 9. I went right at 9 and there was only one other person there and they couldn't see me for an hour. Did not respect time

Sometimes the hours are convenient, at other times, I am scheduling an appointment a month ahead.

Staff at the student health clinic were not helpful at all. No explanation given to why certain tests should be done. Horrible experience, will never go back.

student check up should be made free at the student clinic irrespective of the insurance

Terrible service, terrible quality of care, absolutely horrible experience. I have never been treated so poorly by any customer service business. The service offered to students contradicts the whole philosophy and teaching of TCOM and UNTHSC. Very disappointing. Will never return there, even if it means paying out of pocket.

The attending physician is very impersonal and usually gives an incorrect diagnosis. This has been discussed on multiple occasions with multiple peers and the misdiagnosis confirmed by other physicians.

The doc was somewhat rude the first time I saw her, but the second time she was rather nice. so that's it

The doctor at the clinic told me to stop using my shoulder completely and stop the swimming and other sports I participate in to stay fit because my shoulder hurt. That's it--that's what I got as my treatment plan. I'm 26, not 86, and am appalled by her lack of commitment to her patients' well-being. After arguing with her, I managed to book an OMM appointment, for which I had to wait 3 weeks.

The Doctor at the student health center never diagnosis me correctly. Thus I always have to go to another doctor after my symptoms worsen for a correct diagnosis. The Student Health Clinic has become a waste of my time. I only use it because it is free of charge.

The doctor I saw was not very nice or rather she wasn't nurturing, but was rather stern with her instructions and spoke to me as if I were a child. She even said she didn't want to shake my hand because I had germs and I wasn't even trying to shake her hand. Some patients may need that tough instruction, but others need some compassion & love. I have a science/medical background so it's not helpful when people talk to me like I'm ignorant. Asking questions is more appropriate than assuming.

The doctor is not very thorough and I would not go to her if I had a choice or a doctor close by.

The doctor was rude and rather unhelpful so I went once and did not go back.

The front staff is always great. Hours are not ideal. I use the health center as very last resort when I can't get into see my own PCP or one of her mid level providers. I don't feel like my concerns are addressed at the health center and am instead counseled on things that do not relate to my visit.

The hours ar not conveneint and I would like it to be open even for limited time on weekends as well. I would like to medical staff to be more prompt in schdulinmg appointments for students and being more professional in making sure medicine prescription have been sent out. I don't think medical care is of good quality and some of the medical staff don't really prescribe any medication or just don't seem interested in caring for patients.

The insurance is not very good. The hours are not good, it seems like they are rarely open when I don't have class and when they are open they don't have any appointments available creating an internal conflict of do I go to the doctor and miss class which I am expected to attend. During TB testing something needs to be done because I almost had a hold placed on my account because no appointments were availble for reading of my TB test because the nurses brought in didn't know if it was positive

The lady who drew my blood in the morning didn't even greet me! She just barked at me to sign in and sit down. I know people have bad mornings but that was very unprofessional. People who work the front desk need to have a smile to greet people. Also I hadn't eaten in over 10 hours and was starving and she didn't address when they would get to me. I waited 30 min at 8 am.

The limited number of physicians leads to rushed patient visits and decreased quality of care.

The nurse and office staff are truly awesome!!! Thank you XXXXXX for always answering the phone!

The nurses and office staff are very friendly and do their best to help with vaccine records etc. I am not impressed with Dr. XXXXXxs. She is sometimes rude and does not seem to have consideration for your time as she is usually late for your appointment.

The nurses and staff are wonderful, however there needs to be an OB/GYN on staff. After my experiences with Dr. XXXXXxs I will not be returning to use the Student Health Clinic services.

The physician did not explain to me very well what was going on. I left there confused. Also, they misdiagnosed me and I got much more sick.

The physician I saw barely did a physical exam and did not touch me to assess the problem I came with. The 4th year did a better job than the actual physician.

The physician needs to have better bedside manner.

The quality of care is subpart because of the doctor in the office. It would be nice if there was a choice between at least 2 doctors to visit at some point within a month period, where one was a DO.

The quality of medical care was not up to par - had to seek alternative doctors several times

The staff seems nice but the doctor...doesn't seem very professional in the sense of respecting differences in lifestyles, religion and culture. Many of my female friends felt disrespected and appalled after visiting the clinic. I also felt that she overshared certain information (i.e. TCOM students contracting and spreading certain STIs). Also, I feel like the clinic pushes pills to treat

symptoms instead of the more holistic approach expected of a osteopathic instit with a public health school

The student health clinic is slow and the physician wasn't very personable.

The student health clinic was one of the worst medical experiences I have ever had. Dr. XXXXXX is judgmental, rude, and treats patients HORRIBLY. She gives patients (myself included) false information about sexually transmitted infections and makes people feel like their lives are ruined for no reason. Once I found a real doctor to deal with my issue she was absolutely furious when I told her the things Dr. XXXXXX said to me. I will never again set foot in that clinic. 2wks lab work=unacceptable

The student health clinic was terrible at providing me with services that I needed. After some test results that I had came back negative she did not offer me with any other tests to figure out what was wrong with me.

The telephone does not get answered very often. When your call gets returned it often takes several hours or until the next day. More availability of the staff by telephone would be appreciated.

There are too many things wrong that I am not able to suggest changes. I have had an experience where I had an appointment, showed up fifteen minutes early and was seen 45 minutes later, then my appointment was rushed because they were running late for other students and the clinic was going to close. I had to come in the next day, set up an early appointment and was seen thirty minutes later. I am disappointed in the service and may as well pay the copay and go to another physician.

There is only 1 doctor from what I understand and think students would like more variety and ability to choose a provider based on personality, attitude, sex, beliefs, etc. just like the general public.

There is only one doctor available for us to see, and, to put it bluntly, she's not very good. She has misdiagnosed me twice, and I've talked to a few other students who have had the same experience. It would be nice if we had an option of who to see (going to an outside clinic is outrageously expensive), I'd even prefer to see a student doctor. Could someone PLEASE to a quality evaluation on her!?

There should be an additional Dr to see other than Dr. XXXXXX. She is terrible. She has all sorts of biases on certain types of medications and refuses to rx them even when you've been taking them for years. That's fine, as long as there is another Dr to see. She also asked a ton of very personal sexual history questions that had nothing to do with why I was there. She said she had never seen so many cases of STDs until she came here. Obviously compiling info to monitor STD occurrence.

There should be more than one provider available. There are no problems with the support staff but the primary doctor should be more professional with students and needs to improve her bedside manner. There should be some availability on the weekends so that students that are on clinical rotations can go to the clinic.

They can be very difficult to get into, especially when you come down with something that needs to be addressed quickly.

They do a good job.

They were not helpful with knowing the school's insurance and what would be covered and not covered.

They were not very kind to me.

They were very helpful and nice!

This clinic is so worthless. You can't ever get in, when you can the doctor is lacking knowledge, unprofessional, rude and unwilling to do necessary procedures. This is something students could actually use, it should be convenient, affordable, and easily accessible as our schedules are so busy, instead it is the exact opposite. Extend hours, hire more providers, and improve insurance to fix.

This has much improved over the last three years. Great work

This is a good example of what I will never do as a physician. The physician at the top of this clinic should be reviewed and placed somewhere else. I do not identify with her methods or her approach.

Though an MD as the medical provider is nice, I feel a DO would be better suited as this is an osteopathic school. I also feel that the doctor there at this time is not as knowledgeable as she maybe should be.

Took a long time to answer the phone to make an appointment.

Treat students with better comprehensive care. make it easier to make an appointment. don't brush off student's concerns.

Unfortunately, this was one of the worst PCP experiences I've ever had. The wait was long and the care well below what I expected. Perhaps I was just there on a bad day for the provider and staff, but it was an underwhelming experience overall. I don't plan to return.

Unfortunately, this was one of the worst primary care experiences I have ever had. I was kept waiting for almost two hours before I saw the physician and then the visit itself revolved around the EMR system and the inadequacy of the technology available at the clinic. Additionally, I am a long way from becoming a physician, but I am very educated about my condition and the care I received was alarming. I do not plan to return despite the fact I am on student insurance and visits are free.

Unprofessional staff, appointment was 2 hours behind schedule, excessive lunch break house with staff returning to the clinic very late. / XXXXXX was very professional & helpful.

Very difficult to schedule appointments if a student is on clinical rotations due to lack of after hour service.

Visits were not overly horrible, but as a future medical professional, I dont appreciate being treated like im an idiot, especially when it comes to my care.

Weekend hours or more doctors are needed.

Weekend hours would be very helpful, as it is difficult to get into the clinic during business hours when in school or on rotations.

weekend/evening hours would be helpful to many people

Went once for a stomach bug. Taken care of just fine!

Without disclosing excessive detail, I do not desire to practice medicine in the same way as Dr. XXXXXX does. She is very disorganized, and is very set in her ways, so to speak. For example, I had to go into her office three times for her to correctly diagnose a case of Strep, and then she proceeded to write a prescription that could not be filled by any pharmacy within 10 minutes. As a primary care physician, you have to know these kinds of things.

Worst clinic I have ever been to, an embarrassment to the university. Dr. XXXXXX is entirely clueless and left unsupervised is a danger to the health of her patients. A blood pressure pill pusher with no concept of patient history. Unable to understand that some patients have adverse reactions to certain antibiotics. Should immediately be removed. Staff unable to take a manual blood pressure when automated not working. Wouldn't go back for a splinter, they'd tell me my arm was broken.

You need another doctor in there. Dr. XXXXXX has very specific opinions of what is good and bad and passes her judgments onto the students she treats. Also, more availability for OMM treatment.

Student Assistance Program (SAP) Counseling Service

XXXXXX is an Exceptional counselor and I am so grateful for my time with her! She has helped me get through a difficult time with my family and I would recommend her to anyone.

Great option for students.

I called at night and got in touch with someone and they said they would follow up with me but I was never contacted by anyone.

I did not follow up on my SAP counseling service; however, maybe there could be someone on campus who I could personally talk to who is familiar with this program instead of using a phone service. It was very impersonal for me to talk to someone on the phone about the problem I had.

I was contacted the same day by a counselor and seen the very next day. I was very pleased with her professionalism and her ability to promote positive change.

if this was not available, I might have been a bit more depressed than usual

They were wonderful in helping me in a very short period of time, almost immediately. Thank you

This program didn't work out well for me and I truly needed it. They gave me a list of providers who were nearly all not taking new patients or had moved. The one I finally got to was not a good therapist at all. I've lived many places throughout the country and never came across such a poor provider. Additionally, many of the people on the list were religious based therapists. I've never even heard of such a thing and it terrifies me.

When I call the "hotline" I was told I would be emailed and called but I had to call back several times before it worked. The person on phone sounded even more depressed than me. Pretty sad. Our counselor has been wonderful but we do struggle to make appointments due to crazy schedules all around. Still, I feel it is one benefit we have as students so I do want to use it and I do need it. Compared to the patients we label as depressed in interviews, I am past the severe depression point.

Institutional Services Provided by Your Educational Program

TCOM - 2013

allow 2 week rotations, they got rid of the 3rd required core in 4th year which was helpful

certain clinical education faculty are very difficult to get along with and are non-receptive to students needs.

Fire clinical education staff, start from scratch

I was very disappointed by the lack of acknowledgement of the results of this years match day. Compared to the activities that other medical schools in Texas hold for their match day, such as actual match day ceremonies and announcement of match day results on school websites and even local news reports, I feel that TCOM did a poor job of acknowledging the results of match day. Even at the match day reception, there was a severe lack of representation by the faculty and administration.

Some of the restrictions in setting up rotations are ridiculous - slots will be filled for a given month, i.e. in emergency med, but students are not allowed to set it up for a different month instead. Students have had to travel much farther distances to find an available slot. Completely rigid thinking and unnecessary - rules do not have to be black and white if you apply common sense when applying them.

Sometimes the remote site students did not get included in important emails. Advising could be improved by specialty specific advisors.

There needs to be more flexibility in core rotations when done out of the local area. Several times I felt that information about an upcoming rotation came at the very last minute, and would have been useful to have the info sooner. It was also very frustrating how long it frequently took to receive grades (sometimes months).

This is one thing I am very frustrated about TCOM, and I share many of this sentiments along with my fellow remote site classmates. Because the lack of enough spots for all students to remain in Fort Worth for 3rd year. many of us are sent off to remote sites for clinical rotations, but the school does not provide enough support for us. making us still pay fees for student center, the fitness room..etc, also many things need to be done before graduation, all these are done back in Fort Worth

With regards to the Clinical Education Office policies- it seems that several policies that negatively affect students are in place only because they have always been in place. They do not look at each student's individual situations and their specific needs.

TCOM - 2014

Admissions - the difficulty of getting into a sub-specialty as a DO was down-played by admissions - not truthful.

Admissions was not honest about the difficulty in applying to specialties vs. primary care.

Allow for two week rotations. I dont feel, having so many students and too much paperwork is a good reason to limit our rotations. We are talking about our careers here. If there are too many students for the support staff to handle scheduling clinical rotation, then I feel more people need to be hired.

make information regarding residency available earlier in the year

More organization. Lots of these things need to be restructured and clearer instructions should be available on how to do different things like signing up for rotations. The biggest improvement can be made to the website.

Most rotations are good about emailing information in advance of the rotation start, but some still wait until the week before to let you know what you need to do and where you need to go for rotations.

Rotation schedules need to be finished earlier. Core rotations in fourth year should not be limited to a specific period for each student as they interfere with audition, international and elective rotations. Besides, limiting them to a specific period does not seem to benefit students as it does not guarantee enough spots in partner institutions (especially for emergency medicine).

Specific clinical rotations are better at communicating that others. Some are extremely organized and I know what is expected of me while I am there. Others seem to expect you to read their mind.

The weekly newsletter for student activities/organizations comes out every Monday, but usually in the afternoon, which means that any events happening on Monday morning or at noon have already passed. The newsletter should either be sent first thing Monday morning, or should include events for the following Monday.

There was no instruction for my Internal Medicine rotation at Plaza as far as meeting location or time for orientation.

Timeliness of info- Clinical education is famous for not meeting self announced deadlines for the dissemination of information.

We usually do not find out about required drug testing until a few days before it is due. This leads to difficulties as we are usually busy on other rotations, and have trouble finding the time during the work day to get drug tested.

Would like more information and assistance with scheduling away rotations in 4th year, especially ER rotations. Would like more guidance in applying for away rotations, options and quality of programs at different schools, which electives... Right now we are looking for these programs completely on our own while having to adhere to deadlines and regulations. For those of us with little connections in the medical field, this is a blind and stressful process with questionable educational benefit.

TCOM - 2015

As a 2nd year, it would be nice to know which rotation blocks we will be assigned to for next year since we completed our survey on this quite some time ago

Better communication about clinical rotations. We start them in just over 2 months and many of us have literally NO idea what to expect, other than having our schedule and city.

Career and Rotation counseling is lacking. There is LITTLE interaction with advisers and students which leads to a lot of uncertainty.

Clinical rotation communication has been horrible. It is very delayed and poorly explained. Severe overhaul needed.

Communication regarding rotations was abyssmal. I see absolutely no reason it should have taken so long to simply identify which site we would be based at for next year. It was similarly outrageous it would take so long just to get a general schedule of short vs. long blocks first and still not have any further specifics beyond that.

Communication specific to rotations has consistently been later than we were told we would get information. Also, it seems as though there is a computer glitch in the away rotation assignments or that the surveys/rankings were not used in assigning. While I am content with my location, I know several classmates that were surprised and upset by being forced to move. Maybe in addition to ranking the program, students can rank how willing they are to be at a remote site in the future.

Education on the "getting into residency" situation is extremely lacking, and I feel that TCOM students would fare better in the match and residency process if we were assisted more.

Feel left in the dark and confused about clinical rotations. Needs improvement on explanations to 2nd year students

I am satisfied with communications specific to clinical rotations because I am in ROME. But my classmates not in ROME are not very happy with the way clinical rotations were handled this year.

I don't feel like there was much instruction or guidance regarding what to expect for 3rd year rotations. I got most of my information from current students as opposed from directly that office.

I feel completely unprepared for Rotations coming up. It feels like the only way us students get any info, its from older students... and that should NOT be the way it is.

I feel that 4th year rotations are tough enough to schedule on your own let alone trying to coordinate with the office for requirements. The audition rotations should be the priority.

I have no idea what MSGA does and how they help us out. That gap needs to be bridged better.

I think that information related to clinical rotations thus far has been poorly communicated. I think the selection of away rotations was done very poorly. And I would have expected by now to have my rotations for the next year.

It would have been nice to have more information and dates regarding rotations for 3rd year. Understanding how the process works of deciding which student go where would also be nice.

Many schools have informed their students about clinical rotations weeks too this ago. Our schedules should be released sooner than the first week of April.

Need clinical rotations assignments faster to set up electives

No one is ready for third year. We have many questions and not a lot of exposure to the information. We need more discussion about how to effectively transition and what to do and expect for the upcoming year. The information is plus press out in too many places on the website and just in general. The information should be clear and concise. We are already clueless and anxiety filled...organization would help us greatly.

Regarding communication specific to clinical rotations, there is still plenty of time to be told what our rotation schedule will be for next year, but it would be nice to have an update as to when we will find out the rest of the information pertinent to 3rd year.

Rotation information is poor to non-existent.

The clinical education here is absolutely defunct. As TCOM students we need to draw blood and place IV's the first days of class

There seems to be a lack of effective communication with the clinical rotations communication(s) this year. Inadequate time was devoted to this area, and it has had detrimental and stressful effects for our class. Please consider blocking out 2 hour increments in the future to discuss clinical rotations with 2nd years.

We could have more info on rotations it is rather cryptic to us.

we need more clear communication about the transitions from year to year. we need earlier announcements of clinical rotation assignments.

We've been waiting for a very long time to be told about our Clinical Rotations schedules.

TCOM - 2016

All my classmates learned quickly that no one will help you find out academic deadlines and regulations. They expect you to figure it out on your own without assistance. It was very frustrating at the beginning of the year. Not aware of any career counseling.

Communication: I would like to know why President XXXXXX got fired, and I don't really understand why it's such a big secret. / What is the Office of Clinical Education? / Clinical Rotations: I know very little about clinical rotations and would love to know more!

I feel that a lot of announcements about my program are figured out and sent out last minute. I'm a flexible person, but there are times where it is really frustrating.

I have to hand it to the TCOM Admissions office, they did a great job picking my classmates!

I haven't had to worry much as far as the school communicating to me when things were due but I thought there could have been more reminders in the fall semester about preceptorship opportunities and the fact that they could have been done over Christmas break. I believe something was mentioned about it during orientation but the only other time that anything was said in regard to the preceptorship was one day during the first week of the Spring semester.

I would like to see more information provided to the first year medical students about our third and fourth year rotations. Where they are located, how you are selected for rotations, and what is to be expected out of us on rotations. I feel this will help us have a better understanding of what our last two years will be like.

More structured opportunities during the summer would be nice. Finding summer opportunities to further my education has been very difficult.

More technology training for professors and schedules written up in a timely fashion for students. Apparently there is a joke around TCOM that TCOM is "rough around the edges" because they are not tech savvy and slow to put together schedules and change and I do not like hearing about the school I attend and no MD school would behave that way.

Not a fan of OrgSync. I would prefer weekly emails summarizing organizational events occurring around campus and potential volunteer opportunities.

Orgsync is cumbersome to use and many announcements go out on Facebook which should probably not be used for official communication. I really don't have a good suggestion for fixing this issue, it is just sometimes hard to figure out what's going on.

Several courses such as clin med are so disorganized that I have difficulty finding all deadlines. Too many courses within clin med that makes it difficult to keep up with policies in all areas. They should be made to have similar format.

There have been a lot of administrative problems this semester with administrators leaving with no notice and new administrators. I don't think it's good for organization of our program.

MPAS – 2013

Not even sure what is available to us through the career center, except for help with resume. This opinion is from lack of being informed of what they have to offer.

Since beginning my job search I have realized how little info we get on contract negotiations and what to expect as far as salary, benefits, what questions to ask on interviews, etc. I know some PA programs have these services and maybe this is something our career services dept should be more educated on so they can provide this service.

The PA program has provided very little career counseling. We had a one hour lecture on resume writing provided by Career Services and a 30 minute lecture on negotiating contracts by our faculty and that is it.

MPAS - 2014

because the faculty is unavailable the career counseling is inadequate. I am part of the student government and I feel that it is inadequate. It bows to the faculty instead of speaking for the students in the class that are clearly having problems they are concerned about "kissing up" to the faculty. It should be used to solve problems not create them.

Our program as a whole needs to communicate better and be better organized.

MPAS – 2015

Deadlines are changed and this semester there has been conflicting schedules which make things confusing. Also the tuition due date was never emailed out or verbally mentioned. It would be nice to get an email reminder on when tuition is due.

I love my program, leadership, staff and faculty are all interested in making me a great PA.

Some instructors could make students more aware of deadlines and cut back on ambiguity in assignment directions

Student organizations seem to exist solely for people to fluff their CVs. I don't understand why so many of these organizations receive funding from the university. // Orgsync is probably the most annoying form of communication available. I constantly receive notifications from groups that I'm not a part of and have no interest in joining. Why can't these organizations just make flyers and not fill up my email inbox?

There have been some changes in faculty, and we have not been given any idea as to why we have lost 3 strong faculty members in the last 8 months.

There was very little contact with us after acceptance. There were months when I heard nothing from them and had to call to make sure there wasn't anything I was supposed to be doing.

DPT – 2013

No Comments

DPT – 2014

need more availability to DPT students such as organizations or projects

DPT – 2015

I often feel there is a big lack of communication in all aspects. I know that a lot of organizations use OrgSync, but OrgSync is not something I feel should be mandatory to use. Many students often do not utilize this. I feel that email would be more efficient.

The class meetings seem very unorganized. Often, people are arguing back and forth about topics, and it does not seem productive. There is usually not a lot to announce. If an event is announced, they usually say "we don't know much now, but we'll get back to you." It just seems like we hear that a lot. The PTSA is a little better, but overall, the meetings aren't very well planned or prepared.

GSBS - Med Science

A great program in a great institution! I always reccomend it to everyone who asks.

Admissions for this program is not done in a timely manner. Students should not find out whether or not they have been admitted months after hearing from other programs and only a month before the start of the program.

Admissions was the worst experience ever. They were impossible to get ahold of and find out if they had received all of my documents. If I would have never hounded them like I did I would never have been admitted to the program. They were missing a transcript and my file would never have been completed or considered. However there was no way for me to see what they had received. In fact one of my friends who did not get into the program is guessing that's what happened to him

Admissions were prompt and responsive. Deadlines were appropriately communicated. I am very satisfied with the institution

Deadlines for all should be more pronounced.

Dr. XXXXXX didn't know there were letters sent out from TCOM that said some students applications for the med school were being dismissed based on fall grades. This is a communication concern, Dr. XXXXXX encouraged students to keep doing well in the hopes of being accepted in late spring.

Dr. XXXXXX does a great job running this program. She is a lady who generally cares for her students well being, and I have greatly enjoyed this program and appreciate all the knowledge that has been bestowed on me by the outstanding faculty.

For communication of academic deadlines and regulations I would appreciate if this is sent via email and not through facebook because some students don't check facebook regularly so please in future send us out information through emails.

Great job

GSBS admissions did not perform how I expected them to. Since I am a medical science student they did seemed to wait a very long time to tell students of their acceptance into TCOM. I wish there was a better way of knowing our status instead of making us wait. At least tell us of the time period that we should know about hearing from TCOM.

I hate using facebook and this is where most of the news came from. It would be fantastic if the student organization could email us an email similar to The Daily News emails we receive. This could be done biweekly or monthly depending on how much relevant info exists. I know I have

missed multiple volunteer and recreational activities pertaining to the MedSci program because I am not an active facebook user.

I was notified of my acceptance into the MedSci program 2 weeks before it began. I would have appreciated a sooner notification, so travel and relocation arrangements could be made. This is probably my only really serious complaint about the program in general.

It took an extended time to determine whether or not I would be expected, and at the time, I was told that students might be accepted up to the day of orientation. I was told it depended on when the Committee finally made their decision. I would hope that future students wouldn't have to wait in suspense up until the day of orientation to find out if they would be attending for the year.

More professional admissions communication

School was very good about relaying information to me in a timely manner; nothing to complain about here.

The admissions process should try to be expedited in order to give MedSci students adequate time to get settled in Fort Worth. I feel that if you apply after a certain time period, you will likely get notice at the last minute. This is very inconvenient and does not allow for a smooth transition, especially for those matriculating straight from undergrad.

The admissions to the Medical Science program was quite late in responding and could have been faster.

The GSBS program has gotten too big for just Dr. XXXXXX and XXXXXX to handle. Additional support should be brought in to help them because our scheduling is sometimes poor and we often receive mixed messages from them.

The schedule is in constant flux and complete chaos. This program has to work around everyone else on campus.

this calendar stuff is new and hopefully the kinks will be worked out by next year. Overall I'd say it wasn't bad.

XXXXXX is great at sending us reminders that are really helpful. She does a great job and is always on top of everything which I think is very important for Dr. XXXXXX.

Very haphazard communication at the beginning of the program, with information being disseminated through facebook, email, and word of mouth. Consistency in communication was eventually established however.

GSBS - MS

XXXXXX is very good of informing us of important deadlines.

More communication, maybe like a newsletter, would be helpful to keep students up to date in the goings within the graduate school?

Try to send emails that are specific to our program and major and try not to send repeating emails because it's bothersome getting the same emails constantly, especially if it doesn't even apply to us.

GSBS - PhD

Communications of deadlines were relatively poor as everything was discussed only during 1 day of orientation. A friendly reminder of upcoming deadlines and necessary forms would be extremely helpful, at least during the first year.

Disparity between regulations between different programs within GSBS has to be eliminated.

Give XXXXXX a raise. She is wonderful.

Give XXXXXX a raise. She's doing an excellent job.

Please install a badge access terminal on the door located on the second floor of the RES building that is in between the elevators and the anatomy lab.

SPH - MPH

All the emails and OrgSync can get confusing. I'm still trying to figure out how to stay organized to keep up with all the emails and memos. I wish there was a master calendar of some sort.

As I stated before I feel that the career services department is lacking.

Collaboration of departments and services

Communication in general could be better. I didn't want to give expectations, but communication by some in the SPH Admission and Academic Services office could be much better. I have sent e-mails that were never responded to even though questions were asked.

I would suggest more professionalism. Emails with BOLD, different colored words is not professional. This is a graduate school level of thinking - I would expect more than this.

If there are activities during Tuesday Interlude, it would be nice to get an email reminder the day before or so to remind us about the event.

Improve the website.

Many times I feel that I do not know what is going on within my department. I think there are many students who are involved in student organizations that are close, but don't do a good job with spreading the news on what is going on or including other students. I wish I knew more about what my school was doing with research and school events because I do want to become more involved.

Sometimes UNTHSC over communicates and important information is lost in the background noise.

student activities can be better by having more activities

There is actually communication overload and is often times difficult to find the information that applies to me. I cannot express how important I think it is to work on focusing communication to the working student.

There is too much communication. That may be odd to type, but for me I get frustrated and can't get through reading. I feel stuck in a quick sand of E-mails. Sorry it may just be me. Thank you

these services need to work together, overwelling with too many e-mails

Throughout my education, I regularly was given incorrect due dates and misinformation.

SPH - MHA

I rated almost everything as "meets expectations", except communication of student activities. Maybe I need to pay more careful attention to my email, but I don't recall being informed about many student activities. The problem is that we get so many emails, it's easy for things to fall through the cracks. Maybe if the UNTHSC facebook page could start creating events and inviting people, that would provide further reinforcement for upcoming events.

The career counseling could improve of the types and depths they are offering to students and alumni

SPH – DrPH

My concern is when I enrolled in the DrPH program I was told I had teh option to complete in 3 years. However after meeting with Dr. XXXXXX she stated everyone even students with their MPH, CPH, and CHES certification have to complete a minimum of 4 years and I strongly disagreee with this.

SPH – PhD

It seems like things are changing at the last moment. Like PHED 6220 class. I don't think it's right to tell students that it's not a pass/fail class right when the semester is almost over

Appendix B:

Survey

Introduction

Welcome to UNTHSC's 2013 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 recent surveys include:

- Implementation of additional environmental controls to address issues with classroom temperature
- Added new institutional scholarships
- Redesigned the fitness facility and added equipment for improved utilization
- Added staff to the Career Services Office
- Added study space in the Lewis Library

Participating students in this year's survey are eligible for drawings for a Keurig coffee maker and other prizes.

Please do not click the browser back button to change your answers. Use the back (left arrows) button in the lower right portion of the screen.

Demographics

What is your PRIMARY program?

- TCOM - DO
- SHP - PA
- SHP - DPT
- GSBS - Medical Sciences
- GSBS - MS
- GSBS - PhD
- SPH - MPH
- SPH - MHA
- SPH - DrPH
- SPH - PhD

How many years have you been enrolled at UNTHSC?

- Less than 1
- 1-2 years
- 3-4 years
- 5 or more years

What is your expected graduation year?

- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019 or later

What is your enrollment status

- Full Time
- Part Time

What is your gender?

- Male
- Female

Please Check Your Major

- Biochemistry and Molecular Biology
- Biomedical Sciences
- Biotechnology
- Cancer Biology
- Cell Biology
- Clinical Research and Education: Osteopathic Manipulative Medicine
- Clinical Research Management
- Forensic Genetics
- Integrative Physiology
- Microbiology and Immunology
- Neurobiology of Aging
- Pharmacology and Neuroscience
- Structural Anatomy
- Visual Sciences

Have you taken any UNTHSC courses online in the last year?

- Yes
- No

Instructional Facilities & Services

Compared to your expectations for the institution, please rate the following institutional facilities and services.

Classrooms

	Exceeds Expectation	Meets Expectations	Below Expectations	No Opinion
AV Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Electrical Outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Network Connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Please identify any classroom by building and room number where electrical outlets and/or network connections are a concern

Student Lounges

	Exceeds Expectation	Meets Expectations	Below Expectations	No Opinion
Adequate Lounge Space Across the Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge on EAD First Floor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge on EAD Fifth Floor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge in CBH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Lounge in MET	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Computing and Technology

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Printing/Copying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student IT Helpdesk Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Lewis Library

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Open sufficient hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conducive to quiet study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conducive to social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building conducive to group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to quality print and electronic resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff able and willing to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Computers - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Computers - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Electrical Outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Network Connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the Lewis Library

Laboratories

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Teaching Labs - Equipment Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Labs - Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Labs - Equipment Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Labs - Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Campus

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Maintenance	●	●	●	●
Cleanliness	●	●	●	●
Handicap Access	●	●	●	●

What do you suggest be done to improve the items listed above?**Campus Police**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Security	●	●	●	●
Emergency Communications	●	●	●	●

What do you suggest be done to improve the items listed above?**Parking**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Availability	●	●	●	●
Price	●	●	●	●

What do you suggest be done to improve the items listed above?

Food Service - Quality vs. Cost

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Stairway Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Java Lab Coffee Shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Four Star Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vending Machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?**Academics**

Compared to your expectations for the institution, please rate the following areas.

Academics, Part 1

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Curriculum, Relevance of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?**Academics - Part 2**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Course and Instructor Evaluations - Adequate Measure of Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Academics - Part 3

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Program Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Academics - Part 4

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Quality of Guidance Provided by Major Professor / Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Faculty Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Academics - Part 5

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Clinical Rotations - Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Clinical Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Access to Preceptors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Education Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral Residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Online Courses

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Faculty availability (e.g. online office hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of interaction with the online instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate software support to accomplish course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate technical support for completing course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Indicate whether you agree or disagree with the following statement:

	Strongly Agree	Agree	No Opinion / Indifferent	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Services & Programs

Compared to your expectations for the institution, please rate the following areas.

Student Affairs

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Registrar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Academic Performance (CAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs - Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Promotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNTHSC Catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing & Evaluation Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs - Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Financial Aid

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Financial Aid Office - Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Loan Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debt Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Other Institutional Services and Offices

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Student Financials Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resource Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing & Communications - General	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNTHSC News & Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

How often do you use the Founders' Activity Center?

- Never
- Once a week
- Twice a week
- Three or more times a week

Compared to your expectations for the institution, please rate the following areas.

Founders' Activity Center

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Hours of Operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities & Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

Student Health Clinic

How often have you used the Student Health Clinic in the last year?

- Never
- Once
- 2 - 5 times
- > 5 times

Compared to your expectations for the institution, please rate the following areas.

Student Health Clinic

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Promptness of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of medical care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?

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

- Hours of Operation
- Quality of Service
- Range of Services Available
- Had no need to use Clinic
- Other (state below)

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

- Yes
- No

Student Assistance Program (SAP) Counseling Service

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Promptness of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of medical care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you suggest be done to improve the items listed above?**Institutional Services Provided by Your Educational Program**

Compared to your expectations for the institution, please rate the following areas.

Institutional Services Provided by Your Educational Program - TCOM

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	•	•	•	•
Administrative Support	•	•	•	•
Career Counseling - Availability	•	•	•	•
Career Counseling - Quality	•	•	•	•
Student Government	•	•	•	•
Other Student Organizations	•	•	•	•
Communication of Student Activities	•	•	•	•
Communication of Academic Deadlines & Regulations	•	•	•	•
Communication of News Specific to Program/School	•	•	•	•
Office of Clinical Education - Policies	•	•	•	•
Office of Clinical Education - Service	•	•	•	•
Communication Specific to Clinical Rotations	•	•	•	•

Institutional Services Provided by Your Educational Program: SHP - Physician Assistant

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	•	•	•	•
Administrative Support	•	•	•	•
Career Counseling - Availability	•	•	•	•
Career Counseling - Quality	•	•	•	•
Student Government	•	•	•	•
Other Student Organizations	•	•	•	•
Communication of Student Activities	•	•	•	•
Communication of Academic Deadlines & Regulations	•	•	•	•
Communication of News Specific to Program/School	•	•	•	•

Institutional Services Provided by Your Educational Program: SHP - Physical Therapy

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	•	•	•	•
Administrative Support	•	•	•	•
Career Counseling - Availability	•	•	•	•
Career Counseling - Quality	•	•	•	•
Student Government	•	•	•	•
Other Student Organizations	•	•	•	•
Communication of Student Activities	•	•	•	•
Communication of Academic Deadlines & Regulations	•	•	•	•
Communication of News Specific to Program/School	•	•	•	•

Institutional Services Provided by Your Educational Program: GSBS

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	•	•	•	•
Student Services	•	•	•	•
Communication of Academic Deadlines & Regulations	•	•	•	•
Communication of News Specific to Program/School	•	•	•	•

Institutional Services Provided by Your Educational Program: SPH

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	•	•	•	•
Administrative Support	•	•	•	•
Career Counseling - Availability	•	•	•	•
Career Counseling - Quality	•	•	•	•
Student Government	•	•	•	•
Other Student Organizations	•	•	•	•
Communication of Student Activities	•	•	•	•
Communication of Academic Deadlines & Regulations	•	•	•	•
Communication of News Specific to Program/School	•	•	•	•

What do you suggest be done to improve the items listed above?

Conclusion

What question topics would you like to see in future surveys?

Thank you for taking the survey. Please click the forward button (right arrows in the lower right) to exit the survey site and enter our drawing for special prizes. Your survey responses will remain anonymous.