

UNT

HEALTH<sup>™</sup>  
SCIENCE CENTER

*Academics*

*Student Services*

**2015 Student  
Satisfaction Survey**

**Institutional Facilities  
and Services**

**Student Health  
Clinic**

## **Executive Summary**

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 to determine which areas are opportunities for improvement. The survey began in 2007 and addresses academics, institutional student services and programs, student services provided by individual programs, institutional facilities and services, the student health clinic, and the student assistance program.

This executive summary includes the following sections:

- What's New?
- Report Organization
- Evaluating Results
- Survey Participation
- Multi-Year Trends - Overall Highlights
  - Areas of sustained excellence
  - Areas showing improvement
  - Areas with opportunities for improvement
- Current Year Results - Overall Highlights
  - Institution Level Question Highlights
  - Program-Specific Question Highlights
- Next Steps

### **What's New?**

- Interprofessional Education questions added to Academics section
- Five years of data history for most areas, where applicable
- Questions with increase (green) or decrease (red) of five or more points highlighted - previously both were highlighted in yellow

### **Report Organization**

The Student Satisfaction Survey Report first presents trend information, including areas of sustained excellence, areas showing improvement, and areas with opportunities for improvement. The specific results from the current year's survey are presented next in the order of the questions in the survey, with institution level questions first. Institution level questions are divided into 4 sections: Institutional Facilities and Services, Student Services and Programs, the Student Health Clinic and the Student Assistance Program (SAP) Counseling Service. This is followed by the school reports that include academic and program-provided student services questions separated by cohort or degree, as appropriate, and results for the institutional level questions for their respective students (see page 26-125 for school reports). Comments for all questions may be found in Appendix A starting on page 126. A glossary of schools, degrees/programs, acronyms, and abbreviations can be found in Appendix B on page 279. A copy of the full survey can be found in Appendix C on page 280. PDF bookmarks are included for easy access to sections.

## Evaluating Results

Core survey questions ask students to rate services or areas based on whether they exceeded, met, or do not meet the expectations of the respondent. Results display the percentage of respondents who chose met or exceeded expectations for a particular area.

In the trend section, areas of sustained excellence are those areas that have achieved scores above 90% for three or more consecutive years (two years for SHP or clinical education areas, where cohorts are students for shorter periods). Areas showing improvement represent questions which have had scores increase for three or more years, but do not yet have scores over 90% met or exceeded expectations. Areas that are opportunities for improvement include questions with scores below 80% for three or more consecutive years.

For the current year results, quantitative scores are presented for each section, include a table providing a five-year history of scores (where appropriate and available), along with the number of responses. In each table, 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 the cell shaded to denote the direction of movement (green: increasing, red: decreasing). “NA” is included in the table when data were not available for prior years due to survey revisions or the program or cohort was not active. Questions where there were decreases of 5 more points can be examined by stakeholders to determine if actions may be needed to improve performance. Questions where less than 80% of respondents chose met or exceeded expectations should be considered areas where actions are needed to improve performance and are summarized at the top of each section. A question with 80% of the respondents choosing met or exceeded expectations is generally considered acceptable. However, exceeding the 80% threshold does not imply that further improvement is not necessary.

## Survey Participation

The 2015 survey was administered online from February 2, 2015, to March 4, 2015. This year, 1,500 students responded to the survey (out of 2,226 total). The survey had a 67% response rate, up two points from 2014. The target response rate each year is 65%. Due to increasing enrollment at UNTHSC, the increase in the response rate represents a 9% increase in the number of actual participants responding over the previous year. The number of student responses from each school is listed below.

- Texas College of Osteopathic Medicine (TCOM) - 375 responses (40%)
- School of Health Professions (SHP) – 314 responses (90%)
- Graduate School of Biomedical Sciences (GSBS) - 341 responses (92%)
- School of Public Health (SPH) – 348 responses (82%)
- System College of Pharmacy (SCP) – 122 responses (78%)

## Multi-Year Trends - Overall Highlights

The number of areas with sustained excellence increased in 2015 to 126 areas from 88 areas in 2014. The number of institutional and program specific areas with opportunities for improvement decreased in 2015 to eight areas from 24 areas in 2014.

### Areas of Sustained Excellence

Areas of Sustained Excellence are those questions that have achieved scores above 90% for three or more consecutive years (two years for SHP or clinical education areas, where cohorts are students for shorter periods). The complete list of the 126 areas with sustained excellence can be found on page 5 of this report.

### Areas Showing Improvement

These areas represent questions that have had scores increase for three or more years, but do not have scores over 90% met or exceeded expectations. The areas that fit this category include:

#### *Institution Level Areas*

##### Classrooms

- Classroom Temperature (ten point increase in four years)

##### Food Service

- Stairway Café (eight point increase in four years)
- Four Star Café (eight point increase in three years)
- Vending Machines (13 point increase in three years)

##### Founders' Activity Center

- Exercise Facilities (22 point increase in four years)

#### *Program-Specific Areas*

##### SHP - MPAS 2015

- Quality of Teaching (21 point increase in two years)

### Areas with Opportunities for Improvement

This area includes questions with scores below 80% for three or more consecutive years. As part of UNTHSC's ongoing continuous improvement efforts, Executive Team members are encouraged to review both the individual section summaries and the categorized comments and develop specific action plans to address opportunities for improvement.

While some of these areas have experienced chronic poor scores others may have had rapid decreases in recent years. Given the persistent nature of these opportunities for improvement, a next step would be for the appropriate stakeholders to clarify and address these issues, as appropriate in their quality improvement efforts.

The Office of Strategy and Organizational Excellence is positioned to assist key leaders with process improvement strategies in areas with the need or potential for improvement.

Areas with Opportunities for Improvement (years below 80%):

*Institution Level Areas*

- Parking Availability (9 years)
- Parking Price (9 years)
- Availability of Scholarships (6 years)

*Program-Specific Areas*

GSBS – PhD

- Relevance of Curriculum (5 years)

SHP – MPAS (Class of 2015)

- Clinical Sites – Availability (2 years)

SPH – MPH

- Availability of Classes (9 years)

SPH – DrPH

- Quality of Teaching (4 years)
- Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation) (6 years)

## **Current Year Results - Overall Highlights**

Highlights from the current year results are presented below. Institution level highlights are presented first, followed by the school-specific question highlights.

### Institution Level Question Highlights

The institution level areas where actions are needed to improve performance include all questions with met or exceeded expectations scores below 80% for the current year and are summarized below. Several of these areas are also listed in the trend section as an opportunity for improvement because they have had scores below 80% for three or more years. Scores for all questions can be found on page 12-47 of the report.

Institutional Facilities and Services had the following questions with Met or Exceeded Expectations scores below 80% for the current year:

- Classroom Temperatures
- Parking Availability
- Parking Price

Student Services and Programs had the following questions with Met or Exceeded Expectations scores below 80% for the current year:

- Availability of Scholarships
- Founders' Activity Center – Hours of Operation

Program-Specific Question Highlights

Two questions have been traditionally tracked with special emphasis by UNTHSC for evaluating student satisfaction. The first asks whether Quality of Teaching exceeded, met, or does not meet 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 evaluating student satisfaction are summarized below by program in Table ES 1.

**Table ES 1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
TCOM-DO	82%	83%
SHP-MPAS	91%	93%
SHP-DPT	97%	98%
GSBS-Med Sci.	91%	94%
GSBS-MS	92%	82%
GSBS-PhD	86%	86%
SPH-MPH	81%	79%
SPH-MHA	92%	93%
SPH-DrPH	67%	50%
SPH-PhD	63%	88%
SCP-PharmD	87%	89%
UNTHSC	87%	83%

More detailed information on these questions is available in the individual school reports.

The program-specific areas where actions are needed to improve performance include all questions with met or exceeded expectations scores below 80% for the current year and are summarized below.

TCOM – DO 2015

- Quality of Faculty Advising
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Clinical Sites – Availability
- Quality of Clinical Instruction
- Clinical Sites - Access to Preceptors
- Career Counseling – Quality
- Office of Clinical Education – Policies
- Office of Clinical Education – Service
- Communication Specific to Clinical Rotations

TCOM – DO 2017

- Relevance of Curriculum
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Quality of facilitation by IPE Faculty
- Variety of Professions Represented in IPE Team Experiences
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

TCOM – DO 2018:

- Quality of Teaching
- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Interprofessional Education Overall

GSBS – PhD

- Curriculum, Relevance of

SHP – MPAS 2015

- Clinical Sites – Availability

SHP – PA

- Relevance of IPE Activities

SPH – MPH

- Availability of Classes

#### SPH – MHA

- Quality of IPE Student Team Experiences

#### SPH – DrPH

- Curriculum, Relevance of
- Adequacy of Curriculum Integration
- Quality of Teaching
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Adequacy of Course Evaluation Process
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Doctoral Residency
- Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)
- Availability of Classes
- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Variety of Professions Represented in IPE Team Experiences
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

#### SPH – PhD

- Curriculum, Relevance of
- Adequacy of Curriculum Integration
- Quality of Teaching
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Adequacy of Course Evaluation Process
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Doctoral Residency
- Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)
- Availability of Classes
- Variety of Professions Represented in IPE Team

### **Next Steps**

To ensure that opportunities for improvement are addressed, it is recommended that Executive Team members set deadlines to assess improvement priorities and develop process improvement plans. Process improvement plans should include the area to be addressed, actions to be taken, measures to assess improvements, improvement targets, and a timeline for actions. To ensure accountability, these plans should be shared and reported on at Executive Team meetings.

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# **Survey Report**

## **Introduction and Methodology**

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

The annual UNTHSC Student Satisfaction Survey was administered in February and early March of 2015 to evaluate student satisfaction across all elements of campus life. The survey was developed in 2007 by a committee of key academic and student support stakeholders and the Office of Strategy and Organizational Excellence (OSOE). 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 2015 questions were reviewed following input from the five schools. The main revisions to the survey this year were the addition of Interprofessional Education questions in the Academics section, and the extension of data tables to five years for the institutional section and two years for the individual program sections.

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 academics, institutional student services and programs, student services provided by individual programs, institutional facilities and services, the student health clinic, and the student assistance program (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 OSOE using Qualtrics on February 2, 2015, and closed March 4, 2015. While the survey gathered anonymous input, limited demographic data were also collected. Of 1,500 students who participated in the survey, 375 were students within TCOM, 314 in SHP, 341 in GSBS, 348 in SPH, and 122 in SCP. The 1,500 students who responded represent an approximately 67% response rate (Table 1.1). Due to students self-selecting their program and taking the survey more than once, some DPT, MPAS, GSBS, and SPH programs appear to have a greater than 100% response rate based on official spring enrollment figures. In addition, 60% of the survey respondents expect to graduate in either 2015 or 2016, suggesting that a significant portion of the pool has spent enough time at UNTHSC to have formed an opinion on the issues raised in the survey (Table 1.2). The gender make-up of the respondents approximates that of the student body, with 43% of respondents male and 57% female (Table 1.3). Additionally, 97% of respondents were full-time students (Table 1.4).

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

<b>Program/Degree</b>	<b>2015 Respondents</b>	<b>2015 Percent of Respondents</b>	<b>2015 Number Surveyed</b>	<b>2015 Response Rate*</b>	<b>2014 Response Rate*</b>
TCOM/DO	375	25%	927	40%	43%
TCOM/DO – 2015	68	5%	237	29%	36%
TCOM/DO – 2016	73	5%	231	32%	41%
TCOM/DO – 2017	98	7%	232	42%	65%
TCOM/DO – 2018	136	9%	227	60%	NA
SHP/MPAS	192	13%	222	86%	88%
SHP/MPAS – 2015	57	4%	76	75%	89%
SHP/MPAS – 2016	61	4%	75	81%	91%
SHP/MPAS – 2017*	74	5%	71	104%	NA
SHP/DPT	122	8%	125	98%	80%
SHP/DPT – 2015*	43	3%	42	102%	107%
SHP/DPT – 2016	33	2%	42	79%	95%
SHP/DPT – 2017*	46	3%	41	112%	NA
GSBS/Med Science*	220	15%	192	115%	101%
GSBS/MS*	57	4%	65	88%	125%
GSBS/PhD	64	4%	115	56%	51%
SPH/MPH	289	19%	344	84%	66%
SPH/MHA	33	2%	39	85%	87%
SPH/DrPH	10	1%	16	63%	71%
SPH/PhD*	16	1%	25	64%	114%
SCP/PharmD	122	8%	156	78%	95%
SCP/PharmD – 2017	64	4%	75	85%	95%
SCP/PharmD – 2018	58	4%	81	72%	NA
Totals	1500	100%	2226	67%	65%

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

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

<b>Expected Graduation</b>	<b>2015 Respondents</b>	<b>2015 Percent of Respondents</b>
2015	547	36%
2016	360	24%
2017	361	24%
2018	210	14%
2019 or later	22	1%
Totals	1500	100%

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

**Table 1.3 – Survey Participants by Gender**

Gender	2015 Respondents	2015 Percent of Respondents	2015 Number Surveyed	2015 Response Rate	2014 Response Rate
Male	640	43%	966	66%	64%
Female	860	57%	1260	68%	67%
Totals	1500	100%	2226	67%	66%

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

Status	2015 Respondents	2015 Percent of Respondents	2015 Number Surveyed	2015 Response Rate	2014 Response Rate
Full-Time	1460	97%	2077	70%	69%
Part-Time	40	3%	149	27%	26%
Totals	1500	100%	2226	67%	66%

**How are results presented?**

Quantitative results for each section include a table providing a five-year history of scores (where appropriate and available), 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 the cell shaded to denote the direction of movement (green: increasing, red: decreasing). “NA” is included in the table when data were not available for prior years due to survey revisions or the program or cohort was not active. Extensive narrative sections found in past reports have been replaced with highlights that call out important features in the data.

Beginning with the 2014 results, institutional level questions (i.e., Institutional Facilities & Services, Student Services and Programs, Student Health Clinic, and Student Assistance Program) were also tabulated for each school, and school-specific reports for each school were compiled based on these data.

**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.

**Do any questions receive special focus?**

Two questions have been traditionally tracked with special emphasis by UNTHSC 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?**

To ensure that opportunities for improvement are addressed, it is recommended that Executive Team members set deadlines to assess improvement priorities and develop process improvement plans. Process improvement plans should include the area to be addressed, actions to be taken, measures to assess improvements, improvement targets, and a timeline for actions. To ensure accountability, these plans should be shared and reported on at Executive Team meetings.

## Highlighted Trends

Results are generally presented in the order of the questions in the survey. Institution-level questions and results are presented first, followed by the results for each program. Comments for all questions may be found in Appendix A.

## Areas of Sustained Excellence

Areas of Sustained Excellence are those questions that have achieved scores above 90% for three or more consecutive years (two years for SHP or clinical education areas, where cohorts are students for shorter periods). This year, there were 126 areas with sustained excellence:

### Institution Level Areas

#### Classrooms

- AV Equipment
- Maintenance
- Cleanliness

#### Student Lounges

- EAD Fifth Floor
- Lounges in CBH

#### Computing and Technology

- Email
- Student IT Helpdesk Support

#### Lewis Library

- Open sufficient hours
- Building conducive to quiet study
- Building conducive to social interaction
- Building conducive to group work
- Access to quality print and electronic resources
- Staff able and willing to help me
- Library Computers – Quality
- Library Computers – Availability
- Library Electrical Outlets

#### Laboratories

- Teaching Labs – Equipment Quality
- Teaching Labs – Safety
- Research Labs – Equipment Quality
- Research Labs - Safety

## **Institutional Areas - continued**

### **Campus**

- Maintenance
- Cleanliness
- Handicap Access

### **Campus Police**

- Security
- Emergency Communications

### **Student Affairs**

- Registrar
- International Student Services
- Center for Academic Performance (CAP)
- Student Development
- Student Affairs - Career Services
- Health Promotion
- UNTHSC Catalog
- Testing & Evaluation Services
- Students Affairs - Overall

### **Financial Aid**

- Financial Aid Office – Overall
- Access to Loan Information

### **Other Institutional Services and Offices**

- Student Financials Office
- Human Resource Services
- Marketing & Communications – General UNTHSC News & Plans
- Alumni Affairs

### **Student Assistance Program (SAP) Counseling Service**

- Promptness of Service
- Professionalism of Service
- Convenience of Hours

## Program-Specific Areas

### TCOM 2015

- Program Teaching/Graduate Assistants
- Admissions
- Administrative Support
- Student Government
- Other Student Organizations
- Communication of Student Activities
- Communication of News Specific to Program/School

### TCOM 2016

- Program Teaching/Graduate Assistants
- Admissions
- Administrative Support
- Career Counseling – Availability
- Student Government
- Other Student Organizations
- Communication of Student Activities
- Communication of News Specific to Program/School
- Office of Clinical Education – Policies
- Office of Clinical Education - Service

### SHP – MPAS 2015

- Student feedback used in program curricular revisions
- Admissions
- Administrative Support
- Career Counseling – Availability
- Career Counseling – Quality
- Student Government
- Other Student Organizations
- Communication of Student Activities
- Communication of Academic Deadlines & Regulations

### SHP – MPAS 2016

- Relevance of Curriculum
- 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

**SHP – DPT 2015**

- Curriculum, Relevance of
- Student feedback used in program curricular revisions
- Course and instructor evaluations
- Quality of Teaching
- Administrative Support
- Admissions
- Career Counseling-Availability
- Career Counseling-Quality
- Student Government
- Other Student Organizations
- Communication of Student Activities
- Communication of Academic Deadlines and Regulations

**SHP – DPT 2016**

- Relevance of Curriculum
- Quality of Teaching
- Quality of guidance/mentorship by program faculty
- Course and Instructor Evaluations - Adequate Measure of Quality
- Admissions
- Administrative Support
- Career Counseling-Availability
- Career Counseling-Quality
- Student Government
- Other Student Organizations
- Communication of Student Activities
- Communication of Academic Deadlines and Regulations
- Communication of News Specific to Program/School

**GSBS – Medical Science**

- Relevance of Curriculum
- Course and Instructor Evaluations – Adequate Measure of Quality
- Course and Instructor Evaluations – Used Effectively by Faculty to Improve the Curriculum
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor
- Admissions
- Student Services
- Communication of Academic Deadlines & Regulations
- Communication of News Specific to Program/School

**GSBS – MS**

- Course and Instructor Evaluations – Adequate Measure of Quality
- Program Teaching/Graduate Assistants
- Availability of Classes
- Admissions
- Student Services

**GSBS – PhD**

- Admissions
- Student Services

**SPH – MPH**

- Admissions
- Administrative Support

**SPH – MHA**

- Admissions
- Administrative Support

**SPH – DrPH**

- Admissions

**SPH – PhD**

- Admissions

**Areas Showing Improvement**

These areas represent questions that have had scores increase for three or more years, but do not have scores over 90% met or exceeded expectations. These areas demonstrate that low scores can be overcome through continuous improvement efforts. The areas that fit this category include:

**Institution Level Areas****Classrooms**

- Classroom Temperature (ten point increase in four years)

**Food Service**

- Stairway Café (eight point increase in four years)
- Four Star Café (eight point increase in three years)
- Vending Machines (13 point increase in three years)

**Founders' Activity Center**

- Exercise Facilities (22 point increase in four years)

## **Program-Specific Areas**

### **SHP - MPAS 2015**

- Quality of Teaching (21 point increase in two years)

## **Areas with Opportunities for Improvement**

This area includes questions with scores below 80% for three or more consecutive years. As part of UNTHSC's ongoing continuous improvement efforts, Executive Team members are encouraged to review both the individual section summaries and the categorized comments and develop specific action plans to address opportunities for improvement.

## **Areas with Opportunities for Improvement (years below 80%)**

### **Institution Level Areas**

- Parking Availability (9 years)
- Parking Price (9 years)
- Availability of Scholarships (6 years)

### **Program-Specific Areas**

#### **GSBS – PhD**

- Relevance of Curriculum (5 years)

#### **SHP – MPAS 2015**

- Clinical Sites – Availability (2 years)

#### **SPH – MPH**

- Availability of Classes (9 years)

#### **SPH – DrPH**

- Quality of Teaching (4 years)
- Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation) (6 years)

## Institutional Facilities and Services – Summary

Table 2.1 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2015.

Institutional Facilities and Services had the following questions with Met or Exceeded Expectations scores below 80% for the current year:

- Classroom Temperatures
- Parking Availability
- Parking Price

### **Comment Themes**

Classrooms: Wifi accessibility, room temperature, electrical outlets, AV equipment – dead spots and batteries for wireless microphones, inconsistent IClickers, poor microphone quality in lecture halls, clean desks/tables.

Student Lounges: Need for more lounge space around the campus and more/better furniture in existing lounges, i.e, ice machines, sinks, etc. Snacks

Computing & Technology: Wifi quality, copying/printing costs, and copier/printer dependability, and both praise & frustration for the HelpDesk and IT support.

Lewis Library: Overall love and appreciation for the library, more study space, access to 3<sup>rd</sup> floor 24/7, Wifi accessibility, more computers and electrical outlets, and improved seating on the 3<sup>rd</sup> floor, Allow laptop projection to the TV screens in the library (ex: use of Chromecast, Apple TV)

Laboratories: Appreciation for the anatomy lab, better quality microscopes, and the need for newer/upgraded equipment.

Campus: Need for cleaner floors and bathrooms, praise for landscaping and general cleanliness, handicap access to MET and CBH, ants in Luibel Hall, and microphones.

Campus Police: Overall appreciation for police officers. Need for increased visibility, calls for improved lighting, not calling at 5AM for school closings/openings, fewer weather alerts, and a general appreciation for emergency communications.

Parking: Included cost and availability and the need for more temporary parking options and options for 3<sup>rd</sup>/4<sup>th</sup> year TCOM students.

Food Service: Appreciation for the quality of food currently available, more vending machines, decreased costs, more menu variety and healthier options, and longer hours.

### Institutional Facilities & Services - Summary

Table 2.1 - Institutional Facilities & Services	2015		2014		2013		2012		2011	
	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>										
<b>Classrooms</b>										
AV Equipment	92%	1230	91%	1155	91%	1084	94%	944	90%	828
Maintenance	96%	1283	96%	1204	94%	1116	96%	971	93%	845
Cleanliness	96%	1296	92%	1213	93%	1130	<b>95%</b>	979	90%	851
Classroom Temperature	78%	1276	78%	1193	<b>77%</b>	1120	72%	970	68%	837
Classroom Electrical Outlets	88%	1279	88%	1201	<b>87%</b>	1121	92%	967	NA	NA
Classroom Network Connections	<b>84%</b>	1283	<b>70%</b>	1197	<b>83%</b>	1113	93%	960	NA	NA
<b>Student Lounges</b>										
Adequate Lounge Space Across the Campus	85%	1193	86%	1096	83%	997	80%	876	NA	NA
EAD First Floor	88%	958	91%	848	88%	761	89%	697	88%	603
EAD Fifth Floor	92%	790	92%	653	92%	580	91%	519	NA	NA
Lounges in CBH	94%	727	93%	597	93%	540	93%	558	90%	486
Lounges in MET	90%	945	87%	815	85%	721	86%	686	NA	NA
<b>Computing and Technology</b>										
Printing/Copiers	86%	1221	<b>84%</b>	1140	90%	1078	<b>87%</b>	946	82%	814
Email	97%	1299	97%	1205	97%	1134	95%	975	92%	848
Wireless Quality	<b>83%</b>	1298	<b>67%</b>	1210	<b>79%</b>	1127	93%	966	93%	833
Student IT Helpdesk Support	96%	1185	95%	1088	95%	1015	96%	898	NA	NA
<b>Lewis Library</b>										
Open sufficient hours	97%	1268	96%	1174	96%	1095	96%	948	98%	836
Building conducive to quiet study	90%	1265	94%	1169	<b>90%</b>	1098	84%	944	85%	855
Building conducive to social interaction	98%	1247	98%	1162	98%	1082	96%	919	96%	807
Building conducive to group work	97%	1251	97%	1166	98%	1089	NA	NA	NA	NA
Access to quality print and electronic resources	96%	1225	94%	1147	96%	1086	95%	931	92%	822
Staff able and willing to help me	98%	1229	98%	1136	98%	1082	98%	922	98%	801
Library Computers – Quality	91%	1003	91%	959	90%	941	93%	832	94%	705
Library Computers – Availability	96%	1015	96%	974	92%	940	92%	828	93%	703
Library Electrical Outlets	94%	1239	96%	974	<b>95%</b>	1077	90%	869	NA	NA
Library Network Connections	<b>89%</b>	1252	95%	1151	<b>91%</b>	1071	98%	911	NA	NA
<b>Laboratories</b>										
Teaching Labs - Equipment Quality	98%	879	97%	846	96%	761	95%	626	92%	530
Teaching Labs - Safety	99%	878	99%	843	99%	760	99%	619	97%	519
Research Labs - Equipment Quality	98%	701	97%	629	97%	577	97%	460	93%	353
Research Labs - Safety	99%	699	99%	627	98%	567	99%	453	97%	354
<b>Campus</b>										
Maintenance	98%	1294	98%	1200	95%	1114	98%	955	96%	844
Cleanliness	97%	1302	95%	1215	94%	1133	96%	961	94%	848
Handicap Access	96%	856	95%	754	<b>92%</b>	655	97%	578	94%	467
<b>Campus Police</b>										
Security	97%	1176	97%	1070	96%	1009	<b>97%</b>	883	92%	755
Emergency Communications	99%	1085	98%	1040	96%	934	98%	808	95%	682
<b>Parking</b>										
Availability	55%	1218	53%	1155	<b>49%</b>	1087	<b>61%</b>	934	78%	797
Price	<b>70%</b>	1180	75%	1112	74%	1041	75%	906	77%	775
<b>Food Service - Quality vs. Cost</b>										
Stairway Café	86%	807	82%	792	80%	716	79%	642	78%	569
Java Lab Coffee Shop	88%	1101	<b>85%</b>	1006	80%	920	84%	820	83%	727
Four Star Café	85%	1116	<b>83%</b>	1006	78%	928	<b>77%</b>	811	84%	629
Vending Machines	<b>85%</b>	1036	<b>79%</b>	961	72%	881	72%	777	69%	668

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics – Summary

### Introduction

Beginning with the 2014 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.

Starting with the 2014 survey additional details for this section can be found in the Academics section of each respective program.

### Quality of Teaching and Quality of Education Results

Two questions have been traditionally tracked with special emphasis by UNTHSC 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**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
TCOM-DO	82%	83%
SHP-MPAS	91%	93%
SHP-DPT	97%	98%
GSBS-Med Sci.	91%	94%
GSBS-MS	92%	82%
GSBS-PhD	86%	86%
SPH-MPH	81%	79%
SPH-MHA	92%	93%
SPH-DrPH	67%	50%
SPH-PhD	63%	88%
SCP-PharmD	87%	89%
UNTHSC	87%	83%

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

2015 Results							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2015	62	24%	55%	11%	8%	2%	3.92
TCOM-DO 2016	60	17%	77%	3%	3%	0%	4.07
TCOM-DO 2017	88	9%	65%	11%	11%	3%	3.65
TCOM-DO 2018	120	24%	63%	5%	8%	0%	4.03
SHP-MPAS 2015	48	23%	69%	6%	2%	0%	4.13
SHP-MPAS 2016	59	37%	56%	5%	2%	0%	4.29
SHP-MPAS 2017	69	35%	59%	3%	3%	0%	4.26
SHP-DPT 2015	39	59%	41%	0%	0%	0%	4.59
SHP-DPT 2016	32	34%	63%	3%	0%	0%	4.31
SHP-DPT 2017	39	69%	28%	0%	3%	0%	4.64
GSBS-Med Science	194	46%	48%	4%	1%	1%	4.38
GSBS-MS	51	25%	57%	12%	4%	2%	4.00
GSBS-PhD	58	12%	74%	5%	7%	2%	3.88
SPH-MPH	242	17%	62%	14%	4%	3%	3.86
SPH-MHA	28	50%	43%	4%	0%	4%	4.36
SPH-DrPH	8	38%	13%	13%	25%	13%	3.38
SPH-PhD	16	19%	69%	6%	6%	0%	4.00
SCP-PharmD 2017	60	23%	63%	5%	7%	2%	4.00
SCP-PharmD 2018	50	38%	54%	4%	4%	0%	4.26

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

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

2014 Results							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2014	64	19%	59%	9%	13%	0%	3.84
TCOM-DO 2015	69	30%	57%	9%	4%	0%	4.13
TCOM-DO 2016	86	19%	66%	9%	6%	0%	3.98
TCOM-DO 2017	115	33%	56%	5%	5%	1%	4.15
SHP-MPAS 2014	48	15%	73%	8%	2%	2%	3.96
SHP-MPAS 2015	60	12%	72%	12%	5%	0%	3.90
SHP-MPAS 2016	59	32%	61%	5%	2%	0%	4.24
SHP-DPT 2014	13	54%	46%	0%	0%	0%	4.54
SHP-DPT 2015	43	58%	42%	0%	0%	0%	4.58
SHP-DPT 2016	38	42%	50%	8%	0%	0%	4.34
GSBS-Med Science	190	35%	58%	4%	3%	0%	4.24
GSBS-MS	65	18%	62%	17%	3%	0%	3.95
GSBS-PhD	72	24%	58%	11%	7%	0%	3.99
SPH-MPH	171	17%	61%	13%	9%	1%	3.85
SPH-MHA	25	28%	68%	4%	0%	0%	4.24
SPH-DrPH	12	25%	33%	8%	17%	17%	3.33
SPH-PhD	23	13%	57%	13%	17%	0%	3.65
SCP-PharmD	69	26%	67%	3%	4%	0%	4.14

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

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

2013 Results							
PROGRAM	<i>n</i>	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

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

2012 Results							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2012	55	13%	69%	13%	4%	2%	3.87
TCOM-DO 2013	114	13%	61%	8%	14%	4%	3.64
TCOM-DO 2014	141	27%	60%	6%	6%	1%	4.07
TCOM-DO 2015	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2012	32	19%	69%	9%	3%	0%	4.03
SHP-MPAS 2013	49	16%	53%	6%	16%	8%	3.24
SHP-MPAS 2014	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

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

2011 Results							
PROGRAM	<i>n</i>	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM-DO 2011	106	11%	58%	10%	11%	9%	3.53
TCOM-DO 2012	157	25%	62%	6%	6%	1%	4.04
TCOM-DO 2013	NA	NA	NA	NA	NA	NA	NA
TCOM-DO 2014	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2011	62	40%	56%	3%	0%	0%	4.37
SHP-MPAS 2012	NA	NA	NA	NA	NA	NA	NA
SHP-MPAS 2013	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

## Interprofessional Education (IPE) – Summary

Starting in 2015 new questions related to Interprofessional Education (IPE) have been added (Table 3.3).

Two questions with Met or Exceeded Expectations scores below 80%:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences

<b>Table 3.3 - Interprofessional Education (IPE)</b>	<b>2015</b>	
	<b>Met/ Exceeded</b>	<b>n</b>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>		
Relevance of IPE Activities	78%	982
Quality of IPE Student Team Experiences	79%	985
Quality of facilitation by IPE Faculty	87%	965
Variety of Professions Represented in IPE Team Experiences	89%	976
Interprofessional Collaborative Practice Skills Integrated Into my School/College’s Curriculum	82%	969
Interprofessional Education Overall	82%	978

Comment themes included the need for improved organization and scheduling, lack of breadth of topics, and the general lack of experience with IPE activities.

## **Student Services and Programs – Summary**

Tables 4.1 and 4.3 contain the percent of Met/Exceeded Expectations for each area in this section for 2011-2015.

Student Services and Programs had the following questions with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships
- Founders Activity Center – Hours of Operation

### **Comment Themes**

Student Affairs: Praise for the CAP office and CAP tutors, the need for more and improved career services, lack of respect and courtesy from testing services, the need for more tutors, especially ones with scientific knowledge, and delays in receiving test results.

Financial Aid: Helpful financial aid staff, not having enough scholarships and the website being difficult to navigate and comprehend, more information on loans.

Other Institutional Services and Offices: Improved communications, especially in regards to scholarships, and the general lack of knowledge concerning Alumni Affairs.

Founders' Activity Center: Being a great facility for its size, better facilities/equipment, and longer hours are needed.

**Student Services and Programs - Summary**

<b>Table 4.1 - Student Affairs</b>	2015		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>	<b>Met/ Exceeded</b>	<i>n</i>								
<b>Student Affairs</b>										
Registrar	98%	1114	99%	1014	97%	948	99%	855	97%	882
International Student Services	95%	604	97%	499	96%	453	97%	380	94%	393
Center for Academic Performance (CAP)	93%	1116	94%	1031	94%	947	<b>90%</b>	822	84%	824
Student Development	96%	1008	97%	920	97%	892	95%	787	93%	818
Student Affairs - Career Services	94%	879	93%	778	93%	790	91%	669	90%	690
Health Promotions	95%	926	95%	830	94%	789	90%	715	89%	730
UNTHSC Catalog	96%	842	96%	729	94%	690	96%	618	93%	637
Testing & Evaluation Services	91%	1116	94%	1011	95%	941	92%	793	92%	818
Student Affairs - Overall	97%	1109	96%	1019	97%	949	96%	857	93%	904
<b>Financial Aid</b>										
Financial Aid Office - Overall	96%	1066	96%	979	96%	909	96%	803	94%	864
Access to Loan Information	95%	987	95%	910	94%	851	94%	754	94%	818
Availability of Scholarships	<b>76%</b>	1002	70%	924	70%	876	67%	762	65%	811
Debt Counseling	91%	715	88%	634	86%	627	85%	479	NA	NA
<b>Other Institutional Services and Offices</b>										
Student Financials Office	98%	970	97%	894	96%	843	97%	736	96%	800
Human Resource Services	97%	810	97%	756	97%	698	97%	608	96%	637
Marketing & Communications General UNTHSC										
News & Plans	97%	830	98%	759	97%	711	96%	626	93%	658
Alumni Affairs	97%	599	95%	531	96%	492	95%	430	91%	442

<b>Table 4.2- How often do you use the Founders' Activity Center?</b>	2015	2014	2013	2012	2011
Never Used	65%	63%	61%	67%	62%
Once a week	15%	15%	16%	16%	18%
Twice a week	8%	8%	9%	7%	11%
Three or more times a week	13%	14%	14%	9%	9%

<b>Table 4.3 - Founders' Activity Center</b>	2015		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>	<b>Met/ Exceeded</b>	<i>n</i>								
Hours of Operation	79%	457	80%	440	82%	430	83%	319	86%	373
Activities & Programs	92%	379	91%	363	88%	374	93%	292	89%	321
Fitness Classes	86%	332	88%	299	85%	308	89%	244	85%	260
Exercise Facilities	84%	460	<b>82%</b>	436	<b>74%</b>	424	<b>68%</b>	315	62%	367
Exercise Equipment	85%	460	<b>86%</b>	435	77%	424	<b>74%</b>	319	90%	271

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – Summary**

Table 5.2 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2015.

The Student Health Clinic had no questions with Met or Exceeded Expectations scores below 80%.

### **Comment Themes**

Praise for the doctor and medical staff. However, there is a need for more doctors, better quality of care and better availability for appointments/ flexible hours.

## Student Health Clinic - Summary

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

	2015	2014	2013	2012	2011
Never Used	47%	53%	46%	44%	36%
1 Time	24%	23%	25%	26%	27%
2-5 Times	26%	22%	26%	26%	33%
>5 Times	3%	2%	3%	4%	4%

<b>Table 5.2 - Student Health Clinic</b>	2015		2014		2013		2012		2011	
	Met/ Exceeded	n								
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>										
Promptness of Service	91%	688	88%	555	<b>84%</b>	597	<b>73%</b>	541	78%	646
Professionalism of Service	<b>95%</b>	691	85%	551	<b>82%</b>	595	<b>74%</b>	542	87%	644
Quality of Medical Care	<b>92%</b>	682	73%	548	70%	590	<b>69%</b>	535	83%	637
Convenience of Hours	<b>82%</b>	680	<b>87%</b>	544	79%	585	<b>75%</b>	529	81%	628

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

**Table 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	2015	2014	2013	2012	2011
Had no need to use clinic	5%	83%	67%	76%	84%
Hours of Operation	4%	4%	4%	9%	6%
Quality of Service	1%	6%	8%	11%	3%
Range of Services Available	84%	2%	3%	6%	4%
Other: Have own insurance/physician (most common answer)	14%	13%	18%	18%	6%

## **Student Assistance Program (SAP) Counseling Service – Summary**

The Student Assistance Program (SAP) Counseling Service was used by 6% of students (Table 6.1). Table 6.2 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2015.

The Student Assistance Program had no questions with Met or Exceeded Expectations scores below 80%.

### **Comment Themes**

There is an appreciation for overall services. Students request more up-to-date listings of providers, express hesitancy to share personal information, and request more sessions and service longer hours.

**Student Assistance Program (SAP) Counseling Service - Summary**

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

	2015	2014	2013	2012	2011
Yes	5%	6%	6%	6%	4%
No	95%	94%	94%	94%	96%

<b>Table 6.2 - SAP Counseling Service</b>	2015		2014		2013		2012		2011	
	<b>Met/ Exceeded</b>	<i>n</i>								
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>										
Promptness of Service	96%	67	100%	72	94%	67	98%	53	95%	23
Professionalism of Service	96%	67	94%	71	<b>95%</b>	66	<b>100%</b>	53	93%	23
Quality of Mental Health Care	<b>94%</b>	64	<b>85%</b>	66	94%	64	90%	52	92%	23
Convenience of Hours	<b>94%</b>	66	<b>99%</b>	67	94%	64	98%	53	95%	23

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

# **School Report**

# **TCOM**

## **Institutional Facilities and Services – TCOM Summary**

As noted in Table TCOM 2.1 students reported Met or Exceeded Expectations scores below 80% for three questions:

- Lounges in MET
- Parking Availability
- Parking Price

### Institutional Facilities & Services - Summary

Table TCOM 2.1 - Institutional Facilities & Services	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
<b>Classrooms</b>				
AV Equipment	91%	304	89%	312
Maintenance	97%	314	95%	323
Cleanliness	<b>96%</b>	316	87%	326
Classroom Temperature	85%	306	81%	315
Classroom Electrical Outlets	94%	305	95%	318
Classroom Network Connections	<b>85%</b>	307	66%	315
<b>Student Lounges</b>				
Adequate Lounge Space Across the Campus	82%	272	78%	275
Student Lounge on EAD First Floor	<b>87%</b>	179	93%	169
Student Lounge on EAD Fifth Floor	<b>91%</b>	129	96%	114
Student Lounge in CBH	91%	125	95%	107
Student Lounge in MET	75%	262	71%	269
<b>Computing and Technology</b>				
Printing/Copiers	83%	300	87%	315
Email	97%	322	95%	332
Wireless Quality	<b>86%</b>	322	64%	336
Student IT Helpdesk Support	<b>97%</b>	290	92%	302
<b>Lewis Library</b>				
Open sufficient hours	97%	302	94%	311
Building conducive to quiet study	<b>86%</b>	299	93%	308
Building conducive to social interaction	97%	297	98%	306
Building conducive to group work	96%	295	96%	304
Access to quality print and electronic resources	96%	290	94%	306
Staff able and willing to help me	97%	289	98%	298
Library Computers - Quality	89%	228	92%	237
Library Computers - Availability	98%	231	96%	242
Library Electrical Outlets	94%	293	94%	299
Library Network Connections	<b>90%</b>	299	82%	302
<b>Laboratories</b>				
Teaching Labs - Equipment Quality	98%	222	98%	221
Teaching Labs - Safety	100%	222	99%	217
Research Labs - Equipment Quality	99%	155	99%	139
Research Labs - Safety	99%	154	100%	140
<b>Campus</b>				
Maintenance	99%	316	98%	330
Cleanliness	97%	316	94%	332
Handicap Access	97%	196	95%	192
<b>Campus Police</b>				
Security	95%	292	98%	296
Emergency Communications	99%	275	98%	283
<b>Parking</b>				
Availability	<b>27%</b>	323	36%	325
Price	<b>60%</b>	310	68%	318
<b>Food Service - Quality vs. Cost</b>				
Stairway Café	83%	178	82%	200
Java Lab Coffee Shop	86%	267	88%	274
Four Star Café	81%	303	80%	297
Vending Machines	83%	241	81%	247

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics – TCOM Summary

### Introduction

Beginning with the 2014 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 have been traditionally tracked with special emphasis by UNTHSC 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 TCOM 3.1, and a detailed set of data for the second question is below in Table TCOM 3.2.

**Table TCOM 3.1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
TCOM-DO	82%	83%

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

2015 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM – Total	330	19%	64%	8%	8%	1%	3.91
TCOM-DO 2015	62	24%	55%	11%	8%	2%	3.92
TCOM-DO 2016	60	17%	77%	3%	3%	0%	4.07
TCOM-DO 2017	88	9%	65%	11%	11%	3%	3.65
TCOM-DO 2018	120	24%	63%	5%	8%	0%	4.03

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

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

2014 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM – Total	334	26%	59%	8%	7%	0%	4.04
TCOM-DO 2014	64	19%	59%	9%	13%	0%	3.84
TCOM-DO 2015	69	30%	57%	9%	4%	0%	4.13
TCOM-DO 2016	86	19%	66%	9%	6%	0%	3.98
TCOM-DO 2017	115	33%	56%	5%	5%	1%	4.15

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

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

2013 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM – Total	391	22%	66%	5%	6%	1%	4.02
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

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

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

2012 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM – Total	370	18%	62%	9%	9%	2%	3.86
TCOM-DO 2012	60	13%	63%	12%	10%	2%	3.77
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

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

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

2011 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
TCOM – Total	435	16%	64%	7%	10%	4%	3.77
TCOM-DO 2011	85	11%	66%	8%	12%	4%	3.68
TCOM-DO 2012	87	9%	70%	3%	13%	5%	3.67
TCOM-DO 2013	106	11%	58%	10%	11%	8%	3.53
TCOM-DO 2014	157	25%	62%	6%	6%	1%	4.04

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

### **TCOM – DO 2015**

As noted in Table TCOM 3.3 –DO 2015, students reported Met or Exceeded Expectations scores below 80% for five questions:

- Quality of Faculty Advising
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Clinical Sites – Availability
- Quality of Clinical Instruction
- Clinical Sites - Access to Preceptors

As shown in Table TCOM 3.2a, 79% 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 3.92.

### **TCOM – DO 2016**

As noted in Table TCOM 3.3 – DO 2016, students reported Met or Exceeded Expectations scores of 80% or more for all questions.

As shown in Table TCOM 3.2a, 94% 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 4.07.

### **TCOM – DO 2017**

As noted in Table TCOM 3.3 – DO 2017, students reported two questions with Met or Exceeded Expectations scores below 80%:

- Relevance of Curriculum
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

As shown in Table TCOM 3.2a, 74% of DO - 2017 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 3.65.

### **TCOM – DO 2018**

As noted in Table TCOM 3.3 – DO 2018, students reported one question with Met or Exceeded Expectations scores below 80%:

- Quality of Teaching

As shown in Table TCOM 3.2a, 87% of DO - 2018 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 4.03.

## **Interprofessional Education (IPE)**

As noted in Table TCOM 3.4, overall TCOM students had five questions with Met or Exceeded Expectations scores below 80%:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Quality of facilitation by IPE Faculty
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

### **TCOM – DO 2015**

TCOM – DO 2015 had no questions with Met or Exceeded Expectations scores below 80% (Table TCOM 3.5).

### **TCOM – DO 2016**

TCOM – DO 2016 had no questions with Met or Exceeded Expectations scores below 80% (Table TCOM 3.6).

### **TCOM – DO 2017**

As noted in Table TCOM 3.7, students' responses for all six questions had Met or Exceeded Expectations scores below 80%:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Quality of facilitation by IPE Faculty
- Variety of Professions Represented in IPE Team Experiences
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

### **TCOM – DO 2018**

As noted in Table TCOM 3.8, students' responses for three questions had Met or Exceeded Expectations scores below 80%:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Interprofessional Education Overall

<b>Table TCOM 3.3 - DO 2015</b>	2015		2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>						
Curriculum, Relevance of	83%	52	94%	67	89%	110	88%	153
Quality of Teaching	85%	53	92%	66	84%	109	79%	140
Quality of Faculty Advising	73%	56	83%	65	83%	95	90%	121
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	80%	54	85%	65	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	82%	55	86%	65	78%	103	82%	149
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	79%	53	87%	62	74%	93	79%	131
Program Teaching/Graduate Assistants	91%	45	98%	46	96%	72	94%	113
Clinical Rotations - Overall	86%	59	87%	63	NA	NA	NA	NA
Clinical Sites - Quality	86%	59	97%	62	NA	NA	NA	NA
Clinical Sites - Availability	61%	59	72%	64	NA	NA	NA	NA
Quality of Clinical Instruction	78%	59	80%	65	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	71%	58	72%	64	NA	NA	NA	NA

<b>Table TCOM 3.3 - DO 2016</b>	2015		2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>						
Curriculum, Relevance of	91%	55	80%	87	97%	152	N/A	N/A
Quality of Teaching	95%	55	88%	86	89%	151	N/A	N/A
Quality of Faculty Advising	89%	55	85%	72	90%	125	N/A	N/A
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	83%	54	85%	78	NA	NA	N/A	N/A
Course and Instructor Evaluations - Adequate Measure of Quality	89%	54	88%	80	93%	144	N/A	N/A
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	86%	51	83%	76	91%	131	N/A	N/A
Program Teaching/Graduate Assistants	95%	42	98%	44	97%	110	N/A	N/A
Clinical Rotations - Overall	95%	59	N/A	N/A	NA	NA	N/A	N/A
Clinical Sites - Quality	90%	59	N/A	N/A	NA	NA	N/A	N/A
Clinical Sites - Availability	85%	59	N/A	N/A	NA	NA	N/A	N/A
Quality of Clinical Instruction	81%	58	N/A	N/A	NA	NA	N/A	N/A
Clinical Sites - Access to Preceptors	83%	59	N/A	N/A	NA	NA	N/A	N/A

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

Table TCOM 3.3 - DO 2017	2015		2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	n						
Curriculum, Relevance of	<b>79%</b>	87	95%	115	N/A	N/A	N/A	N/A
Quality of Teaching	<b>81%</b>	86	90%	115	N/A	N/A	N/A	N/A
Quality of Faculty Advising	91%	77	92%	106	N/A	N/A	N/A	N/A
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	<b>88%</b>	80	93%	111	N/A	N/A	N/A	N/A
Course and Instructor Evaluations - Adequate Measure of Quality	<b>81%</b>	74	94%	106	N/A	N/A	N/A	N/A
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<b>59%</b>	75	92%	93	N/A	N/A	N/A	N/A
Program Teaching/Graduate Assistants	94%	62	96%	93	N/A	N/A	N/A	N/A
Clinical Rotations - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Quality	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Availability	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Quality of Clinical Instruction	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Access to Preceptors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table TCOM 3.3 - DO 2018	2015		2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	n						
Curriculum, Relevance of	96%	118	N/A	N/A	N/A	N/A	N/A	N/A
Quality of Teaching	75%	117	N/A	N/A	N/A	N/A	N/A	N/A
Quality of Faculty Advising	88%	103	N/A	N/A	N/A	N/A	N/A	N/A
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	88%	110	N/A	N/A	N/A	N/A	N/A	N/A
Course and Instructor Evaluations - Adequate Measure of Quality	95%	109	N/A	N/A	N/A	N/A	N/A	N/A
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	84%	96	N/A	N/A	N/A	N/A	N/A	N/A
Program Teaching/Graduate Assistants	97%	86	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Rotations - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Quality	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Availability	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Quality of Clinical Instruction	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical Sites - Access to Preceptors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table TCOM 3.4 - TCOM Overall</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	60%	247
Quality of IPE Student Team Experiences	63%	248
Quality of facilitation by IPE Faculty	76%	241
Variety of Professions Represented in IPE Team Experiences	81%	245
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	67%	240
Interprofessional Education Overall	67%	242

<b>Table TCOM 3.5 - DO 2015</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	85%	20
Quality of IPE Student Team Experiences	81%	21
Quality of facilitation by IPE Faculty	85%	20
Variety of Professions Represented in IPE Team Experiences	85%	20
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	85%	20
Interprofessional Education Overall	86%	21

<b>Table TCOM 3.6 - DO 2016</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	88%	26
Quality of IPE Student Team Experiences	85%	26
Quality of facilitation by IPE Faculty	88%	25
Variety of Professions Represented in IPE Team Experiences	84%	25
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	84%	25
Interprofessional Education Overall	84%	25

<b>Table TCOM 3.7 - TCOM DO 2017</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b><i>n</i></b>
Relevance of IPE Activities	26%	86
Quality of IPE Student Team Experiences	29%	86
Quality of facilitation by IPE Faculty	55%	85
Variety of Professions Represented in IPE Team Experiences	64%	86
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	40%	86
Interprofessional Education Overall	41%	83

<b>Table TCOM 3.8 - TCOM DO 2018</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b><i>n</i></b>
Relevance of IPE Activities	76%	115
Quality of IPE Student Team Experiences	79%	115
Quality of facilitation by IPE Faculty	88%	111
Variety of Professions Represented in IPE Team Experiences	93%	114
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	81%	109
Interprofessional Education Overall	78%	113

## **Student Services and Programs – TCOM Summary**

Tables TCOM 4.1 and TCOM 4.3 contain the percent of Met/Exceeded Expectations for each question in this section. One question had a Met or Exceeded Expectations score below 80%:

- FAC – Hours of Operation

<b>Table TCOM 4.1 - Student Affairs</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Student Affairs</b>				
Registrar	100%	248	100%	273
International Student Services	99%	113	99%	111
Center for Academic Performance (CAP)	90%	265	93%	281
Student Development	98%	240	96%	254
Student Affairs - Career Services	95%	210	94%	223
Health Promotions	96%	220	94%	226
UNTHSC Catalog	97%	176	96%	179
Testing & Evaluation Services	<b>81%</b>	275	93%	287
Student Affairs - Overall	97%	252	94%	279
<b>Financial Aid</b>				
Financial Aid Office - Overall	98%	257	99%	272
Access to Loan Information	96%	248	97%	267
Availability of Scholarships	85%	245	81%	259
Debt Counseling	88%	186	87%	180
<b>Other Institutional Services and Offices</b>				
Student Financials Office	99%	227	99%	237
Human Resource Services	100%	193	99%	202
Marketing & Communications - General UNTHSC News & Plans	99%	196	97%	196
Alumni Affairs	95%	152	94%	144

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

	<b>2015</b>	<b>2014</b>
Never Used	64%	64%
Once a week	14%	14%
Twice a week	9%	10%
Three or more times a week	13%	12%

<b>Table TCOM 4.3 - Founders' Activity Center</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Hours of Operation	<b>74%</b>	115	79%	119
Activities & Programs	90%	88	94%	93
Fitness Classes	88%	72	91%	74
Exercise Facilities	<b>85%</b>	117	80%	117
Exercise Equipment	<b>89%</b>	116	82%	117

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – TCOM Summary**

The majority of students (66%) reported using the Student Health Clinic at least one time in the past year (Table TCOM 5.1).

There were no questions with or Exceeded Expectations scores below 80% (Table TCOM 5.2).

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

	<b>2015</b> <i>(n=375)</i>	<b>2014</b> <i>(n=)</i>
Never Used	34%	43%
1 Time	30%	26%
2-5 Times	33%	29%
>5 Times	3%	2%

<b>Table TCOM 5.2 - Student Health Clinic</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Promptness of Service	92%	207	88%	184
Professionalism of Service	<b>96%</b>	208	80%	184
Quality of Medical Care	<b>88%</b>	208	62%	184
Convenience of Hours	81%	207	79%	180

**Table TCOM 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	<b>2015</b>	<b>2014</b>
Had no need to use clinic	8%	6%
Hours of Operation	7%	13%
Quality of Service	1%	3%
Range of Services Available	75%	64%
Other: Have own insurance/physician (most common answer)	19%	13%

## **Student Assistance Program (SAP) Counseling Service - TCOM Summary**

The Student Assistance Program (SAP) Counseling Service was used by 5% of students (Table TCOM 6.1).

There were no questions with or Exceeded Expectations scores below 80% (Table TCOM 6.2).

## Student Assistance Program (SAP) Counseling Service - Summary

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

	2015	2014
Yes	5%	9%
No	95%	91%

Table TCOM 6.2 - SAP Counseling Service	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of service	100%	16	100%	28
Professionalism of service	<b>94%</b>	16	89%	27
Quality of medical care	<b>94%</b>	16	81%	27
Convenience of hours	<b>93%</b>	15	100%	26

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

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

### **TCOM – DO 2015**

As noted in Table TCOM 7.1, students reported Met or Exceeded Expectations scores below 80% for four questions:

- Career Counseling – Quality
- Office of Clinical Education – Policies
- Office of Clinical Education – Service
- Communication Specific to Clinical Rotations

### **TCOM – DO 2016**

As noted in Table TCOM 7.2, students reported Met or Exceeded Expectations scores of 80% or more for all questions.

### **TCOM – DO 2017**

As noted in Table TCOM 7.3, students reported Met or Exceeded Expectations scores of 80% or more for all questions.

### **TCOM – DO 2018**

As noted in Table TCOM 7.4, students reported Met or Exceeded Expectations scores of 80% or more for all questions.

## Program Specific Services

<b>Table TCOM 7.1 - DO 2015</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	43	98%	58	98%	107
Administrative Support	<b>91%</b>	43	96%	57	96%	93
Career Counseling-Availability	83%	46	83%	53	85%	79
Career Counseling-Quality	<b>79%</b>	43	<b>74%</b>	53	81%	78
Student Government	95%	43	<b>98%</b>	56	92%	97
Other Student Organizations	100%	44	98%	54	96%	100
Communication of Student Activities	98%	46	<b>100%</b>	56	93%	101
Communication of Academic Deadlines & Regulations	<b>85%</b>	48	<b>95%</b>	57	86%	98
Communication of News Specific to Program/School	91%	46	95%	59	93%	95
Office of Clinical Education - Policies	<b>71%</b>	48	86%	56	86%	84
Office of Clinical Education - Service	<b>69%</b>	48	88%	56	86%	83
Communication Specific to Clinical Rotations	<b>71%</b>	49	<b>76%</b>	63	60%	91

<b>Table TCOM 7.2 - DO 2016</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	98%	48	99%	71	99%	134
Administrative Support	98%	46	97%	68	97%	122
Career Counseling-Availability	94%	48	<b>91%</b>	47	96%	72
Career Counseling-Quality	<b>83%</b>	48	93%	42	97%	67
Student Government	96%	47	96%	68	98%	129
Other Student Organizations	100%	47	97%	67	98%	134
Communication of Student Activities	96%	48	97%	68	96%	132
Communication of Academic Deadlines & Regulations	88%	50	92%	71	90%	135
Communication of News Specific to Program/School	90%	49	93%	71	94%	132
Office of Clinical Education - Policies	92%	50	96%	54	97%	93
Office of Clinical Education - Service	<b>90%</b>	51	96%	53	97%	90
Communication Specific to Clinical Rotations	<b>84%</b>	51	<b>90%</b>	58	81%	64

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

<b>Table TCOM 7.3 - DO 2017</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	65	100%	107	NA	NA
Administrative Support	95%	58	96%	99	NA	NA
Career Counseling-Availability	<b>95%</b>	43	89%	54	NA	NA
Career Counseling-Quality	91%	43	92%	49	NA	NA
Student Government	93%	60	94%	100	NA	NA
Other Student Organizations	<b>98%</b>	65	93%	106	NA	NA
Communication of Student Activities	96%	69	95%	105	NA	NA
Communication of Academic Deadlines & Regulations	88%	66	92%	106	NA	NA
Communication of News Specific to Program/School	95%	65	92%	106	NA	NA
Office of Clinical Education - Policies	94%	51	98%	61	NA	NA
Office of Clinical Education - Service	94%	50	97%	59	NA	NA
Communication Specific to Clinical Rotations	83%	58	85%	55	NA	NA

<b>Table TCOM 7.4 - DO 2018</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	101	NA	NA	NA	NA
Administrative Support	97%	95	NA	NA	NA	NA
Career Counseling-Availability	94%	67	NA	NA	NA	NA
Career Counseling-Quality	94%	62	NA	NA	NA	NA
Student Government	94%	95	NA	NA	NA	NA
Other Student Organizations	99%	101	NA	NA	NA	NA
Communication of Student Activities	95%	102	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	92%	101	NA	NA	NA	NA
Communication of News Specific to Program/School	97%	97	NA	NA	NA	NA
Office of Clinical Education - Policies	100%	74	NA	NA	NA	NA
Office of Clinical Education - Service	100%	73	NA	NA	NA	NA
Communication Specific to Clinical Rotations	97%	62	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

# **School Report**

# **SHP**

## **Institutional Facilities and Services – SHP Summary**

As noted in Table SHP 2.1, students responding reported Met/Exceeded Expectations scores below 80% for three questions:

- Classroom Temperatures
- Parking Availability
- Parking Price

Table SHP 2.1 - Institutional Facilities & Services	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
<b>Classrooms</b>				
AV Equipment	89%	273	92%	249
Maintenance	97%	287	97%	262
Cleanliness	96%	288	95%	262
Classroom Temperature	74%	282	71%	260
Classroom Electrical Outlets	82%	284	82%	262
Classroom Network Connections	87%	284	84%	262
<b>Student Lounges</b>				
Adequate Lounge Space Across the Campus	90%	272	93%	242
Student Lounge on EAD First Floor	92%	191	96%	180
Student Lounge on EAD Fifth Floor	89%	219	90%	195
Student Lounge in CBH	99%	143	99%	117
Student Lounge in MET	95%	234	96%	190
<b>Computing and Technology</b>				
Printing/Copiers	90%	277	89%	244
Email	99%	288	98%	255
Wireless Quality	<b>90%</b>	289	81%	257
Student IT Helpdesk Support	97%	270	97%	241
<b>Lewis Library</b>				
Open sufficient hours	98%	282	96%	250
Building conducive to quiet study	91%	282	92%	250
Building conducive to social interaction	99%	277	99%	246
Building conducive to group work	99%	280	98%	250
Access to quality print and electronic resources	99%	272	97%	246
Staff able and willing to help me	100%	275	98%	248
Library Computers - Quality	96%	191	98%	169
Library Computers - Availability	99%	195	100%	174
Library Electrical Outlets	96%	273	94%	250
Library Network Connections	<b>99%</b>	277	84%	248
<b>Laboratories</b>				
Teaching Labs - Equipment Quality	100%	212	99%	193
Teaching Labs - Safety	100%	211	99%	193
Research Labs - Equipment Quality	100%	157	98%	132
Research Labs - Safety	100%	156	98%	131
<b>Campus</b>				
Maintenance	99%	287	100%	255
Cleanliness	99%	288	98%	259
Handicap Access	94%	192	92%	159
<b>Campus Police</b>				
Security	100%	262	99%	231
Emergency Communications	99%	242	100%	233
<b>Parking</b>				
Availability	<b>63%</b>	276	57%	256
Price	<b>70%</b>	265	77%	236
<b>Food Service - Quality vs. Cost</b>				
Stairway Café	93%	159	91%	176
Java Lab Coffee Shop	92%	250	91%	223
Four Star Café	89%	262	89%	235
Vending Machines	89%	216	88%	202

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics – SHP Summary

### Introduction

Beginning with the 2014 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 have been traditionally tracked with special emphasis by UNTHSC 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 SHP 3.1, and a detailed set of data for the second question is below in Table SHP 3.2.

**Table SHP 3.1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
SHP-MPAS	91%	93%
SHP-DPT	97%	98%

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

2015 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP-Overall	286	41%	54%	3%	2%	0%	4.35
SHP-MPAS	176	32%	61%	5%	2%	0%	4.23
SHP-MPAS 2015	48	23%	69%	6%	2%	0%	4.13
SHP-MPAS 2016	59	37%	56%	5%	2%	0%	4.29
SHP-MPAS 2017	69	35%	59%	3%	3%	0%	4.26
SHP-DPT	110	55%	43%	1%	1%	0%	4.53
SHP-DPT 2015	39	59%	41%	0%	0%	0%	4.59
SHP-DPT 2016	32	34%	63%	3%	0%	0%	4.31
SHP-DPT 2017	39	69%	28%	0%	3%	0%	4.64

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

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

2014 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP-Overall	261	31%	60%	7%	2%	0%	4.20
SHP-MPAS	167	20%	68%	8%	3%	1%	4.04
SHP-MPAS 2014	48	15%	73%	8%	2%	2%	3.96
SHP-MPAS 2015	60	12%	72%	12%	5%	0%	3.90
SHP-MPAS 2016	59	32%	61%	5%	2%	0%	4.24
SHP-DPT	94	51%	46%	3%	0%	0%	4.48
SHP-DPT 2014	13	54%	46%	0%	0%	0%	4.54
SHP-DPT 2015	43	58%	42%	0%	0%	0%	4.58
SHP-DPT 2016	38	42%	50%	8%	0%	0%	4.34

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

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

2013 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
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

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

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

2012 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP-MPAS 2012	32	19%	69%	9%	3%	0%	4.03
SHP-MPAS 2013	49	16%	53%	6%	16%	8%	3.24
SHP-MPAS 2014	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

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

**SHP – MPAS 2015**

As noted in Table SHP 3.3 – MPAS 2015, students responding reported Met or Exceeded Expectations scores below 80% for one questions:

- Clinical Sites - Availability

Ninety-two 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 4.13 (Table SHP 3.2A).

**SHP – MPAS 2016**

As noted in Table SHP 3.3 – MPAS 2016, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

Ninety-three percent of Physician Assistant students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 4.29 (Table SHP 3.2A).

**SHP – MPAS 2017**

As noted in Table SHP 3.3 – MPAS 2017, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

Ninety-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 4.26 (Table SHP 3.2A).

**SHP – DPT 2015**

As noted in Table SHP 3.3 – DPT 2015, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

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 4.59 (Table SHP 3.2A).

**SHP – DPT 2016**

As noted in Table SHP 3.3 – DPT 2016, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

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 4.31 (Table SHP 3.2A).

**SHP – DPT 2017**

As noted in Table SHP 3.3 – DPT 2017, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

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 4.6431 (Table SHP 3.2A).

## **Interprofessional Education (IPE)**

As noted in Table SHP 3.4, overall SHP students had no questions with Met or Exceeded Expectations scores below 80%.

### **MPAS – All Years**

Physician Assistant Studies students had one question Met or Exceeded Expectations scores below 80% (Table SHP 3.5):

- Relevance of IPE Activities

### **DPT – All Years**

Doctor of Physical Therapy students had no questions with Met or Exceeded Expectations scores below 80% (Table SHP 3.6).

<b>Table SHP 3.3 - MPAS 2015</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	89%	46	<b>91%</b>	58	72%	54
Quality of Teaching	<b>85%</b>	46	<b>76%</b>	58	64%	55
Quality of guidance/mentorship by program faculty	<b>84%</b>	44	89%	54	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	<b>88%</b>	43	<b>96%</b>	55	69%	65
Student feedback used in program curricular revisions	91%	44	91%	57	NA	NA
Teaching enhancement through guest lecturers and lab assistants	89%	44	93%	54	NA	NA
Clinical Sites - Quality	<b>82%</b>	49	95%	19	NA	NA
Clinical Sites - Availability	63%	49	61%	28	NA	NA
Quality of Clinical Instruction	85%	48	89%	18	NA	NA

<b>Table SHP 3.3 - MPAS 2016</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	95%	60	97%	59	NA	NA
Quality of Teaching	<b>97%</b>	60	86%	59	NA	NA
Quality of guidance/mentorship by program faculty	95%	58	96%	56	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	95%	57	96%	57	NA	NA
Student feedback used in program curricular revisions	<b>89%</b>	56	96%	52	NA	NA
Teaching enhancement through guest lecturers and lab assistants	97%	58	100%	58	NA	NA
Clinical Sites - Quality	100%	18	NA	NA	NA	NA
Clinical Sites - Availability	81%	27	NA	NA	NA	NA
Quality of Clinical Instruction	100%	16	NA	NA	NA	NA

<b>Table SHP 3.3 - MPAS 2017</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	94%	69	NA	NA	NA	NA
Quality of Teaching	91%	67	NA	NA	NA	NA
Quality of guidance/mentorship by program faculty	94%	68	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	94%	68	NA	NA	NA	NA
Student feedback used in program curricular revisions	93%	59	NA	NA	NA	NA
Teaching enhancement through guest lecturers and lab assistants	96%	69	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table SHP 3.3 - DPT 2015</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	<b>100%</b>	39	95%	43	97%	34
Quality of Teaching	97%	39	95%	43	97%	33
Quality of guidance/mentorship by program faculty	<b>95%</b>	40	89%	37	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	98%	40	100%	43	100%	34
Student feedback used in program curricular revisions	95%	40	95%	43	NA	NA
Teaching enhancement through guest lecturers and lab assistants	95%	40	98%	42	NA	NA
Clinical Sites - Quality	98%	40	98%	41	NA	NA
Clinical Sites - Availability	<b>93%</b>	40	78%	40	NA	NA
Quality of Clinical Instruction	98%	40	95%	43	NA	NA

<b>Table SHP 3.3 - DPT 2016</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	<b>100%</b>	32	94%	36	NA	NA
Quality of Teaching	97%	32	97%	36	NA	NA
Quality of guidance/mentorship by program faculty	91%	32	91%	32	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	100%	31	97%	36	NA	NA
Student feedback used in program curricular revisions	<b>87%</b>	31	97%	31	NA	NA
Teaching enhancement through guest lecturers and lab assistants	<b>100%</b>	32	85%	34	NA	NA
Clinical Sites - Quality	97%	32	NA	NA	NA	NA
Clinical Sites - Availability	84%	31	NA	NA	NA	NA
Quality of Clinical Instruction	100%	32	NA	NA	NA	NA

<b>Table SHP 3.3 - DPT 2017</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	98%	40	NA	NA	NA	NA
Quality of Teaching	98%	40	NA	NA	NA	NA
Quality of guidance/mentorship by program faculty	95%	40	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	98%	40	NA	NA	NA	NA
Student feedback used in program curricular revisions	97%	39	NA	NA	NA	NA
Teaching enhancement through guest lecturers and lab assistants	97%	39	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics - Interprofessional Education (IPE)

<b>Table SHP 3.4 - Overall</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	82%	273
Quality of IPE Student Team Experiences	82%	273
Quality of facilitation by IPE Faculty	88%	270
Variety of Professions Represented in IPE Team Experiences	92%	271
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	87%	268
Interprofessional Education Overall	86%	272

<b>Table SHP 3.5 - MPAS</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	79%	161
Quality of IPE Student Team Experiences	80%	161
Quality of facilitation by IPE Faculty	87%	159
Variety of Professions Represented in IPE Team Experiences	91%	160
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	85%	159
Interprofessional Education Overall	83%	161

<b>Table SHP 3.6 - DPT</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	87%	112
Quality of IPE Student Team Experiences	86%	112
Quality of facilitation by IPE Faculty	90%	111
Variety of Professions Represented in IPE Team Experiences	93%	111
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	91%	109
Interprofessional Education Overall	89%	111

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

Tables SHP 4.1 and SHP 4.3 contain the percent of Met/Exceeded Expectations for each area in this section. One question had a Met or Exceeded Expectations score below 80%:

- Availability of Scholarships

<b>Table SHP 4.1 - Student Affairs</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Student Affairs</b>				
Registrar	100%	233	100%	202
International Student Services	100%	113	99%	105
Center for Academic Performance (CAP)	94%	266	92%	236
Student Development	99%	227	100%	206
Student Affairs - Career Services	99%	186	99%	153
Health Promotions	99%	203	98%	185
UNTHSC Catalog	100%	170	99%	147
Testing & Evaluation Services	96%	257	96%	234
Student Affairs - Overall	99%	245	99%	213
<b>Financial Aid</b>				
Financial Aid Office - Overall	98%	243	95%	221
Access to Loan Information	98%	224	94%	215
Availability of Scholarships	<b>72%</b>	228	62%	212
Debt Counseling	<b>94%</b>	162	87%	149
<b>Other Institutional Services and Offices</b>				
Student Financials Office	99%	219	99%	187
Human Resource Services	99%	167	100%	158
Marketing & Communications General UNTHSC News & Plans	100%	182	99%	171
Alumni Affairs	98%	128	98%	125

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

	<b>2015</b>	<b>2014</b>
Never Used	61%	58%
Once a week	16%	16%
Twice a week	8%	8%
Three or more times a week	15%	18%

<b>Table SHP 4.3 - Founders' Activity Center</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Hours of Operation	83%	111	86%	105
Activities & Programs	94%	97	93%	90
Fitness Classes	<b>82%</b>	89	89%	75
Exercise Facilities	82%	110	83%	107
Exercise Equipment	<b>80%</b>	111	85%	107

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – SHP Summary**

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

As noted in Table SHP 5.2 there was one question with a Met or Exceeded Expectations score below 80%:

- Convenience of Hours

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

	2015	2014
Never Used	36%	48%
1 Time	30%	23%
2-5 Times	31%	26%
>5 Times	3%	3%

<b>Table SHP 5.2 - Student Health Clinic</b>	2015		2014	
	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of Service	<b>94%</b>	179	89%	133
Professionalism of Service	<b>97%</b>	181	89%	132
Quality of Medical Care	<b>92%</b>	178	78%	128
Convenience of Hours	<b>74%</b>	179	93%	129

**Table SHP 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	2015	2014
Had no need to use clinic	81%	77%
Hours of Operation	8%	2%
Quality of Service	5%	6%
Range of Services Available	2%	2%
Other: Have own insurance/physician (most common answer)	17%	13%

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Assistance Program (SAP) Counseling Service – SHP Summary**

The Student Assistance Program (SAP) Counseling Service was used by 7% of students (Table SHP 6.1).

All SAP questions had Met or Exceeded Expectations scores over 90% (Table SHP 6.2).

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

	2015	2014
Yes	7%	7%
No	93%	93%

<b>Table SHP 6.2 - SAP Counseling Service</b>	2015		2014	
	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of service	<b>90%</b>	20	100%	18
Professionalism of service	95%	20	94%	18
Quality of medical care	<b>95%</b>	19	89%	18
Convenience of hours	<b>95%</b>	20	100%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

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

### **SHP – MPAS 2015**

As noted in Table SHP 7.1, students responding reported Met or Exceeded Expectations above 80% for all questions.

### **SHP – MPAS 2016**

As noted in Table SHP 7.2, students responding reported Met or Exceeded Expectations above 90% for all questions.

### **SHP – MPAS 2017**

As noted in Table SHP 7.3, students responding reported Met or Exceeded Expectations above 90% for all questions.

### **SHP – DPT 2015**

As noted in Table SHP 7.4, students responding reported Met or Exceeded Expectations above 90% for all questions.

### **SHP – DPT 2016**

As noted in Table SHP 7.5, students responding reported Met or Exceeded Expectations above 90% for all questions.

### **SHP – DPT 2017**

As noted in Table SHP 7.6, students responding reported Met or Exceeded Expectations above 90% for all questions.

<b>Table SHP 7.1 - MPAS 2015</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	40	100%	55	98%	51
Administrative Support	98%	41	100%	56	100%	50
Career Counseling-Availability	<b>91%</b>	34	96%	26	100%	21
Career Counseling-Quality	<b>91%</b>	33	96%	25	100%	22
Student Government	100%	36	<b>100%</b>	49	93%	44
Other Student Organizations	100%	39	<b>100%</b>	54	94%	50
Communication of Student Activities	100%	40	98%	56	96%	51
Communication of Academic Deadlines & Regulations	<b>90%</b>	41	<b>98%</b>	55	88%	51
Communication of News Specific to Program/School	<b>80%</b>	41	94%	54	92%	49

<b>Table SHP 7.2 - MPAS 2016</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	54	100%	57	NA	0
Administrative Support	98%	51	100%	54	NA	0
Career Counseling-Availability	97%	32	100%	34	NA	0
Career Counseling-Quality	97%	29	100%	32	NA	0
Student Government	100%	39	100%	40	NA	0
Other Student Organizations	100%	48	96%	47	NA	0
Communication of Student Activities	100%	54	98%	53	NA	0
Communication of Academic Deadlines & Regulations	94%	50	95%	55	NA	0
Communication of News Specific to Program/School	<b>92%</b>	52	98%	55	NA	0

<b>Table SHP 7.3 - MPAS 2017</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Admissions	100%	64	NA	NA	NA	NA
Administrative Support	100%	62	NA	NA	NA	NA
Career Counseling-Availability	97%	34	NA	NA	NA	NA
Career Counseling-Quality	97%	31	NA	NA	NA	NA
Student Government	98%	49	NA	NA	NA	NA
Other Student Organizations	100%	57	NA	NA	NA	NA
Communication of Student Activities	100%	63	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	100%	63	NA	NA	NA	NA
Communication of News Specific to Program/School	95%	63	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table SHP 7.4 - DPT 2015</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>
Admissions	100%	36	100%	40	100%	33
Administrative Support	97%	35	97%	38	100%	33
Career Counseling-Availability	<b>97%</b>	29	<b>85%</b>	27	100%	21
Career Counseling-Quality	<b>97%</b>	29	<b>92%</b>	26	100%	21
Student Government	93%	30	94%	35	90%	30
Other Student Organizations	97%	33	97%	33	100%	25
Communication of Student Activities	<b>95%</b>	37	<b>100%</b>	38	91%	32
Communication of Academic Deadlines & Regulations	97%	37	97%	37	94%	32
Communication of News Specific to Program/School	<b>95%</b>	38	<b>100%</b>	36	94%	32

<b>Table SHP 7.5 - DPT 2016</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>
Admissions	100%	27	100%	34	NA	NA
Administrative Support	100%	27	100%	34	NA	NA
Career Counseling-Availability	100%	20	100%	17	NA	NA
Career Counseling-Quality	100%	20	100%	17	NA	NA
Student Government	<b>100%</b>	22	93%	27	NA	NA
Other Student Organizations	96%	25	100%	29	NA	NA
Communication of Student Activities	96%	24	97%	29	NA	NA
Communication of Academic Deadlines & Regulations	96%	24	97%	32	NA	NA
Communication of News Specific to Program/School	96%	24	100%	31	NA	NA

<b>Table SHP 7.6 - DPT 2017</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>	<b>Met/ Exceeded</b>	<i>n</i>
Admissions	95%	38	NA	NA	NA	NA
Administrative Support	97%	36	NA	NA	NA	NA
Career Counseling-Availability	95%	22	NA	NA	NA	NA
Career Counseling-Quality	100%	21	NA	NA	NA	NA
Student Government	97%	29	NA	NA	NA	NA
Other Student Organizations	97%	29	NA	NA	NA	NA
Communication of Student Activities	94%	34	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	97%	35	NA	NA	NA	NA
Communication of News Specific to Program/School	94%	36	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

# **School Report**

## **GSBS**

## **Institutional Facilities and Services – GSBS Summary**

As noted in Table GSBS 2.1, students responding reported Met or Exceeded Expectations scores below 80% for three questions:

- Classroom Temperature
- Parking Availability
- Parking Price

Table GSBS 2.1 - Institutional Facilities & Services <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<b>Classrooms</b>				
AV Equipment	93%	278	87%	312
Maintenance	97%	293	96%	320
Cleanliness	96%	297	92%	326
Classroom Temperature	77%	294	76%	321
Classroom Electrical Outlets	96%	294	99%	320
Classroom Network Connections	82%	297	55%	322
<b>Student Lounges</b>				
Adequate Lounge Space Across the Campus	89%	279	90%	304
Student Lounge on EAD First Floor	90%	247	91%	267
Student Lounge on EAD Fifth Floor	98%	163	93%	148
Student Lounge in CBH	94%	224	91%	223
Student Lounge in MET	99%	187	95%	185
<b>Computing and Technology</b>				
Printing/Copiers	87%	277	82%	298
Email	96%	296	96%	324
Wireless Quality	80%	296	56%	326
Student IT Helpdesk Support	97%	264	97%	279
<b>Lewis Library</b>				
Open sufficient hours	97%	295	98%	317
Building conducive to quiet study	91%	294	94%	315
Building conducive to social interaction	99%	288	99%	315
Building conducive to group work	99%	291	97%	317
Access to quality print and electronic resources	98%	285	94%	300
Staff able and willing to help me	99%	285	99%	302
Library Computers - Quality	91%	231	91%	284
Library Computers - Availability	96%	235	97%	286
Library Electrical Outlets	93%	292	97%	311
Library Network Connections	94%	293	87%	312
<b>Laboratories</b>				
Teaching Labs - Equipment Quality	98%	224	94%	263
Teaching Labs - Safety	99%	226	100%	266
Research Labs - Equipment Quality	96%	193	96%	219
Research Labs - Safety	99%	193	99%	217
<b>Campus</b>				
Maintenance	99%	297	97%	323
Cleanliness	98%	301	95%	327
Handicap Access	98%	191	98%	197
<b>Campus Police</b>				
Security	97%	263	96%	285
Emergency Communications	100%	234	98%	272
<b>Parking</b>				
Availability	71%	285	66%	309
Price	76%	279	80%	304
<b>Food Service - Quality vs. Cost</b>				
Stairway Café	88%	185	84%	211
Java Lab Coffee Shop	93%	255	86%	266
Four Star Café	90%	234	87%	257
Vending Machines	90%	243	81%	274

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics – GSBS Summary

### Introduction

Beginning with the 2014 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 have been traditionally tracked with special emphasis by UNTHSC 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 GSBS 3.1, and a detailed set of data for the second question is below in Table GSBS 3.2.

**Table GSBS 3.1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
GSBS - Overall	90%	91%
GSBS-Med Sci.	91%	94%
GSBS-MS	92%	82%
GSBS-PhD	86%	86%

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

2015 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
GSBS - Overall	303	36%	54%	5%	3%	1%	4.22
GSBS-Med Science	194	46%	48%	4%	1%	1%	4.38
GSBS-MS	51	25%	57%	12%	4%	2%	4.00
GSBS-PhD	58	12%	74%	5%	7%	2%	3.88

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

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

2014 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
GSBS - Overall	327	29%	59%	8%	4%	0%	4.13
GSBS-Med Science	190	35%	58%	4%	3%	0%	4.24
GSBS-MS	65	18%	62%	17%	3%	0%	3.95
GSBS-PhD	72	24%	58%	11%	7%	0%	3.99

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

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

2013 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
GSBS - Overall	318	30%	53%	8%	6%	2%	4.03
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

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

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

2012 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
GSBS - Overall	277	26%	56%	12%	6%	0%	4.02
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

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

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

2011 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
GSBS - Overall	221	13%	59%	11%	13%	4%	3.63
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

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

**GSBS – Medical Science**

As noted in Table GSBS 3.3, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

Ninety-four 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 4.38 (Table GSBS 3.2a).

**GSBS – MS**

As noted in Table GSBS 3.4, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

Eighty-two 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 4.00 (Table GSBS 3.2a).

**GSBS – PhD**

As noted in Table GSBS 3.5, students responding reported Met or Exceeded Expectations scores below 80% for one question:

- Curriculum, Relevance of

Eighty-six 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 3.88 (Table GSBS 3.2a).

**Interprofessional Education (IPE)**

As noted in Table GSBS 3.6, overall, GSBS students had Met or Exceeded Expectations scores above 80% for all questions.

**GSBS – Medical Science**

GSBS Medical Science students had Met or Exceeded Expectations scores above 80% for all questions (Table GSBS 3.7).

**GSBS – MS**

GSBS MS students had Met or Exceeded Expectations scores above 80% for all questions (Table GSBS 3.8).

**GSBS – PhD**

As noted in Table GSBS 3.9, GSBS – PhD students had all six measures with Met or Exceeded Expectations scores below 80%:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Quality of facilitation by IPE Faculty
- Variety of Professions Represented in IPE Team Experiences
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

<b>Table GSBS 3.3</b>	2015		2014		2013		2012		2011	
<b>GSBS-Medical Science</b> - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:	Met/ Exceeded	n	Met/ Exceeded	n						
Curriculum, Relevance of	97%	191	97%	189	94%	175	<b>96%</b>	169	88%	90
Quality of Teaching	91%	191	87%	187	86%	172	<b>85%</b>	201	37%	89
Course and Instructor Evaluations - Adequate Measure of Quality	97%	188	97%	184	97%	165	<b>93%</b>	165	66%	80
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	96%	161	93%	163	96%	158	<b>93%</b>	139	58%	69
Program Teaching/Graduate Assistants	96%	180	96%	173	96%	157	<b>97%</b>	150	84%	64
Quality of Guidance Provided by Major Professor/Mentor	93%	178	93%	169	<b>92%</b>	157	<b>86%</b>	139	69%	78

<b>Table GSBS 3.4</b>	2015		2014		2013		2012		2011	
<b>GSBS-MS</b> - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:	Met/ Exceeded	n								
Curriculum, Relevance of	88%	49	89%	65	85%	61	<b>81%</b>	47	70%	56
Quality of Teaching	<b>92%</b>	50	<b>78%</b>	64	<b>83%</b>	60	<b>74%</b>	47	57%	56
Course and Instructor Evaluations - Adequate Measure of Quality	92%	48	92%	61	91%	56	<b>89%</b>	44	80%	54
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	86%	43	90%	49	<b>88%</b>	51	<b>78%</b>	40	73%	52
Program Teaching/Graduate Assistants	97%	39	95%	43	98%	40	<b>95%</b>	42	86%	44
Quality of Guidance Provided by Major Professor/Mentor	94%	48	90%	58	<b>88%</b>	56	<b>93%</b>	46	76%	51
Availability of Classes	90%	42	<b>90%</b>	50	96%	48	<b>95%</b>	44	83%	47

<b>Table GSBS 3.5</b>	2015		2014		2013		2012		2011	
<b>GSBS-PhD</b> - Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:	Met/ Exceeded	n								
Curriculum, Relevance of	79%	56	78%	63	79%	76	75%	52	74%	70
Quality of Teaching	86%	56	89%	63	86%	76	<b>85%</b>	53	66%	73
Course and Instructor Evaluations - Adequate Measure of Quality	93%	55	<b>95%</b>	61	84%	74	<b>87%</b>	54	75%	72
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	85%	52	<b>89%</b>	54	76%	72	76%	51	74%	68
Program Teaching/Graduate Assistants	91%	44	91%	55	<b>88%</b>	67	<b>96%</b>	47	76%	58
Quality of Guidance Provided by Major Professor/Mentor	93%	56	89%	65	85%	79	<b>87%</b>	54	79%	71
Availability of Classes	84%	51	84%	63	82%	76	78%	54	78%	65

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table GSBS 3.6 - Interprofessional Education (IPE)</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	89%	118
Quality of IPE Student Team Experiences	92%	119
Quality of facilitation by IPE Faculty	94%	116
Variety of Professions Represented in IPE Team Experiences	93%	118
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	90%	122
Interprofessional Education Overall	90%	121

<b>Table GSBS 3.7 - Interprofessional Education (IPE), Medical Sciences</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	95%	76
Quality of IPE Student Team Experiences	100%	77
Quality of facilitation by IPE Faculty	100%	75
Variety of Professions Represented in IPE Team Experiences	100%	76
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	100%	77
Interprofessional Education Overall	99%	78

<b>Table GSBS 3.8 - Interprofessional Education (IPE), MS</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	85%	20
Quality of IPE Student Team Experiences	85%	20
Quality of facilitation by IPE Faculty	90%	20
Variety of Professions Represented in IPE Team Experiences	85%	20
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	82%	22
Interprofessional Education Overall	81%	21

<b>Table GSBS 3.9 - Interprofessional Education (IPE), PhD</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	73%	22
Quality of IPE Student Team Experiences	73%	22
Quality of facilitation by IPE Faculty	76%	21
Variety of Professions Represented in IPE Team Experiences	77%	22
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	65%	23
Interprofessional Education Overall	68%	22

## **Student Services and Programs – GSBS Summary**

Tables GSBS 4.1 and GSBS 4.3 contain the percent of Met/Exceeded Expectations for each area in this section. One question had a Met or Exceeded Expectations score below 80%:

- Availability of Scholarships

<b>Table GSBS 4.1 - Student Affairs</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Student Affairs</b>				
Registrar	98%	270	99%	286
International Student Services	<b>95%</b>	131	100%	132
Center for Academic Performance (CAP)	95%	265	97%	285
Student Development	98%	224	98%	236
Student Affairs - Career Services	96%	182	94%	191
Health Promotions	95%	205	97%	218
UNTHSC Catalog	95%	190	97%	203
Testing & Evaluation Services	95%	251	93%	261
Student Affairs - Overall	98%	260	98%	278
<b>Financial Aid</b>				
Financial Aid Office - Overall	98%	222	100%	249
Access to Loan Information	97%	205	99%	222
Availability of Scholarships	75%	200	72%	221
Debt Counseling	95%	136	94%	146
<b>Other Institutional Services and Offices</b>				
Student Financials Office	99%	205	98%	241
Human Resource Services	95%	172	97%	205
Marketing & Communications General UNTHSC News & Plans	96%	171	99%	195
Alumni Affairs	98%	117	99%	124

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

	<b>2015</b>	<b>2014</b>
Never Used	60%	56%
Once a week	16%	19%
Twice a week	10%	9%
Three or more times a week	13%	16%

<b>Table GSBS 4.3 - Founders' Activity Center</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Hours of Operation	80%	119	79%	141
Activities & Programs	89%	93	90%	114
Fitness Classes	<b>82%</b>	79	87%	89
Exercise Facilities	86%	120	86%	137
Exercise Equipment	<b>85%</b>	120	93%	137

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – GSBS Summary**

Approximately half of students responding (53%) reported using the Student Health Clinic at least one time in the past year (Table GSBS 5.1).

There were no questions with Met or Exceeded Expectations scores below 80% (Table GSBS 5.2).

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

	2015	2014
Never Used	51%	0%
1 Time	21%	0%
2-5 Times	24%	0%
>5 Times	4%	0%

<b>Table GSBS 5.2 - Student Health Clinic</b>	2015		2014	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Promptness of Service	91%	149	87%	149
Professionalism of Service	<b>95%</b>	149	83%	148
Quality of Medical Care	<b>94%</b>	145	76%	150
Convenience of Hours	88%	144	86%	149

**Table GSBS 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	2015	2014
Had no need to use clinic	90%	87%
Hours of Operation	3%	2%
Quality of Service	3%	3%
Range of Services Available	0%	2%
Other: Have own insurance/physician (most common answer)	8%	0%

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Assistance Program (SAP) Counseling Service – GSBS Summary**

The Student Assistance Program (SAP) Counseling Service was used by 4% of students (Table GSBS 6.1).

All SAP questions had Met or Exceeded Expectations percentages over 80% (Table GSBS 6.2).

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

	2015	2014
Yes	4%	6%
No	96%	94%

Table GSBS 6.2 - SAP Counseling Service	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of service	100%	11	100%	18
Professionalism of service	100%	11	100%	18
Quality of medical care	<b>100%</b>	10	80%	15
Convenience of hours	<b>100%</b>	11	94%	16

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

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

### **GSBS – Medical Science**

As noted in Table GSBS 7.1, students reported Met or Exceeded Expectations above 80% for all questions.

### **GSBS – MS**

As noted in Table GSBS 7.2, students reported Met or Exceeded Expectations above 80% for all questions.

### **GSBS – PhD**

As noted in Table GSBS 7.3, students reported Met or Exceeded Expectations above 80% for all questions.

<b>Table GSBS 7.1 - Medical Science</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Admissions	<b>90%</b>	184	<b>97%</b>	183	<b>91%</b>	163	96%	171	92%	83
Student Services	99%	176	99%	177	97%	158	<b>98%</b>	167	85%	80
Communication of Academic Deadlines & Regulations	97%	177	96%	178	94%	159	<b>97%</b>	170	88%	82
Communication of News Specific to Program/School	98%	180	97%	181	97%	161	<b>96%</b>	168	87%	77

<b>Table GSBS 7.2 - MS</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Admissions	96%	47	95%	61	<b>98%</b>	53	<b>89%</b>	45	83%	52
Student Services	98%	44	96%	54	96%	52	<b>95%</b>	44	86%	50
Communication of Academic Deadlines & Regulations	<b>93%</b>	46	<b>79%</b>	56	<b>96%</b>	51	91%	45	89%	53
Communication of News Specific to Program/School	84%	45	<b>86%</b>	57	<b>100%</b>	50	91%	45	89%	53

<b>Table GSBS 7.3 - PhD</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Admissions	94%	54	91%	66	92%	77	92%	52	90%	62
Student Services	96%	53	92%	64	94%	77	94%	52	95%	57
Communication of Academic Deadlines & Regulations	<b>91%</b>	57	84%	69	<b>85%</b>	80	<b>80%</b>	55	92%	63
Communication of News Specific to Program/School	<b>84%</b>	57	90%	67	88%	78	89%	55	90%	61

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

# **School Report**

# **SPH**

## **Institutional Facilities and Services – SPH Summary**

As noted in Table SPH 2.1, students responding reported Met or Exceeded Expectations scores below 80% for eight questions:

- Classroom Electrical Outlets
- Wireless Quality
- Library Network Connections
- Parking Availability
- Parking Price
- Stairway Café
- Java Lab Coffee Shop
- Vending Machines

Table SPH 2.1 - Institutional Facilities & Services <i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	n
<b>Classrooms</b>				
AV Equipment	96%	272	96%	219
Maintenance	96%	280	97%	230
Cleanliness	95%	284	95%	230
Classroom Temperature	84%	283	86%	228
Classroom Electrical Outlets	<b>76%</b>	286	68%	232
Classroom Network Connections	81%	284	77%	229
<b>Student Lounges</b>				
Adequate Lounge Space Across the Campus	83%	269	86%	214
Student Lounge on EAD First Floor	85%	252	84%	178
Student Lounge on EAD Fifth Floor	90%	216	89%	160
Student Lounge in CBH	94%	178	93%	115
Student Lounge in MET	95%	188	92%	125
<b>Computing and Technology</b>				
Printing/Copiers	83%	262	81%	215
Email	95%	286	97%	226
Wireless Quality	74%	283	73%	224
Student IT Helpdesk Support	93%	268	94%	205
<b>Lewis Library</b>				
Open sufficient hours	96%	279	97%	228
Building conducive to quiet study	91%	280	95%	228
Building conducive to social interaction	97%	275	97%	227
Building conducive to group work	96%	275	96%	227
Access to quality print and electronic resources	93%	271	91%	227
Staff able and willing to help me	96%	274	97%	223
Library Computers - Quality	<b>90%</b>	267	84%	222
Library Computers - Availability	93%	267	92%	221
Library Electrical Outlets	93%	274	94%	225
Library Network Connections	<b>70%</b>	277	86%	227
<b>Laboratories</b>				
Teaching Labs - Equipment Quality	95%	131	94%	108
Teaching Labs - Safety	98%	129	97%	107
Research Labs - Equipment Quality	98%	123	96%	96
Research Labs - Safety	97%	122	97%	96
<b>Campus</b>				
Maintenance	96%	283	98%	224
Cleanliness	95%	286	94%	228
Handicap Access	95%	212	95%	160
<b>Campus Police</b>				
Security	98%	258	94%	198
Emergency Communications	99%	237	97%	197
<b>Parking</b>				
Availability	<b>69%</b>	225	46%	196
Price	76%	219	73%	187
<b>Food Service - Quality vs. Cost</b>				
Stairway Café	<b>79%</b>	194	70%	148
Java Lab Coffee Shop	79%	227	76%	179
Four Star Café	<b>82%</b>	214	77%	155
Vending Machines	<b>76%</b>	238	65%	177

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## Academics – SPH Summary

### Introduction

Beginning with the 2014 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 have been traditionally tracked with special emphasis by UNTHSC 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 SPH 3.1, and a detailed set of data for the second question is below in Table SPH 3.2.

**Table SPH 3.1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
SHP - Total	81%	80%
SPH-MPH	81%	79%
SPH-MHA	92%	93%
SPH-DrPH	67%	50%
SPH-PhD	63%	88%

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

2015 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP - Total	294	20%	60%	13%	4%	3%	3.90
SPH-MPH	242	17%	62%	14%	4%	3%	3.86
SPH-MHA	28	50%	43%	4%	0%	4%	4.36
SPH-DrPH	8	38%	13%	13%	25%	13%	3.38
SPH-PhD	16	19%	69%	6%	6%	0%	4.00

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

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

2014 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP - Total	231	18%	60%	12%	9%	1%	3.84
SPH-MPH	171	17%	61%	13%	9%	1%	3.85
SPH-MHA	25	28%	68%	4%	0%	0%	4.24
SPH-DrPH	12	25%	33%	8%	17%	17%	3.33
SPH-PhD	23	13%	57%	13%	17%	0%	3.65

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

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

2013 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP - Total	227	19%	58%	12%	9%	3%	3.81
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

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

2012 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP - Total	209	19%	60%	11%	9%	2%	3.86
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

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

2011 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SHP - Total	222	16%	54%	14%	14%	3%	3.65
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

**SPH – MPH**

As noted in Table SPH 3.3, students responding reported a Met or Exceeded Expectations score below 80% for one question:

- Availability of Classes

Seventy-nine 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 (Table SPH 3.2a).

**SPH – MHA**

As noted in Table SPH 3.4, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

Ninety-three 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 4.36 (Table SPH 3.2a).

## **SPH – DrPH**

As noted in Table SPH 3.5, students responding reported Met or Exceeded Expectations scores below 80% for nine questions:

- Curriculum, Relevance of
- Adequacy of Curriculum Integration
- Quality of Teaching
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Adequacy of Course Evaluation Process
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Doctoral Residency
- Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)
- Availability of Classes

Fifty 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 3.38 (Table SPH 3.2a).

## **SPH – PhD**

As noted in Table SPH 3.6, students responding reported Met or Exceeded Expectations scores below 80% for five questions:

- Quality of Teaching
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Adequacy of Course Evaluation Process
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Availability of Classes

Eighty-eight 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 (Table SPH 3.2a).

## **SPH – Online Courses**

Table SPH 3.7 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2015. Students' responses had Met or Exceeded Expectations scores above 80% for all questions.

## **Interprofessional Education (IPE)**

As noted in Table SPH 3.8, overall, SPH students responded with Met or Exceeded Expectations scores above 80% for all questions.

### **SPH – MPH**

As noted in Table SPH 3.9, MPH students had no questions with Met or Exceeded Expectations scores below 80%.

### **SPH – MHA**

As noted in Table SPH 3.10, MHA students had one question with a Met or Exceeded Expectations score below 80%.

- Quality of IPE Student Team Experiences

### **SPH – DRPH**

As noted in Table SPH 3.11, DrPH students responded with Met or Exceeded Expectations scores below 80% for five questions:

- Relevance of IPE Activities
- Quality of IPE Student Team Experiences
- Variety of Professions Represented in IPE Team Experiences
- Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum
- Interprofessional Education Overall

### **SPH – PhD**

As noted in Table SPH 3.12, SPH – PhD students responded with Met or Exceeded Expectations scores below 80% for one question:

- Variety of Professions Represented in IPE Team

Table SPH 3.3 - MPH	2015		2014		2013		2012		2011	
	Met/ Exceeded	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%	242	93%	167	89%	168	<b>91%</b>	139	84%	157
Adequacy of Curriculum Integration	<b>92%</b>	241	86%	164	NA	NA	NA	NA	NA	NA
Quality of Teaching	81%	240	<b>85%</b>	167	<b>76%</b>	177	<b>81%</b>	140	74%	157
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	83%	218	84%	156	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	87%	222	86%	161	NA	NA	NA	NA	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	<b>88%</b>	169	<b>80%</b>	123	93%	104	<b>93%</b>	71	83%	59
Program Teaching/Graduate Assistants	87%	227	85%	157	87%	166	83%	121	NA	NA
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	81%	207	79%	143	<b>82%</b>	140	74%	104	77%	136
Availability of Classes	78%	227	<b>74%</b>	165	66%	173	69%	140	70%	156

Table SPH 3.4 - MHA	2015		2014		2013		2012		2011	
	Met/ Exceeded	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	96%	27	<b>100%</b>	25	<b>71%</b>	24	<b>84%</b>	31	63%	19
Adequacy of Curriculum Integration	96%	27	100%	25	NA	NA	NA	NA	NA	NA
Quality of Teaching	92%	25	<b>88%</b>	25	<b>50%</b>	24	<b>81%</b>	31	53%	19
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	91%	23	87%	23	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	92%	25	91%	23	NA	NA	NA	NA	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	89%	18	<b>89%</b>	19	<b>73%</b>	15	<b>87%</b>	15	80%	5
Program Teaching/Graduate Assistants	87%	23	<b>90%</b>	21	76%	21	79%	28	NA	NA
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	80%	20	<b>78%</b>	18	<b>65%</b>	20	<b>82%</b>	22	63%	16
Availability of Classes	<b>91%</b>	23	<b>83%</b>	24	<b>78%</b>	23	<b>63%</b>	30	44%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table SPH 3.5 - DrPH</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Curriculum, Relevance of	<b>43%</b>	7	<b>75%</b>	12	<b>85%</b>	13	<b>55%</b>	20	74%	42
Adequacy of Curriculum Integration	<b>43%</b>	7	58%	12	NA	NA	NA	NA	NA	NA
Quality of Teaching	<b>67%</b>	6	50%	12	54%	13	<b>50%</b>	20	80%	41
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	67%	6	70%	10	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	<b>67%</b>	6	92%	12	NA	NA	NA	NA	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	<b>50%</b>	6	50%	8	NA	NA	NA	NA	NA	NA
Doctoral Residency	<b>33%</b>	3	<b>20%</b>	5	100%	6	NA	NA	NA	NA
Program Teaching/Graduate Assistants	<b>83%</b>	6	<b>73%</b>	11	<b>78%</b>	9	72%	18	NA	NA
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	<b>40%</b>	5	<b>64%</b>	11	73%	11	<b>74%</b>	19	69%	39
Availability of Classes	<b>71%</b>	7	<b>83%</b>	12	<b>62%</b>	13	55%	20	52%	42

<b>Table SPH 3.6 - PhD</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Curriculum, Relevance of	88%	16	<b>87%</b>	23	<b>70%</b>	10	100%	16	NA	NA
Adequacy of Curriculum Integration	87%	15	86%	22	NA	NA	NA	NA	NA	NA
Quality of Teaching	<b>63%</b>	16	<b>87%</b>	23	<b>60%</b>	10	100%	17	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<b>69%</b>	13	85%	20	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	<b>73%</b>	15	82%	22	NA	NA	NA	NA	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	<b>73%</b>	11	81%	16	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	<b>87%</b>	15	100%	22	<b>100%</b>	10	92%	12	NA	NA
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	<b>81%</b>	16	71%	21	<b>70%</b>	10	94%	16	NA	NA
Availability of Classes	<b>75%</b>	16	<b>67%</b>	21	<b>50%</b>	10	88%	16	NA	NA

<b>Table SPH 3.7 - Online</b>	<b>2015</b>		<b>2014</b>		<b>2013</b>		<b>2012</b>		<b>2011</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<i>n</i>								
Faculty availability (e.g. online office hours)	83%	168	85%	128	81%	68	NA	NA	NA	NA
Level of interaction with the online instructor	<b>85%</b>	167	<b>80%</b>	128	73%	66	NA	NA	NA	NA
Adequate software support to accomplish course assignments	<b>90%</b>	168	84%	128	84%	64	NA	NA	NA	NA
Adequate technical support for completing course assignments	89%	165	87%	126	88%	64	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table SPH 3.8 - Interprofessional Education (IPE)</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	82%	237
Quality of IPE Student Team Experiences	83%	236
Quality of facilitation by IPE Faculty	89%	229
Variety of Professions Represented in IPE Team Experiences	87%	233
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	84%	230
Interprofessional Education Overall	84%	234

<b>Table SPH 3.9 - Interprofessional Education (IPE), MPH</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	82%	198
Quality of IPE Student Team Experiences	84%	197
Quality of facilitation by IPE Faculty	87%	191
Variety of Professions Represented in IPE Team Experiences	87%	194
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	84%	193
Interprofessional Education Overall	85%	196

<b>Table SPH 3.10 - Interprofessional Education (IPE), MHA</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	91%	22
Quality of IPE Student Team Experiences	77%	22
Quality of facilitation by IPE Faculty	95%	21
Variety of Professions Represented in IPE Team Experiences	100%	22
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	90%	21
Interprofessional Education Overall	82%	22

<b>Table SPH 3.11 - Interprofessional Education (IPE), DrPH</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	60%	5
Quality of IPE Student Team Experiences	60%	5
Quality of facilitation by IPE Faculty	100%	5
Variety of Professions Represented in IPE Team Experiences	60%	5
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	50%	4
Interprofessional Education Overall	50%	4

<b>Table SPH 3.12 - Interprofessional Education (IPE), PhD</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>
Relevance of IPE Activities	83%	12
Quality of IPE Student Team Experiences	83%	12
Quality of facilitation by IPE Faculty	92%	12
Variety of Professions Represented in IPE Team Experiences	67%	12
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	83%	12
Interprofessional Education Overall	83%	12

## **Student Services and Programs – SPH Summary**

Tables SPH 4.1 and SPH 4.3 contain the percent of Met/Exceeded Expectations for each question in this section. Two questions had Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships
- FAC Hours of Operation

<b>Table SPH 4.1 - Student Affairs</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Student Affairs</b>				
Registrar	95%	275	97%	199
International Student Services	88%	194	89%	126
Center for Academic Performance (CAP)	91%	222	93%	168
Student Development	91%	230	92%	169
Student Affairs - Career Services	86%	222	82%	169
Health Promotions	90%	215	92%	156
UNTHSC Catalog	<b>95%</b>	232	90%	161
Testing & Evaluation Services	94%	230	94%	165
Student Affairs - Overall	91%	258	92%	192
<b>Financial Aid</b>				
Financial Aid Office - Overall	90%	241	89%	176
Access to Loan Information	<b>91%</b>	208	86%	145
Availability of Scholarships	<b>73%</b>	237	61%	175
Debt Counseling	<b>90%</b>	164	84%	124
<b>Other Institutional Services and Offices</b>				
Student Financials Office	<b>96%</b>	231	90%	173
Human Resource Services	94%	204	90%	149
Marketing & Communications - General UNTHSC News & Plans	93%	208	96%	154
Alumni Affairs	<b>95%</b>	150	88%	112

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

	<b>2015</b>	<b>2014</b>
Never Used	70%	75%
Once a week	12%	10%
Twice a week	7%	6%
Three or more times a week	11%	9%

<b>Table SPH 4.3 - Founders' Activity Center</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Hours of Operation	79%	87	79%	56
Activities & Programs	<b>94%</b>	78	83%	53
Fitness Classes	<b>93%</b>	71	86%	49
Exercise Facilities	<b>85%</b>	88	80%	56
Exercise Equipment	86%	88	82%	56

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – SPH Summary**

A relatively small percentage of students responding (34%) reported using the Student Health Clinic at least one time in the past year (Table SPH 5.1).

There were no questions with or Exceeded Expectations scores below 80% (Table SPH 5.2).

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

	2015	2014
Never Used	66%	75%
1 Time	18%	13%
2-5 Times	14%	10%
>5 Times	2%	2%

<b>Table SPH 5.2 - Student Health Clinic</b>	2015		2014	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Promptness of Service	94%	99	98%	54
Professionalism of Service	92%	99	94%	53
Quality of Medical Care	91%	97	90%	52
Convenience of Hours	<b>86%</b>	97	96%	53

**Table SPH 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	2015	2014
Had no need to use clinic	84%	77%
Hours of Operation	4%	4%
Quality of Service	3%	2%
Range of Services Available	2%	2%
Other: Have own insurance/physician (most common answer)	17%	15%

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

## **Student Assistance Program (SAP) Counseling Service – SPH Summary**

The Student Assistance Program (SAP) Counseling Service was used by 4% of students (Table SPH 6.1).

All SAP questions had Met or Exceeded Expectations percentages of exceeding 90% in the limited number of responses (Table SPH 6.2).

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

	2015	2014
Yes	4%	3%
No	96%	97%

Table SPH 6.2 - SAP Counseling Service	2015		2014	
	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of service	<b>92%</b>	13	100%	6
Professionalism of service	<b>92%</b>	13	100%	6
Quality of medical care	<b>92%</b>	12	100%	4
Convenience of hours	<b>92%</b>	13	100%	5

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

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

### **SPH – MPH**

As noted in Table SPH 7.1, MPH students reported Met or Exceeded Expectation scores of 80% or more for all questions.

### **SPH – MHA**

As noted in Table SPH 7.2, MHA students reported Met or Exceeded Expectation scores of 80% or more for all questions.

### **SPH – DrPH**

As noted in Table SPH 7.3, DrPH students reported Met or Exceeded Expectation scores for four questions:

- Career Counseling – Availability
- Career Counseling – Quality
- Communication of Academic Deadlines & Regulations
- Communication of News Specific to Program/School

### **SPH – PhD**

As noted in Table SPH 7.4, SPH – PhD students reported Met or Exceeded Expectation scores of 80% or more for all questions.

Table SPH 7.1 - MPH	2015		2014		2013		2012		2011	
	Met/ Exceeded	n								
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>										
Admissions	93%	228	97%	155	98%	165	95%	129	97%	153
Administrative Support	95%	222	95%	151	95%	159	94%	124	92%	144
Career Counseling - Availability	82%	179	82%	125	79%	115	79%	90	NA	NA
Career Counseling - Quality	<b>85%</b>	172	<b>76%</b>	117	<b>81%</b>	105	76%	88	NA	NA
Student Government	88%	186	<b>88%</b>	127	<b>94%</b>	135	87%	99	89%	108
Other Student Organizations	88%	191	90%	135	<b>94%</b>	138	89%	99	92%	115
Communication of Student Activities	<b>83%</b>	215	88%	150	<b>92%</b>	160	87%	117	90%	145
Communication of Academic Deadlines & Regulations	<b>89%</b>	219	84%	152	88%	164	<b>85%</b>	123	90%	147
Communication of News Specific to Program/School	90%	220	<b>86%</b>	147	94%	167	92%	125	90%	155

Table SPH 7.2 - MHA	2015		2014		2013		2012		2011	
	Met/ Exceeded	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%	26	95%	22	96%	24	<b>100%</b>	30	86%	22
Administrative Support	92%	24	<b>96%</b>	23	90%	21	90%	31	89%	18
Career Counseling - Availability	<b>88%</b>	17	<b>76%</b>	21	<b>65%</b>	20	76%	25	NA	NA
Career Counseling - Quality	<b>94%</b>	16	<b>75%</b>	20	<b>60%</b>	20	72%	25	NA	NA
Student Government	<b>100%</b>	19	85%	20	87%	23	<b>84%</b>	25	77%	13
Other Student Organizations	90%	20	90%	20	86%	22	<b>85%</b>	27	77%	13
Communication of Student Activities	<b>100%</b>	22	<b>82%</b>	22	87%	23	<b>87%</b>	31	81%	16
Communication of Academic Deadlines & Regulations	92%	25	<b>91%</b>	22	86%	22	<b>84%</b>	31	79%	19
Communication of News Specific to Program/School	96%	25	<b>95%</b>	21	<b>82%</b>	22	<b>87%</b>	30	78%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

Table SPH 7.3 - DrPH	2015		2014		2013		2012		2011	
	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	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%	6	100%	9	<b>100%</b>	13	95%	20	97%	36
Administrative Support	<b>100%</b>	6	<b>73%</b>	11	<b>92%</b>	13	<b>100%</b>	20	91%	33
Career Counseling - Availability	<b>0%</b>	2	<b>33%</b>	6	<b>80%</b>	10	62%	13	NA	NA
Career Counseling - Quality	<b>0%</b>	1	<b>33%</b>	6	<b>80%</b>	10	62%	13	NA	NA
Student Government	<b>75%</b>	4	<b>88%</b>	8	<b>80%</b>	10	<b>100%</b>	16	93%	29
Other Student Organizations	<b>80%</b>	5	<b>88%</b>	8	<b>80%</b>	10	<b>100%</b>	15	89%	27
Communication of Student Activities	<b>83%</b>	6	<b>100%</b>	11	<b>82%</b>	11	<b>95%</b>	19	80%	35
Communication of Academic Deadlines & Regulations	<b>67%</b>	6	<b>75%</b>	12	<b>92%</b>	12	83%	18	86%	36
Communication of News Specific to Program/School	<b>67%</b>	6	<b>75%</b>	12	<b>92%</b>	12	84%	19	86%	35

Table SPH 7.4 - PhD	2015		2014		2013		2012		2011	
	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	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%	26	100%	19	100%	8	100%	13	NA	NA
Administrative Support	<b>92%</b>	24	<b>84%</b>	19	89%	9	92%	13	NA	NA
Career Counseling - Availability	<b>88%</b>	17	<b>82%</b>	17	<b>75%</b>	8	70%	10	NA	NA
Career Counseling - Quality	94%	16	<b>92%</b>	13	<b>86%</b>	7	70%	10	NA	NA
Student Government	<b>100%</b>	19	<b>92%</b>	13	<b>86%</b>	7	100%	12	NA	NA
Other Student Organizations	90%	20	<b>93%</b>	14	<b>86%</b>	7	92%	12	NA	NA
Communication of Student Activities	<b>100%</b>	22	<b>94%</b>	17	89%	9	93%	14	NA	NA
Communication of Academic Deadlines & Regulations	<b>92%</b>	25	<b>72%</b>	18	<b>56%</b>	9	100%	14	NA	NA
Communication of News Specific to Program/School	<b>96%</b>	25	<b>89%</b>	18	<b>78%</b>	9	86%	14	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

# **School Report**

# **SCP**

## **Institutional Facilities and Services – SCP Summary**

As noted in Table SCP 2.1, students responding reported Met or Exceeded Expectations scores below 80% for four questions:

- Classroom Temperature
- Adequate Lounge Space Across the Campus
- Parking Availability
- Parking Price

<b>Table SCP 2.1 - Institutional Facilities &amp; Services</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Classrooms</b>				
AV Equipment	88%	103	89%	63
Maintenance	<b>90%</b>	109	97%	69
Cleanliness	92%	111	90%	69
Classroom Temperature	<b>57%</b>	111	80%	69
Classroom Electrical Outlets	<b>90%</b>	110	97%	69
Classroom Network Connections	<b>91%</b>	111	70%	69
<b>Student Lounges</b>				
Adequate Lounge Space Across the Campus	77%	101	79%	61
Student Lounge on EAD First Floor	87%	89	91%	54
Student Lounge on EAD Fifth Floor	<b>89%</b>	63	94%	36
Student Lounge in CBH	91%	57	89%	35
Student Lounge in MET	<b>97%</b>	74	91%	46
<b>Computing and Technology</b>				
Printing/Copiers	<b>89%</b>	105	76%	68
Email	97%	107	97%	68
Wireless Quality	<b>86%</b>	108	64%	67
Student IT Helpdesk Support	<b>92%</b>	93	97%	61
<b>Lewis Library</b>				
Open sufficient hours	96%	110	99%	68
Building conducive to quiet study	<b>92%</b>	110	97%	68
Building conducive to social interaction	98%	110	100%	68
Building conducive to group work	<b>95%</b>	110	100%	68
Access to quality print and electronic resources	98%	107	96%	68
Staff able and willing to help me	96%	106	100%	65
Library Computers - Quality	93%	86	96%	47
Library Computers - Availability	97%	87	98%	51
Library Electrical Outlets	<b>92%</b>	107	97%	66
Library Network Connections	<b>92%</b>	106	72%	67
<b>Laboratories</b>				
Teaching Labs - Equipment Quality	97%	90	100%	61
Teaching Labs - Safety	99%	90	100%	60
Research Labs - Equipment Quality	97%	73	100%	43
Research Labs - Safety	99%	74	100%	43
<b>Campus</b>				
Maintenance	95%	111	96%	68
Cleanliness	95%	111	94%	69
Handicap Access	<b>95%</b>	65	100%	46
<b>Campus Police</b>				
Security	99%	101	100%	60
Emergency Communications	100%	97	100%	55
<b>Parking</b>				
Availability	<b>50%</b>	109	72%	69
Price	<b>67%</b>	107	84%	67
<b>Food Service - Quality vs. Cost</b>				
Stairway Café	<b>88%</b>	91	81%	57
Java Lab Coffee Shop	<b>87%</b>	102	81%	64
Four Star Café	<b>83%</b>	103	76%	62
Vending Machines	<b>90%</b>	98	82%	61

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

## Academics – SCP Summary

### Introduction

The Academic questions are broken into related sub-groups with each followed by an opportunity for comments. This allows students more opportunity for focused comment writing. The Academic comments in Appendix A have similarly been categorized by these sub-groups, easing further analysis.

### Quality of Teaching and Quality of Education Results

Two questions have been traditionally tracked with special emphasis by UNTHSC 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 SCP 3.1, and a detailed set of data for the second question is below in Table SCP 3.2.

**Table SCP 3.1**

<b>School/ Program</b>	<b>Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)</b>	<b>Overall Satisfaction with Education (Agree and Strongly Agree)</b>
SCP - Overall	87%	89%
SCP - PharmD 2017	80%	86%
SCP - PharmD 2018	94%	92%

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

2015 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SCP - Overall	110	30%	59%	5%	5%	1%	4.12
SCP - PharmD 2017	60	23%	63%	5%	7%	2%	4.00
SCP - PharmD 2018	50	38%	54%	4%	4%	0%	4.26

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

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

2014 Results							
		Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree	Average Score*
SCP - 2017	69	26%	67%	3%	4%	0%	4.14

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

**SCP – PharmD 2017**

As noted in Table SCP 3.3 – PharmD 2017, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

**SCP – PharmD 2018**

As noted in Table SCP 3.3 – PharmD 2018, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

**Interprofessional Education (IPE)**

As noted in Table SCP 3.4, overall SHP students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

**SCP 2017**

SCP 2017 had no questions with Met or Exceeded Expectations scores below 80% (Table SCP 3.5).

**SCP 2018**

SCP 2017 had no questions with Met or Exceeded Expectations scores below 80% (Table SCP 3.6).

<b>Table SCP 3.3 - PharmD 2017</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	100%	56	99%	68
Quality of Teaching	80%	56	79%	66
Course and Instructor Evaluations – Adequate Measure of Course Satisfaction	92%	60	90%	67
Course and Instructor Evaluations – Adequate Measures of Instructor Performance	88%	60	88%	66
Quality of Faculty Advising	<b>90%</b>	58	97%	63

<b>Table SCP 3.3 - PharmD 2018</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Curriculum, Relevance of	98%	49	NA	NA
Quality of Teaching	94%	49	NA	NA
Course and Instructor Evaluations – Adequate Measure of Course Satisfaction	98%	50	NA	NA
Course and Instructor Evaluations – Adequate Measures of Instructor Performance	92%	50	NA	NA
Quality of Faculty Advising	100%	49	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD** and highlighted according to orientation. Increase-green, decrease-red.

<b>Table SCP 3.4 - Overall</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b><i>n</i></b>
Relevance of IPE Activities	87%	107
Quality of IPE Student Team Experiences	85%	109
Quality of facilitation by IPE Faculty	95%	109
Variety of Professions Represented in IPE Team Experiences	97%	109
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	93%	109
Interprofessional Education Overall	92%	109

<b>Table SCP 3.5 - PharmD 2017</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b><i>n</i></b>
Relevance of IPE Activities	80%	56
Quality of IPE Student Team Experiences	83%	58
Quality of facilitation by IPE Faculty	95%	58
Variety of Professions Represented in IPE Team Experiences	95%	58
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	90%	58
Interprofessional Education Overall	90%	58

<b>Table SCP 3.6 - PharmD 2018</b>	<b>2015</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b><i>n</i></b>
Relevance of IPE Activities	94%	51
Quality of IPE Student Team Experiences	88%	51
Quality of facilitation by IPE Faculty	96%	51
Variety of Professions Represented in IPE Team Experiences	100%	51
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	96%	51
Interprofessional Education Overall	94%	51

## **Student Services and Programs – SCP Summary**

Tables SCP 4.1 and SCP 4.3 contain the percent of Met/Exceeded Expectations for each area in this section. Two questions had Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships
- FAC Exercise Equipment

<b>Table SCP 4.1 - Student Affairs</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<b>Student Affairs</b>				
Registrar	99%	88	100%	54
International Student Services	100%	53	100%	25
Center for Academic Performance (CAP)	96%	98	100%	61
Student Development	99%	87	100%	55
Student Affairs - Career Services	99%	79	98%	42
Health Promotions	99%	83	96%	45
UNTHSC Catalog	<b>95%</b>	74	100%	39
Testing & Evaluation Services	<b>88%</b>	103	98%	64
Student Affairs - Overall	98%	94	98%	57
<b>Financial Aid</b>				
Financial Aid Office - Overall	96%	103	98%	61
Access to Loan Information	<b>92%</b>	102	97%	61
Availability of Scholarships	<b>76%</b>	92	67%	57
Debt Counseling	90%	67	94%	35
<b>Other Institutional Services and Offices</b>				
Student Financials Office	100%	88	100%	56
Human Resource Services	100%	74	100%	42
Marketing & Communications General UNTHSC News & Plans	100%	73	100%	43
Alumni Affairs	100%	52	100%	26

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

	<b>2015</b>	<b>2014</b>
Never Used	75%	71%
Once a week	15%	12%
Twice a week	2%	6%
Three or more times a week	8%	12%

<b>Table SCP 4.3 - Founders' Activity Center</b>	<b>2015</b>		<b>2014</b>	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
Hours of Operation	<b>88%</b>	25	74%	19
Activities & Programs	<b>100%</b>	23	92%	13
Fitness Classes	95%	21	92%	12
Exercise Facilities	<b>84%</b>	25	68%	19
Exercise Equipment	<b>76%</b>	25	67%	18

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

## **Student Health Clinic – SCP Summary**

Half of students responding (50%) reported using the Student Health Clinic at least one time in the past year (Table SCP 5.1).

There were no questions with Met or Exceeded Expectations scores below 80% Table SCP 5.2).

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

	2015	2014
Never Used	50%	45%
1 Time	18%	36%
2-5 Times	29%	18%
>5 Times	2%	1%

<b>Table SCP 5.2 - Student Health Clinic</b>	2015		2014	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Promptness of Service	82%	50	83%	35
Professionalism of Service	82%	44	82%	34
Quality of Medical Care	<b>87%</b>	45	74%	34
Convenience of Hours	89%	46	91%	33

**Table SCP 5.3 - Why have you not used the clinic in the last year? (Select all that apply)**

	2015	2014
Had no need to use clinic	94%	81%
Hours of Operation	4%	0%
Quality of Service	6%	6%
Range of Services Available	2%	0%
Other: Not convenient (most common answer)	4%	13%

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

## **Student Assistance Program (SAP) Counseling Service – SCP Summary**

The Student Assistance Program (SAP) Counseling Service was used by 7% of students responding (Table SCP 6.1).

All SAP questions had Met or Exceeded Expectations scores of 80% or more in the limited responses (Table SCP 6.2).

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

	<b>2015</b>	<b>2014</b>
Yes	7%	4%
No	93%	96%

<b>Table SCP 6.2 - SAP Counseling Service</b>	<b>2015</b>		<b>2014</b>	
	<b>Met/ Exceeded</b>	<b>n</b>	<b>Met/ Exceeded</b>	<b>n</b>
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>				
Promptness of service	100%	7	100%	2
Professionalism of service	100%	7	100%	2
Quality of medical care	<b>86%</b>	7	100%	2
Convenience of hours	<b>86%</b>	7	100%	2

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

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

### **SCP – PharmD 2017**

As noted in Table SCP 7.1, students responding reported Met or Exceeded Expectations scores of 80% or more for all questions.

### **SCP – PharmD 2018**

As noted in Table SCP 7.2, all questions had Met or Exceeded Expectations scores of 80% or more.

### **Stress Questions**

SCP students participated in additional questions regarding their stress levels, with 56% of PharmD 2017 and 32% of PharmD 2018 students agreeing or strongly agreeing that their level of stress since starting the program markedly interfered with their learning (Tables SCP 7.3 and SCP 7.7).

Of those responding to the above question with Agree or Strongly Agree, 27% (PharmD 2017) and 13% (PharmD 2018) indicated they sought assistance for their stress (Tables SCP 7.4 and SCP 7.8).

Those indicating “yes” to the above question, were asked to indicate where they sought assistance. Of those, 33% (PharmD 2017) and 50% (PharmD 2018) indicated they sought assistance from the Center for Academic Performance personnel (Tables SCP 7.5 and SCP 7.9). When asked if the assistance sought was beneficial, 89% of PharmD 2017 students indicated the assistance sought was beneficial or very beneficial (Table SCP 7.6). The one PharmD 2018 response was neutral (Table SCP 7.10).

Table SCP 7.1 - PharmD 2017	2015		2014	
	Met/ Exceeded	n	Met/ Exceeded	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%	52	98%	64
Administrative Support	100%	50	98%	60
Availability of Career Counseling	94%	36	95%	41
Quality of Career Counseling	92%	36	95%	39
Student Government	88%	51	88%	60
Other Student Organizations	94%	51	96%	54
Communication of Student Activities	<b>87%</b>	52	92%	60
Communication of Academic Deadlines & Regulations	<b>86%</b>	51	92%	60
Communication of News Specific to Program/School	<b>92%</b>	51	97%	60
Experiential Education - Service	96%	49	95%	58

Table SCP 7.2- PharmD 2018	2015		2015	
	Met/ Exceeded	n	Met/ Exceeded	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%	48	NA	NA
Administrative Support	100%	47	NA	NA
Availability of Career Counseling	100%	35	NA	NA
Quality of Career Counseling	97%	33	NA	NA
Student Government	98%	48	NA	NA
Other Student Organizations	89%	45	NA	NA
Communication of Student Activities	91%	46	NA	NA
Communication of Academic Deadlines & Regulations	91%	45	NA	NA
Communication of News Specific to Program/School	95%	44	NA	NA
Experiential Education - Service	98%	43	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in BOLD and highlighted according to orientation. Increase-green, decrease-red.

Table SCP 7.3 - PharmD 2017	2015		2014	
	%	n	%	n
Overall, the level of stress that I have experienced since I began the PharmD program at the UNT System College of Pharmacy has markedly interfered with my learning.				
Strongly Agree	10%	6	12%	8
Agree	46%	27	33%	22
Neutral	25%	15	40%	27
Disagree	19%	11	15%	10
Strongly Disagree	0%	0	0%	0

Table SCP 7.4 - PharmD 2017	2015		2014	
	%	n	%	n
Did you seek assistance for your stress? (Question only viewed by those who responded "Agree" or "Strongly Agree" on previous question)				
Yes	27%	9	20%	6
No	73%	24	80%	24

Table SCP 7.5 - PharmD 2017	2015		2014	
	%	n	%	n
Please indicate who provided the assistance. Select one or more of the answers below, as applicable. (Question only viewed by those who responded "Yes" on previous question)				
Center for Academic Performance personnel	33%	3	67%	4
Associate Dean for Academic Affairs	67%	6	17%	1
Faculty member	33%	3	17%	1
Student Assistance Program	11%	1	0%	0
UNTHSC staff	11%	1	0%	0
Other	44%	4	67%	4

Table SCP 7.6 - PharmD 2017	2015		2014	
	%	n	%	n
Was the assistance beneficial?				
Very Beneficial	33%	3	17%	1
Beneficial	56%	5	67%	4
Neutral	0%	0	0%	0
Not Beneficial	11%	1	17%	1

<b>Table SCP 7.7 - PharmD 2018</b>	<b>2015</b>	
Overall, the level of stress that I have experienced since I began the PharmD program at the UNT System College of Pharmacy has markedly interfered with my learning.		
	<b>%</b>	<b>n</b>
Strongly Agree	8%	4
Agree	24%	12
Neutral	41%	20
Disagree	24%	12
Strongly Disagree	2%	1

<b>Table SCP 7.8 - PharmD 2018</b>	<b>2015</b>	
Did you seek assistance for your stress? (Question only viewed by those who responded "Agree" or "Strongly Agree" on previous question)		
	<b>%</b>	<b>n</b>
Yes	13%	2
No	88%	14

<b>Table SCP 7.9 - PharmD 2018</b>	<b>2015</b>	
Please indicate who provided the assistance. Select one or more of the answers below, as applicable. (Question only viewed by those who responded "Yes" on previous question)		
	<b>%</b>	<b>n</b>
Center for Academic Performance personnel	50%	1
Associate Dean for Academic Affairs	50%	1
Faculty member	50%	1
Student Assistance Program	50%	1
UNTHSC staff	50%	1
Other	50%	1

<b>Table SCP 7.10 - PharmD 2018</b>	<b>2015</b>	
Was the assistance beneficial?	<b>%</b>	<b>n</b>
Very Beneficial	0%	0
Beneficial	0%	0
Neutral	100%	1
Not Beneficial	0%	0

# **Appendix A: Comments**

## Institutional Facilities and Services

### Classrooms

97% of the time we can not hear our professors talking unless they are speaking directly into the microphone on the podium. We have requested for them to get equipment like the TCOM professors so the mic is closer to their mouth and not clipped on their collar. When they turn their heads away from looking straight on you can't hear a word they are saying unless you're sitting in the first three rows.

Allow students to control temperature in study rooms in the met. This building has a lot of windows and it gets really cold.

As far as maintenance and construction are concerned, it would be preferable for them to coordinate with class times and especially testing times. Several times in RES I have not been able to concentrate during a test or listen during a class because of construction overhead.

Audio in year 1 auditorium has bad reception (dead spots) making it difficult for presenters to maneuver around the room.

AV Equipment- It's hard to hear the professors. The microphones done seem to always work well.

Better addressing of bum connections in the laboratories

better internet please

Boost the wifi signals in the classrooms.

CBH classrooms are very cold during summers/fall and sometimes it gets difficult to sit in the classroom without a winter jacket.

Check the power outlets in the tables in conference rooms. They tend to not function properly more often than those in lecture halls.

(Specifically in the 5th floor conference room)

Classroom network is so poor at some places. I think university should focus on that try to make strong network connection.

Classroom network connections should be improved.

Classroom temperature fluctuates too much. Set classroom temperature at a fixed temperature.

Classroom temperature is pretty much always hot. The library and classrooms are dusty and need to be cleaned more often

Classrooms frequently found dirty early in the morning from the previous day

Classrooms, especially the lecture halls in the MET are always too warm when it's cold outside. Network is awful. Need more bandwidth or better routers to accommodate the demand.

Clean desks and tables in library and classrooms daily.

Clean the classroom tables occasionally and garbage in classrooms should be emptied every day

EAD 506 is always very cold! And we have asked multiple times about getting a microphone headset for our lecturers, but we are never able to get one.

ensure volume in EAD 506 is always working. Also temperature in classroom is too cool.

Evaluate hot and cold spots in classrooms in the MET

Faster wifi, more charging outlets in classrooms on EAD 7th floor

Fix the icy spots under the vents in classroom. Problem during testing.

Fix the mic system please. Teachers will often cut in and out due to deadspots in the room. This occurs in MET 124/125

For the question below: how am I supposed to limit a response to .5 characters?

Get rid of the dead spots (with professor's microphones), and fix the microphones that are broken.

Have an easily accessible maintenance request link or box somewhere. Lightbulbs are burned out in MET classroom often.

Have cleaning staff touch up restrooms through out the day.

Increase outlets in all classrooms, having to have online slides in a 3 hour class requires laptops to be plugged in.

Increase internet availability across campus including outdoor spaces.

Have outlets available for students at their desk

Having not been in the classroom for this year, I have no current suggestions.

Higher the room temperature especially for labs.

Honestly, I can't think of anything that could improve these items.

I think more worker should be employed to ensure cleanliness at all times. Also more heater should be provided to make the class room temperature normal at this time of cold

I would like better internet connectivity in the MET 124/125 classroom.

I would like to be able to charge my laptop without having to move to the corners of the classroom. Maybe have a way to have plugs below the desks like in other classrooms?

I would suggest you to place more electrical outlets in classroom because students are facing difficulty to use their laptops. The classrooms should be cleaned properly with proper care as I could see the papers in big classes.

Improve Wifi so that it does not spontaneously drop.

In our classroom in the EAD the mic system for the speakers only works 50% of the time. Guest lectures who also teach to TCOM are always complaining that the equipment in our class is not very nice and confusing compared to what they are used to. We have voiced the concern about the microphone several times to the faculty and they said the microphone was not something that came out of the PA budget.

Increase the number of outlets, add floor outlets

Increase the temperature in the Center for Biomedical Health building. It is too cold and that makes it really difficult, if not impossible, to focus. I'm constantly shivering and trying to find ways to keep warm during class, distracting me from the actual lesson. I always have my heavy jacket, scarf, hat, and have taken to bringing a blanket to class...none of which helps much, as it is still freezing in the classrooms

increase wifi connections

Internet is slow. Not enough outlets. Need extension cords.

It is often difficult to connect to the network, or the network has a poor connection making things run slowly.

It would be nice to have an apple tv in each of the study rooms in the library and the met. Now that most student have Macbooks, they can easily connect to an apple tv and share their screen with their study partners.

It's too warm in the building

It's usually cold in our classroom. EAD 506

Keeping the 3rd floor open 24 hours a day and simply lock up equipment.

Look into the internet connection--many of my classmates have consistently lost connection throughout the day--EAD 506

Luibel hall's audio resources including microphones run out too frequently. It would be wonderful if mics with longer lasting batteries could be used in this room.

Make the wireless network stronger and more accessible

Maybe I'm alone in this, but almost every time I have been in Luibel Hall it has been very, very hot.

MET 124's microphone system is spotty.

Met 124/125 has some missing outlets.

More outlets at student desks in MET 501+502

More Outlets on the 7th floor of EAD

More power strips

Need to add new speakers and better network range.

Network connections in EAD can be a little spotty. All in all I am impressed with how well the network is maintained, especially given the number of students online.

Not sure, but at times, the network is slow when too many people get on at once, would be nice if it could be fixed.

Nothing, everything is as it should be

Nothing. All the facilities meet my expectations.

Our classroom is typically very cold (EAD 506). Occasionally the AV system doesn't work.

Our microphone has problems so maybe check the microphone system

outlets in the floor

Please please improve data connectivity in rooms and labs

Prepare better for drastic temperature changes.

Quite a few lights in met125 are out, making some rows very dark. This happens with frequency and doesn't get fixed for months at a time.

Repair outlets and ethernet ports in the MET classrooms

Replace the broken bulb for the projector in the first year DPT classroom

Rooms are too cold and cramped.

slightly warmer temperature within the classroom!

Also, microphone is not always reliable, and since it is the clip on the shirt version, often lecturers turn their heads to look at the powerpoint and then we cannot hear them. An over-the-ear microphone would be better.

Some of the microphones don't work and there are a lot of dead spots in MET 124 so the professors fade in and out when they walk around the room.

Sometimes very cold/hot in the mornings

Tables with power outlets built in.

Temperature in CBH could be raised a few degrees F for student comfort. Some are struggling to focus on lectures because they are freezing.

the class temp is either too cold or too hot. the PA breakroom is like a sauna and the classrooms are freezing.

The classroom temperatures are almost always too cold. I suggest temperature controls be entirely done in the classrooms instead of a central control system.

The classrooms are a bit cold for me. more electrical outlets and better network connections can always be improved

The electrical outlet underneath the bar of the 5th floor student kitchen/break area needs to be fixed.

The lobby temperature is 75 in the winter and 68 in the summer. This is a waste of energy for such a green university

The signal within Luibel goes in and out. Sometimes the filters for the water fountains aren't changed as often as they should be.

The sound system never works in our classroom. We have requested a new set, we have also offered to purchase a headset. It is detrimental to our learning. The internet connection constantly cuts in and out. It would be useful if everyone in our class could use it at the same time. It is always freezing, but I can deal with that.

The temperature in the MET is always at an extreme cold or hot depending on the weather outside.

The temperature in the room is rarely just right. It always seems like it is too cold or too hot. It is not necessary to have the A/C on when it is 40 degrees outside.

The wifi has gotten significantly better since the summer. Could still be a bit stronger. Also, can't speak for every class, reall just Luibell Hall.

The wifi in Luibel is very spotty and cuts in and out a lot

The wifi still gets bogged down in class. It's freezing in the met during the winter. The air conditioning is on when it's 30 degrees outside, which is ridiculous.

There always seems to be issues with the volume and AV equipment in at least 1 of my classes each semester. More outlets in SPH classrooms on 7th floor. There are always 3-4 people sharing an outlet

There are dead spots in MET124 and it interferes with my learning the material when I can not hear everything that the professor says.

There's a cold area of the TCOM classrooms due to the venting. I understand it's difficult to get the whole room at the same temperature, but it would help to make the room more consistent.

Too hot in Year 1 PT room.

Need to figure out a way to have outlets to charge computers near desks.

Wifi connection intermittently disconnects. I'm not sure how this can be remedied.

Wifi does not work well.

With the switch to Macbook Pros, the equipment throughout the campus needs to be updated to readily support this technology. It would really make sense to get something for the library study/conference rooms and other campus class rooms such as Apple TV or Google Chromecast to easily project things to TVs/projectors for group study/presentations.

### **Student Lounges**

A sink would be helpful so we could wash our dishes. An ice machine

Add a television in the first floor EAD lounge

Adding booths to the 5th floor of EAD to make it more study friendly like the 7th floor would be great

Adding student lounge space in the department offices. This would allow students within a department a place to hang out together with quick access for professors if needed.

Better Air conditioning in the break room on first floor.

Better lounging furniture on MET second floor for studying

by providing good quality sports equipment not just during 9-5 but also through out the day. So, everyone can play if the class ends in the evening.

CBH does not have any facility- cafe for coffee, snacks, lunch, etc. There is just one vending machine on 2 floor.

CBH lounge on the second floor is probably the coldest room in the whole building. Students regularly have coats and blankets on just to sit in the room.

CBH student lounges tend to be extremely cold in temperature no matter the seasonal weather outside.

Creating more lounge space and keeping the MET open longer.

Difficulty finding individual study rooms

For the MET lounge, there needs to be a separate room for lockers and a room for food storage/preparation.

The fridges are not big enough for 400+ students that are in the MET at any given time and a sink would be nice in there.

Get an air freshener for the student locker room in the MET

Getting a few more chairs or tables so there's enough room for more people

Haven't been to the student lounge in MET, so no opinion .

Having not utilised lounges during this year, I have no current suggestions.

Healthy food snacks in EAD similar to the vending machine in MET on the 2nd floor

I don't do a whole lot of lounging, but the lounging I did during my first year was great, so no suggestions

I don't even know what is considered the student lounge in MET.

I don't use the student lounges much, but they are sufficient.

I feel that other programs don't welcome TCOM students into any lounges. We get odd looks as if we don't belong or deserve to use any stress relieving rooms

I had no idea that there is a student lounge in the MET. If this is referring to the cafe area in front of 4star, I feel like this is an insufficient space for a student lounge area.

I have never heard of a student lounge in MET even though I spend 4-8 hours in this building every day. It would be great if this amazing student lounge wasn't a secret!

I haven't been to the others, but the MET could use more plugs down where the cafe is

I really like the lounge areas on campus. Perhaps the Lounge on EAD 1st floor could have more seating though.

I think the lounge should be cleaned more (1st floor EAD) because I have seen cockroaches crawling around while I eat my meals and the fridges usually smell terrible

I think the lounge spaces are nice.

I think the RES needs a better lounge area especially since the pharmacy program is going to grow

I was unaware there was even a lounge in the MET....

I wish they would have kept the speaker in the large student lounge in the EAD. Also ping pong is very popular among the students. the tables are need of repair with new nets and screws to level the tables.

I would really like to see a student lounge in the RES building for pharmacy students.

If MET electricity is running after hours, students should have the opportunity to study there with badge access.

If possible, the student lounge in EAD on the seventh floor should be expanded to accommodate more people.

Increase the number of couch in ead

Increase the temperature

invest more \$\$\$ into improving them

Is there even a student lounge in the MET? It seems like the cafe area is the only place to sit, but I wouldn't call it a lounge. I actually wish there were more study tables in the MET that were in a quieter area, Maybe more in the hallways on the on the second floor?

Is there even a student lounge in the MET? The only seating area is more like a cafeteria than a lounge. I wouldn't mind more seating upstairs on the second floor for studying. I wish there was a quieter place to study in the MET as well.

It smells bad all the time, and the lock doesn't accept everyone's ID card.

It would be awesome if there were some tables on the floors of the EAD where a student may study outside of the classroom. Sometimes during the lunch break I am trying to find a place to study in the EAD outside of the class, and there really isn't anywhere that I can go that would be conducive to studying.

It would be nice to have some of the lounges as designated quiet areas. Maybe one in each building.

It would be nice to have tables/booths for study areas in the lounge- like they have on the 7th floor

It would be nice to see some more study locations in EAD. I know that PA student are frequently on lunch breaks in between the Medsci courses. It's inconvenient to go all the way to the library then come and set up again in Luibel. With this in mind, several of us try to study on the second floor of EAD, however it gets quite noisy.

It would be really great if TCOM students had a lounge. I realize that the lounge on EAD first floor is supposed to be for all students, but since we don't have any classes over there, it's really for PA students and Med Sci students. And where is there a student lounge in MET?

Limited space

MET lounge does not provide nearly enough space for bags before and after exams. Need more refrigerator space and more microwaves. Would VERY much appreciate refrigerators in library for boards studying

more arranged seating places and outlets

more food options

More lounge areas in the RES. Especially the first floor where the Pharmacy students spend most of their time.

More microwaves and a TV

more microwaves/larger kitchen area for the number of students using the area

More power outlets

Need more microwaves

Need to add couches back in CBH and better network range keeps dropping

new microwaves would be great. 3 out of the four do not seem to heat food properly

Personally, I loved the chairs placed on the 7th floor, facing the window that overlooks downtown Fort Worth/Will Rogers. It was a great location to study/meditate before class. It would be great if they were brought back.

Please create a student lounge on RES 4th floor

Provide large coffee makers with free coffee

Put in an industrial coffee maker on 2nd floor student lounge, have wider range of network television.

Replace chairs facing window on 5th floor of EAD

Replace the chairs outside the elevators on the 5th floor. They could be recovered because they are comfortable however in their current state they are worn.

Space should be increased, especially on EAD fifth floor and CBH lounges.

Spaces are insufficient to accommodate the large numbers of students on campus and expected to utilize these facilities all at the same time

Student Lounge on first floor EAD- It's useful to not only play ping pong, pool, or store lunch, but also to study. It's nice to be able to sit there and get work done for change of scenery. However, an out of tune piano is painful to listen to, and impossible to block out. Especially since a piano there invited student who have never played to peck around. Headphones can't even drown the sound. Love the other activities, but the piano situation needs help.

Student lounge Space should increase.

Students who are mostly in the MET (TCOM students) don't have much opportunity to go to and use the student lounges in the EAD. It would be really nice to have a student lounge in the MET that had the same atmosphere of relaxation. Couches, some sort of ping pong or foosball table, a refrigerator, etc. would really make a nice place to relax in between obligations.

The first floor EAD lounge isn't that comfortable. not necessarily somewhere someone would want to sleep.

The lights are not proper and the galleries are not cozy enough.

The lounge spaces are inadequate and there is no phone and poor network connectivity in the EAD first floor lounge.

The lounges in CBH need to have better temperature control.

The second floor student lounge in CBH often has staff sleeping/reading on the couches. There is one woman in particular who is in there taking up the large couch for a minimum of one or more hours a day. It's at times uncomfortable because she will take midday naps.

the student lounge in the MET smells bad

The student lounge in the MET smells terrible. The locker room is connected to where the microwaves are and the mix of the smells makes it awful to go into.

The student lounges I use meet my expectations.

The student lounges meet expectation, but our situation with the microwaves and the constant power breaker trips do become frustrating.

The student lounges need to be updated. They appear to be dingy and some of the games have been damaged.

There are these student lounges everywhere? I don't feel like a lot of people know about it - it would be good to have these in the tour for orientation

There is plenty of lounge space in all of these areas, just not enough places to study

There needs to be a student lounge in the library with microwaves and such! It is really annoying having to go to the 1st floor of the lib to heat up my food three times a day!

There often is not enough space in the lounge/study area on EAD 7th floor.

There should be good network connection in student lounge.

Too many people talking about too many inane things.

update

We have a student lounge in the MET?

What student lounge in the MET??

Would love to see more inviting areas for students to congregate, with a lot of seating, outlets, and room to gather

### **Computing & Technology**

A set amount of free copying should be included each semester. Parts of campus have very poor connectivity.

Again, the wireless quality is very poor. It constantly cuts in and out during class.

Allocate \$5-10 onto each student's account for printing at the start of each semester.

Better connections throughout the campus, especially the library.

better internet connection that is faster and more reliable

Better wifi coverage throughout campus

Cheaper printing or at least an initial balance automatically added to our accounts each semester

Create a system that allows you to add funds to your printing account online, rather than having to do it in the library.

Do not receive school emails many times as compared to other peers around.

Does low jack really work? A first years computer was stolen in August and it still hasn't been retrieved

Don't force us to use Macintosh!

Emails seem to keep being dropped or not received and printing network drops a lot too.

Everything is great in these categories!

Faster internet

Find another way of resetting passwords in OUTLOOK. It is not acceptable to go to the library offices to reset my password. What if I am at clinicals in another state? Its not possible to go to the library tech's every time I forget my password. NOT convenient!!

### Free printing/copying

I am under the impression that all copies are now front & back and I have no way of changing that. Most of my notes I would prefer to NOT have front & back. I would like that option to be optional.

I attended the University of North Texas for undergrad and one of the things I was really impressed with was the access to free printing. I would like to see some kind of print credit applied to each student.

I'd like to point out that the IT department here has been incredible. I think they're a huge asset to our students, and they deserve the highest praise.

I don't feel that students should have to pay for printing. We pay a lot of student service fees and it seems like some of that should go towards a printing allowance or something. Perhaps there would be a way to give students a certain amount of pages each semester, and then charge the 5 cents per page if they go over that allotment. Wireless isn't great. I get kicked a lot. not sure if it's my computer or the routers.

I emailed Student IT Helpdesk Support center last semester, and they never responded. Do they have enough staff to help out UNTHSC students?

I frequently have trouble printing. Simplification to the system needed.

I have had to get pharos reinstalled twice because it wasn't functioning properly. Thank God for the IT helpdesk

I have trouble staying connected to the wireless internet frequently.

I had to take my laptop back to IT numerous times for the same problem. The timeline ranged from summer through most of the fall semester. To make the situation more frustrating, the quality of the loaner was not great. At times the staff was not in the office even during posted office hours.

I still don't know how to print. I've never had to. Mostly I'm held back because I don't know how much it costs or how to add money to my card.

My email on Outlook occasionally has problems where it will randomly log me out and not let me log back in for a while.

I wish that IT had longer hours, particularly on weekends. Third and fourth year students often can't come between 8 and 5 on weekdays.

I wish that printing was not automatically double sided or that at least the warned you that it was going to print double sided.

I would greatly appreciate a printer in ead near the pharmacy classrooms. At the moment the only printers we can feasibly use are in the library.

I would like to be able to change my own email password without having to contact IT. It's ridiculous, I can't do it myself

I'm not sure if this can even be changed, but color printing is expensive.

I'm sure its hard running wireless 24/7 with spikes during the day, but sometimes it cuts in and out for long periods of time which can be difficult

Improve wireless connectivity

Improving the wireless quality would be a great benefit in areas such as speed and quality of connection.

In library 3rd floor, WiFi is not uniform. Some places don't even get signal. I am talking about a place that is across the bookshelves

Increase number of wireless hubs throughout buildings

Increase the number of routers with different frequencies so that every one gets the connection with good signal.

It is fine. As of now can't think of any required change.

It is too complicated to print. Copy A&Ms way of printing...much simpler.

IT needs to be more familiar with macs. We have learned to take the laptop to the apple store.

IT Service is very good n speciacially Terry's work is totally satisfied. Only thing should change is repair cost which is high and all students can not afford it.

It would be more convenient if you set up a system so that we could add money to our printing account ourselves online.

It would be nice if printing were free.. Or at least if I print double sided only charge me for the one sheet of paper instead of two.

It would be nice if the printing/copying is free.

It would be nice to allow printers/copiers to accept change for those random times you need to copy something and don't have an account setup with your student ID.

It would be nice to have more color printers dispersed around campus

limited hours and some staff couldn't provide appropriate help at IT help desk in library location

make printing/copying free for students

**MORE COPIER SHOULD BE PROVIDED**

more printers, cheeper price

My email for the school rejects my password often and requires me to go to IT to change it - we aren't authorized users of our own accounts. I have had to do this 5 times since November.

Need more printers in the MET building

Not everybody knows how to print on campus. Students need to be provided with better instructions

Please get GSBS calendars to sync w Outlook like before.

Please reduce the charges for extra expenses like repairing laptops.

Poor internet

Outlook doesn't like to sync all email accounts

Printing and copying machines should be more in number. Sometimes the printers do not identify the paper size and deduct money without printing the paper.

Printing could be free in some computer labs.

Printing is too expensive

Printing should be free

printing/copying gets expensive, very fast

Printing/copying is expensive, and the lack of rollover in account funds between semesters is not a fair policy.

IT helpdesk is great and they do not get enough credit or respect from the administration, in my opinion.

printing/copying should be free with tuition. We pay enough as it as.

Student IT help desk support is so kind! Very helpful

The color printing is pretty expensive ! Please try to help us by reducing the color printing price !

The internet is good but can be spotty sometimes. The internet speed is fine when it works. Usually there are not any outages, but when they do occur it can be detrimental when I am doing online quizzes or assignments.

The is very bad wireless internet connection in the lounge areas on the 2nd floor of the EAD.

The library wireless internet signal needs improvement. The signal is weak and often fade out.

The new Pharos printing has to be reloaded onto the computers periodically; I don't know why, but this is the case for most people in my class.

The printer in library doesn't work sometimes and I think the school should at least provide some amount of free pages to print for students. That is more helpful because we are spending lot of money to print our lecture notes all the time. Sometime the internet connection is pretty bad in library 3rd floor. So I suggest you to take care of all these.

The printing service are not assailable from windows 8.1 laptops all the time.

The printing was difficult to set up at first but when I went to the student IT helpdesk, they were very helpful and got everything working quickly.

The Student IT Helpdesk is outstanding, and the other computing and technology categories meet my expectations.

The wireless is subpar to most universities. Poor reception and strength as well as slow speeds. UT in Arlington has better speeds and they cater to thousands more.

There have been times when I needed help from the IT dept there were made unavailable due to management issues. While xxxxxx always goes above and beyond to help all students which is always appreciated. However, his co-worker xxxxxx seems to lack this enthusiasm which sometime makes students feel that they are not the priority.

we have to redownload pharos almost every time we want to print. It's so frustrating

We should have at least a small amount of copies included with tuition each semester, considering how much the tuition is. We were told that was supposed to happen during orientation, but there was never any credit added to our ID's.

We should have unlimited printing money.

What I would like to see are automated payment systems that we can use to get printing. An example of this was at my undergraduate university (university of Texas at Arlington). When we wanted to pay for printing we would put our money in an ATM like machine and then it would credit that amount to our account. This not only took the liability from the individuals taking the money but also allowed us to pay for printing when staff was not on campus.

wifi

Wifi not always reliable on second floor of MET

Wireless goes in and out constantly.

Wireless printing has failed multiple times and there is no free printing. Wireless internet in some spots in the library is weak.

Wireless quality in EAD as a whole is VERY poor (no signal). All bathrooms have poor network connections (cell and wifi).

Wireless quality in Luibel is not very reliable as previously noted.

Wireless quality is pretty bad specially for mobile devices.

With all the tuition we pay, I think printing should be free. Also, the Pharos system doesn't always work and isn't exactly easy to use.

With printing, it seems there are biannual updates that are mildly inconvenient.

Improve the wireless quality.

With the large volume of documents that need to be printed by the students, printing should be cheaper. The wireless connection quality in CBH second floor is poor but the rest of CBH and the rest of campus meets/exceeds my expectations.

Would like to see the first X number of printed pages be free (say, the first 20 or so). I would also like to see the emails be a google based email to allow movement of group projects and such via google docs.

You shouldn't charge the same for people who print on both sides of the page vs on two pages because you are conserving paper while doing so

### **Lewis Library**

1. Hire people or train the current staff to really understand trouble shooting for the printer and other technical problems. 2. Clean the dry erase boards every evening. 3. Other than that the library is very functional

3rd floor needs to be 24/7

3rd floor needs to be open 24/7.

Computers need to be upgraded, not be on a server.

Overall the library has become too full with increased admissions.

3rd floor table outlets need to be checked. Sometimes they don't work which is frustrating

a 3rd story student lounge with a fridge and microwaves

a few electrical outlets on the 4th floor in the new student pods are not working.

additional small rooms would be useful

Again, it would be helpful to have more electrical outlets in the middle tables of the library floors

Although there are a lot of electrical outlets available I find some of them do not work.

Apple TV or Google Chromecast for conference rooms. Chromecast is \$35 and allows you to wirelessly project your computer screen to the TV for everyone to see and hear.

As I mentioned above library electrical outlets are also very less exclusively in 3rd floor. Also about the computers they are very slow and internet connection always has some connection errors.

At times, there are very noisy people on the 4th floor while studying--such as groups of students in rooms, or individual students who talk loudly and I am not sure how to handle the situation without being rude. I was hoping for there to be some way for us to have a line to contact so that we could anonymously let that person know they were being too loud.

Bathrooms are very dirty, often too loud and crowded. Need to expand library - esp quiet areas with more sunlight- more than anything else

Benches on third floor are terrible for the back.

better internet

Certain labs are occupied for hours by classes and those computers have specific programs not available across campus.

Clean the bathrooms or teach people how to pee

Create more study rooms

Electrical outlets not operational sometimes.

Get better chairs other than the wooden ones

Glad they improved the wireless connection!

I do not always use the quiet study areas because I don't necessarily learn best in this environment. But there always seems to be plenty of study space, either in a quiet or non-quiet area.

I do not know to improve this but more study rooms would be good.

I enjoy the new improvements to the 4th floor. I truly enjoy studying in the new area. However, most people do, so now the 4th floor is very crowded. I would like to see more of the new study areas implemented on the 4th floor (or even throughout other floors).

I like the fourth floor space! Its really quiet and allows me to study effectively. I like the tables on the 4th floor also. I used to sit at the booths on the third floor, and I liked it but it was a loud space and the booths hurt my back after a while. The 4th floor tables are set up to fit 4 people, however at times it can be hard to find any tables or places to study. If there were similar tables made for 2 people set up in the same way, it may fix this problem.

I love the edition of the cubicles on the fourth floor!

I love the new quiet study nooks on the 4th floor.

I would check some of the outlets, not all of them work properly.

I would like more color printers around the library, and also there are multiple spots on the 3rd and 4th floor that have poor to little connection to wireless.

I would like to see the third floor hours extended to 24 hours.

Improve library network connections.

In some corner, wifi does not work well, especially on the 3 floor.

It would be nice if the second floor was designated as a group work floor since it's pretty loud as it is, and the third floor was designated as a study-with-your-friends-but-somewhat-quietly floor, and the fourth floor stayed a quiet floor.

Keep people on the 4th floor quiet even when they are in the rooms!

Library computers are notoriously slow. I haven't been on the third floor of the library recently, so maybe this has been corrected, but there were no Ethernet connections available on the third floor.

library is great as it currently stands. great spaces to study, many electrical outlets, and great/friendly staff. Best library to get stuff done

Library seems to be overcrowded these days. Library needs another floor now that there are more students.

Make first few pages free for printing.

More affordable food.

More group study rooms. Several were converted to office while I was there.

My year received elite books. I sold mine for a lot less than I paid in tuition but i knew my mac was better. I wish we were given a limited list of 2 or 3 choices in laptops if we are forced to buy them with tuition money we have to pay back

Need more outlets and more public computers available to the students on first floor

Needs more seating. It's hard to find a seat often

Network is great, however during the usual hours that everyone wants to be studying I rarely can find a study room for my friends and I, there just simply aren't enough study rooms. The MET has really nice rooms but they are always being used for other stuff/interviews

Network problems need to be improved on 4th floor of the library.

Not all tables have working outlets.

Not sure, but now too many students, not enough room to study.

Please build more group study rooms!

Poor internet

Several outlets are broken

Refrigerators for student use during board studying! Newer microwaves! K-cups for sale.  
Disposable silverware utensils for use

Renovate study rooms on 4th floor. They are old, stale, and very small.

School never ends for us even when there are holidays. It would be nice if we could use the library for more than just a few hours. Also would be nice to have access to the talking floor 24 hours.

Some electrical outlets at tables on 3rd floor south side not functional.

some of the outlets are broken on the study tables and haven't been replaced

some rooms in 4th floor do not have good Wi-Fi.

And, some of the outlets has not been renovated in 4th floor.

sometimes some of the outlets don't work

Sometimes students can get very loud; maybe have someone remind them quietness is a must would be helpful.

Staff is very helpful. Only problem with library is there is not enough quantity of course books.

Subscription to Up To Date for the entire campus.

The 3rd floor closing at 10 on weekends makes it difficult to stay and study late. Sometimes even 12 isn't late enough in the semester. Maybe extend hours when it's the weeks of midterms or finals. And having refrigerators closer by, rather than walking to EAD

the 3rd floor should be open later

The 4th floor quiet floor always seems to be under construction. There are offices on the floor and the employees of the offices act like they are immune to the quiet rule.

The 4th floor is not always quiet. Better monitoring of people talking would be great.

The 4th floor is useally pretty quiet, but the rooms ahve very thin walls, and you can hear people up to 3 rooms away talking on their phones etc... it would be nice to have better insulation between the rooms, or a service where you can report loud students to the library staff and they can come remind the students to keep quiet. Also it is very frustrating when the room reservation signs are not put up in the morning. I have been kicked out of several room that did not have a reservation sign.

The bathrooms are disgusting in the evening.

The building exceeds my expectations in building conducive social interaction because it seems like the people on the 3rd floor are only there to socialize/yell/joke, and not there to study/learn. There need to be set rules on the 3rd floor about remaining quiet and using a quiet voice. While it is there for group work, that shouldn't mean it is impossible to study up there because it is too loud. Even the fourth floor is loud at times due to people studying. Also, the tables are always dirty.

The campus is expanding in regards to students, but the library is not. There has been some recent improvements like the addition of private study cubicles on the fourth floor and a nicer entrance. However, the library needs to be expanded where students are not struggling to find seats at 4PM to study. Potentially a grant or funding needs to be allocated towards the library in its further expansion.

The computer software in the library needs to be updated. Also, many students including myself are Apple users, so availability of Apple computers in the library would be great.

The computers did not have the technology I needed for an online class which should not be an issue. They run slow and half of them are always lacking some sort of update or do not work in general.

The fourth floor is often noisy, rooms too cold most times and the computers could be very slow during peak periods of school exams when so many people are doing statistical analyses.

The internet connectivity is slow/ not available in some areas of the library on the second, third as well as fourth floor. It definitely needs improvement.

The Java lab could be open on Saturdays and Sundays for short hours to accommodate students during lunch time.

Spork dispensers on the first floor would be great to go with food in vending machines and forgotten ones for lunch.

It would be nice if the java lab had two people working during peak hours of the day so that specialty coffees can be made. I often cannot get one because the lady is too busy and/or mean.

Have an option to load money onto ID card online instead of only in the library

The lamps could be better in the private study rooms and the table and chairs more ergonomic like the rest of the library

The Lewis Library is my second home, and I love it the way it is. No suggested improvements.

The library should not feel like it is their job to always provide the quiet study room. we can study in quiet at home in most cases, or go to a public library.

The men restrooms need more attending. They are dirty most of the time

The network connections could be upgraded. One part of the 3rd floor of library doesn't have good access to WiFi connections.

The network goes in and out. I understand that this isn't always preventable but it is something that students rely on.

The new chairs on the fourth floor are fantastic - it would be great to have more of them.

The rooms on the third and fourth floors have very thin walls and poor sound insulation.

There are a few areas in Lewis Library, where network connections are poor most of the times, so have to switch places and then it works fine.

There are definitely not enough places to plug in an ethernet cord in the library. The WiFi is also really finicky and doesn't work reliably all the time, it is very intermittent and I loose connection at least one time everytime I study in the library.

There are not enough spaces for students to have a break and dining.

There are times in the library, especially close to exams when there are a lot of people studying, that the wifi can be spotty. It would be nice to have ethernet ports at some of the tables.

There are times on the 3rd flow that tables have problems with connections but for the most part the library does a fantastic job allowing access.

There is some network problem on third floor of the library. Library should not be closed for more than 2 days at the most and should be open 24 x 7. Printing machines should be more in number. Fourth floor of Lewis library has become congested due to added study stations. Should be de-congested.

There should be more books available related to the course so that we can check out atleast for a week. This is the major problem I am facing particularly in second semester. Even there are not enough books to sit and read in library.

There should be more restriction on fourth floor in regards to cell phone use.

There was a lot of construction going on on the quiet floor of the library and a constant ticking noise coming from the ceiling.

Too many people talking about their weekends at the bars on West 7th

Update the computers and maybe keep the group study floor open longer.

Very good atmosphere for studying, very impressed.

When a lot of students are in the library, space to work is limited. More tables and areas to study?

While the fourth floor has been improved in terms of space use, the loudness makes it almost not useable. Talking and chatting aside, the eating of very loud foods is nearly a plague! Chips, nuts, Carrots, apples, cookies, etc need to be simply banned from the fourth floor. They can eat that stuff on a different floor and spare the rest of us the sound of their snack.

### **Laboratories**

A lot of the scissors in anatomy were dull, which made some dissections quite difficult. Perhaps, sending them out for sharpening would help?

Anatomy lab is often out of supplies (masks, etc.)

clone xxxxxx.

creating a way so that everyone in the anatomy lab can see the area of interest rather than crowding around a small area

Electrical outlets are a concern. Should be provided just like in big classrooms on every sitting position.

Have not been to research lab yet, so no opinion.

Have reagents at student labs when they are needed

I am in the MPH-PO program so I have actually not seen the labs at UNTHSC.

I do not have any interaction with labs, as i am public health students. But as looking from outside, it looks good.

I feel there is not enough equipment to fully accommodate students. We need actual hoods to simulate real life.

It is difficult to get adequate access to facilities in order to do a project.

Just to add to the above comment about private study rooms... I think it would be amazing if there were some sort of preferential protocol to allow the students who live more than an hour away to have access to private study rooms over students that can literally walk home. Maybe assign some rooms specifically for students who commute. This may just be wishful thinking. I realize, in fact, it does not seem fair to assign priority reservations to students like myself, but... sure would be nice.

More soap and paper towels in the anatomy teaching lab.

more support form the institution in providing PPE, spill kits, broken glass and sharps containers. If available to all, then everyone would have them without excuse.

**NEEDS IMPROVEMENTS**

Pharmacy labs are far below expectation. We do not have any hoods for compounding.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

So improvement suggestions.

student lab pipettes are not calibrated, not enough quantity for smooth work, fume hood isn't working

Teaching lab equipment could be improved to meet the quality found in faculty research labs to ensure that students are prepared for faculty/professional equipment that they will encounter in the real world.

The anatomy lab is great.

The models to learn on for cpr, prostate exams ect are not helpful

The teaching labs are excellent. I have no improvement suggestions.

The teaching labs for the FGEN department really need to undergo a serious overhaul. Both in organization/cleaning as well as new equipment. Of the dozen or so microscopes that are in there, more than a few don't work. Same with some of the balances. Overall the lab needs an upgrade.

The ventilation outside the anatomy lab could be better. I find that even my backpack stored inside the locker in the hallway still manages to smell like formaldehyde.

Their use should be more open and encouraged. I don't think 1st and 2nd year, or even 3rd year, really thinks to utilize this technology.

They are alright, don't really use them much.

We didn't use the teaching SIM labs hardly at all

## **Campus**

A lot of the microphones do not work in MET 124. Also there are many dead spots where the lecture's microphones go out during their presentations.

bathroom floors and hallway floors could be cleaner

Campus is always clean and any maintenance issues are promptly taken care of.

Campus is good. It is clean and green but can become more green. More trees and plants should be planted.

Cockroaches are abundant in EAD.

Continued maintenance

Could use better basketball facilities.

EAD Building doors open automatically function was broken for months. Made it difficult for handicap access.

Even areas which are presumably up to code in newly constructed buildings appear to be hard to navigate for someone with a mobility impairment

Handicap speakers have to park far from the MET

I am in the MPH-PO program so I have actually not seen the campus at UNTHSC.

I don't have any suggestions for the campus.

I have only taken online courses, so I have never been to the campus.

I really appreciate all the recycling sites around campus.

I think CBH is horribly equipped for Handicap access. I broke my shoulder last year and could not handle the weight of the doors. There was no option for propping them, but I found the building very difficult to navigate through on my own when my arm was in a sling.

I think no one cleans the floor in labs. Cleaning at least once a month would look more cleaner.

It is great. Can't think of any improvement right now.

It seems like maintenance starts but doesn't finish. Specifically, when ceiling tiles are taken down. They seem slow to put back up. I have seen this in the library restrooms.

It would be nice if maintenance had better communication with laboratories using animal behavioral models. There is often unexpected loud noise that may disrupt/interfere with data collection.

library bathrooms are often dirty as well as study tables

Library maintenance always being completed at busiest study time

Library restrooms can be excessively dirty at times. Cleaning of the library happens at morning times around 8 on week days. It would be better to clean at 5 or 6 before students get there.

Luibel hall could be updated to meet the standards of MET.

Maintenance crew is awesome and very friendly!

maintenance needs to figure out the electrical circuitry in break rooms and devise a list of what can or cannot be plugged into the outlets(like appliances) so as to avoid a blow out.

Many times the bathrooms are out of toilet paper and so messy/dirty. I have seen a number of times where there is pee on the floor, it smells terrible, there is poop splatter on the backs of the toilet seats. I often see janitorial staff just hanging out in the lactation rooms on their phone. I mean maintaining a clean bathroom that has adequate toilet paper is not that difficult, especially considering the fact that the janitorial staff has time to be on their phones.

More frequent cleaning of the microwaves and surroundings on the 1st floor of the library (it seems that area is cleaned about twice weekly)

More parking

Not all of the stalls in the women's restroom on the EAD 5th floor have trash cans in them. Adding trash cans would help with cleanliness.

On a lighter note, it would be incredibly helpful if the timers for the lights in the bathrooms were extended to allow for a longer duration of illumination in the absence of motion detector stimulation... Let's just say, its hard to answer nature's calls when the light automatically shuts off midway through evacuation procedures. LOL.

Place more outdoor seating areas around CBH. All the other buildings have easy access to outdoor study or break areas.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Research labs are not taken care. Facilities should regularly sweep and wash the floors.

Restricting/scheduling construction/maintenance that is audible in lecture halls to times when the room is not reserved for classes or presentations. Construction/Maintenance noise during classes is very distracting and interferes with learning when it occurs.

Almost daily, the men's bathroom sink counter on the 1st floor of the RES building is covered in excessive amount of water. I am not sure if it is a maintenance issue of faucets or perhaps a cleanliness issue.

So improvement suggestions.

Some areas just appear unclean, or old and need updating.

Still see quite a bit of roaches in EAD, especially in the first floor student lounge

The area on the ground floor of the EAD is not very Handicap friendly.

The bathrooms get kind of crowded and messy over the wee

The bathrooms in the library and the MET are always disgusting and dirty. I recommend more cleaning staff visits to the ladies restrooms especially the 1st floor on the library.

Also the trash can everywhere are always FULL and stink, it is gross and a hazard. The cleaning staff need to changes trash bags especially at lunch. they get so full you can't even

throw away you own trash. AND don't get me started on the weekend trash on the library, it smells awful in the library by Sunday.

The campus on whole can be cleaned a bit well and maintained appropriately by having some plants indoor for fresh air as all the campus is kind of closed.

The grass between the parking garage and MET is ALWAYS and muddy in the morning. Maybe turn the sprinklers on at like 9pm at night so all the students don't ruin their shoes walking across it.

The handicap doors are not fixed espicially on the 2nd floor of EAD.

The janitorial staff have been seen dumping recycled items into the dumpster. There's no point in having recycling bins if they're all thrown in the dumpster other than misleading the public into thinking this is a green campus.

The library automatic doors at the front and back takes a long time to open and sometimes not working at all

the library bathrooms on weekends can get pretty nasty

The toilets could be more clean.

There should be more parking place available.

Very pleasant campus

Water filter in MET was bad for over 2.5 months while all other filters around campus were changed on time.

Wish the bathrooms and womens locker room in the FAC were cleaner.

### **Campus Police**

Campus almost feels too safe... but I guess that is a good thing.

Campus police is very helpful.

Campus security is awesome. I always see our police officers around and they provide a very safe environment. Great job!

Cars parked on campus should not be able to get broken into in broad daylight.

Emergency communications are far to frequent and often sent as more of a weather report rather than with true relevant details about happenings on campus

Have police do a better job of protecting students and not harassing them

Helpful and secure.

How can we get the car break-ins under control?

I am in the MPH-PO program so I have actually not seen the campus police at UNTHSC.

I am not familiar with the emergency communications on campus. I've only seen one emergency phone near the gym.

I don't see security visibly too often, which would be a nice addition, especially in late night hours when students are walking to their cars in the dark parking lot. Even having a security officer sitting in their vehicle on watch would make that trip feel safer.

i feel safe

I have heard more than one story about students cars getting broken into on campus and one event happened in the parking lot next to the police office. That is a little ridiculous to me, and should be prevented.

i have not needed them, but i see tho police all the time so i know they are there. seems good to me.

I have only taken online courses, so I have never been to the campus.

I heard that there were a couple of cars broken into this year, maybe improving the quality and location of the security cameras on campus can help.

I think that it is great to have the police department on campus.

I would feel more at ease if there were more UNTHSC campus police officers around

It would be nice to have the security escort to the parking lot from library late at night on weekdays and weekends

More security/officers in parking garages

Need much better policing of the crosswalk on Montgomery St. I have been nearly struck by a car many, many times this year.

Need to monitor the crosswalk. Cars tend not to stop even when we are crossing the crossing walk area.

#### NEEDS IMPROVEMENTS

Our campus police has always gone above and beyond in any encounter that I have had with them. Very courteous and respectful. It is also always nice that they make a visible presence on campus at night time (for those late night study folks).

Our police department is great and very helpful. It would be nice to add jumper cables to their department as the battery packs are not always successful in jumping batteries that are very dead.

police are ever present

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Replacing an id badge shouldn't be 25 dollars. That is a bit excessive. Most students don't want to lose their badge in the first place. If the incentive is to prevent people from losing their id, I think this is more of a punishment especially for students that are at an economic disadvantage. I think 15 would be better. (Assuming it doesn't cost 25 dollars to make the badge).

Security often watches pedestrians J-walking in their cars and makes no effort to correct them. It creates such a safety hazard to drivers and the pedestrians. Also, they should be visible in the evening/night when it feels the least safe.

Several of my friends have had their cars broken into while parked on campus. Perhaps increase video surveillance.

So improvement suggestions.

Speeding in a big problem on the campus especially near the student cross walk sections.

That dog is too big...It can cause a heart attack if I bump into it around the corner.

The police are lousy at customer service and interpersonal skills. In my experience they are usually rude and dismissive.

The police spend way too much time trying to find cars to give parking tickets to. Meanwhile, students cars are getting vandalized and broken in to.

The security personnel are doing a good job and making us aware of any dangers in and around the campus.

There should be more police cars patrolling at night in the parking lot

There when you need them

They are giving tickets for odd reasons. Maybe a warning first before giving citations.

They have been of great help always.

They match my level of expectations.

they respond to calls on time and this shows a high level of efficiency

They seem alright, haven't had any interactions with them yet

very helpful, feel safe, can always call them if I want an escort.

We were told during orientation that campus police can be asked for help for a drop at home if we stay near campus and it gets very late while working. Campus police doesn't take these requests seriously and tells to wait with no approx time

What's up with the drug sniffing dogs? I feel like I'm in high school again.

would like to see emergency boxes in parking garage and more lighting

## **Parking**

A couple of months ago I circled the parking lots for 20 minutes looking for a space, I was finally forced to park in Piola's reserved spaces. I parked in the farthest corner, the lot was empty (I don't even know if Piola was open), left a note on my car explaining my trouble finding a parking spot, and was still ticketed. I believe that officers should take issues like this into consideration before assigning parking tickets.

Additional parking areas - less reserved spots that don't get used

Possible signs that say if a garage is at capacity or not - so frustrated when you waste time driving to the top

Again, the amount of students on campus is expanding but parking and the library are not.

Awful parking situation and the price for parking is ridiculous.

Better signage

build another parking garage

Build another parking garage

Build another structure

Cheaper parking, especially since an open spot is not always guaranteed

Dedicate certain parking lots to certain schools. Many students who take classes in the EAD and RES park in lots 14 and 19. When the lots around the MET fill up, students who go to class in the MET have to go to parking garage 5. Not optimal.

Another option is to have assigned parking. It would save a lot of time for a lot of students who drive through various lots and garages looking for spots. In regards to garages there are systems that count cars to let you know if the garage is full.

Definitely need more parking... If I get to campus after 9:00 there is no more parking available.

designated area that can reliably accommodate tcom students

Don't charge students to park. We pay enough and don't have a lot of money.

Every year we say we need more parking and every year it gets worse. Please fix it, and no, parking at Will Rogers is not a solution. I do not want to pay MORE money to park 1/4mile away from the parking lot I should already be able to park in.

Finding parking - especially since more visitor spots were added and we lose Piola spots, has become very difficult in the mornings.

Finding parking in the morning usually isn't an issue, it's finding parking after lunch. I know the campus is land-locked but there has got to be a solution somewhere. Simply eliminating a few of the crossed-out spaces in the parking lot west of the MET (I'm assuming they are next to what were handicapped spots at some point) would create at least ten more spaces. Not a lot, but something.

Glad to have a garage nearby

Glad we have the meter parking now. Still not enough parking

Good thing some of the students don't come to class. We wouldn't have enough parking if they did come

hard to find parking spots in the morning

I am continually frustrated by the zealouslyness of the campus police to issue parking citations, even with a parking permit visible

I am often having to park in the CVS parking lot with risk of being towed... the only way may be to convert an existing lot into a garage.

I don't drive to school, I walk because I hear there aren't enough spaces at times.

I don't like that 22 spots were taken from Lot 19 for visitor parking. Visitor parking should be in Lot 7 for people who aren't coming and going constantly like students.

I think another parking garage needs to be built on campus. Sometimes the parking is extremely limited. Also, the parking tag price is a little steep for students. It would be nice to have parking for about \$50 a year instead of over \$100.

I think parking area should increase.

I think parking is ok now, but i can already see that its going to be a problem when more students come in to our pharmacy school

I think that if I pay for a parking permit, I should be able to find a parking spot on campus, and many times I have a very hard time finding a parking spot on campus in a parking lot or garage.

I think the price of a parking tag is exorbitant. It would help a lot if the price was lowered.

Also, people keep parking at the CVS and darting out onto the street between that and the school (maybe they're late for class or something) and three or four times I've seen students

almost get hit because of the curvature of the road that limits drivers sight. I do hope that the school does more to discourage people parking there.

I usually get to the school around 7 a.m. regardless of what time I have class and the parking lots are already full. There are not enough spots on campus to accommodate all of the students. I also think that there are too many visitor spots, which are not even used very often.

I was surprised when the price of parking had been increased. I was told it was the first time in a long time, but when I was purchasing my pass, the price was not updated yet so I was taken by surprise. I also own a hybrid car and was hoping to take advantage of the discount associated with that, but since my car was not listed on some list, I did not receive a discount, despite my car clearly being hybrid.

It is still expensive to have a parking pass.

It is very difficult to find a parking space when returning to campus clinic after spending the morning at the hospital. We need more parking spaces to keep up with the student growth.

It is very difficult to find parking between the times of 9-11 am. There are only a few spots left in parking garage 5. It will only get worse next year when another pharmacy class is here. Build another parking garage or expand floors to the parking garage.

It would be nice if we could use the parking spaces in Lot 7 (that are reserved for Piola) during the day, or at least the morning, since they don't even seem to need the spots until lunch, and the spots are in a school lot.

lower/don't raise prices and allow semester/yearly rates at any point in time

more parking

More parking Availability

more parking is needed

More parking needed.

more parking space would be good and lower prices

More parking spots

More parking spots are needed. Do not expand metered parking.

need more available parking

Need more parking spaces.

NEED MORE PARKING!!!!

Need more parking.

need more spots. especially on IPE days!

Not enough student parking spots. When I cannot find a valid parking spot, there are always visitor or handicap spots open not being utilized. One day, I arrived 30 minutes prior to lab, drove around trying to find a valid parking spot, none were available only visitor and handicap, had to park at Walgreens, 15 minutes late to class.

Obvious problem where the student population is growing larger but the parking space availability is not. Alternative parking at the Wills Roger Center is a nice start, but paying for a campus sticker and still not being able to find a spot is annoying. Also, I'm paying more than last year for a sticker but having more trouble finding a parking spot - it doesn't seem fair.

Parking availability is okay, but it can be difficult to find a spot if class starts later in the day. I would prefer a cheaper parking option, as well.

Parking further away in the back lot should have it's own parking pass and be more affordable than the others. Yes, there's that parking at will rogers (or where ever off Lancaster), but the back lot should also be discounted because it doesn't seem to fill.

Parking garage on MET LAWN

Parking is a bit overpriced given the nearby free parking and how (relatively) few students/employees are at this location

Parking is a huge problem. There have been many instances where I was unable to find parking and had to park in the neighborhood adjacent to campus.

Parking is awful!! There's too many people and too little availability.

Parking is hard to find and the price that we pay for non-guaranteed spots is kind of alarming.

Parking is horrible on campus and the parking staff is NOT helpful in this frustrating situation. This has led to me not purchasing a parking sticker and instead I walk from my apartment, which limits my evening/night studying to my apartment in order to avoid walking at night.

Parking is kind of hard to find but it is adequate for the number of students currently enrolled. The majority of students would be outraged if a parking lot was built on the MET lawn. I strongly advise against that.

Parking is very expensive but I have always been able to find a place eventually that is pretty close to MET.

Parking is way too expensive and spots scarce. Frustrating when you run for classes!

Parking should be much less expensive (say \$30 for the entire year). Also, parking can be difficult during some times during the day. The school should either add more student parking or only give out the number of parking passes corresponding to spaces available.

Please find a way to increase parking. I did not pay close to \$100 to hear that I have to park in the neighborhood.

Pretty expensive with a lack of parking spaces

Price for parking stickers is fine for full-time students on campus year round. Need to purchase a physical daily pass for the few times I expect to be on campus is very inconvenient. The amount of parking spaces available is completely insufficient to accommodate the number of students on campus, inadequate planning with the growth of student body and limited alternate transit options.

Price is expensive considering the fact that we are NOT guaranteed a parking spot. Many times I've had to park in the neighborhood and walked to campus.

price is fine, but the campus keeps adding programs every year and additional classes in progressive years after that but have TAKEN AWAY parking spots every year since I've been here. That math doesn't add up when there already is not enough parking. It is really frustrating when you pay \$90 and then have to park 3 blocks away on the street because there is no parking, so why pay? Drive through the neighborhoods around campus on a day when all programs have class and look at all the cars.

Purchase space from Piola at least 8am-5pm.

Rarely on campus so I cannot suggest improvement.

Stop taking away parking spots for students to give them to visitors.

Stop turning our parking into paid meter parking or visitor parking. It makes no sense that we pay for a parking pass only to have spots taken away from us.

The parking is not an issue today but will be next year when there is 80 more students in the pharmacy program. Parking should be added now before that happens.

The parking permit price seems a little steep.

The parking seems a little expensive to me. Also, the lines are unclear in many places.

The parking situation on campus is terrible. There are not enough spaces for students. It's frustrating when I am late to class, even though I arrived to campus early, just because it took me an additional 5-10 minutes to find somewhere to park.

The price has increased significantly every year

The students are more than the parking spaces around 10am....They are not in a good distribution.

The visitor spots make it very difficult to park.

There is no where near enough parking on campus. Students are late to class on a daily basis just because they cannot find a parking spot. Then, we are reprimanded for being late, but if there were enough parking spots, there wouldn't be the issue of being late.

There is not enough parking and there should be a lower price for 3rd and 4th years because we dont come to campus as often and the options available right now are way over priced!

There is not enough parking in the lots for students. Too many visitor parking lots.

There needs to be additional parking garages/areas on campus near the MET. Even if you buy a parking sticker, you are not guaranteed to get a spot on campus. Then we have to park in the neighborhoods around campus which is rude to the homeowners.

There's no way I'm paying that much for a parking pass

unsure how to help. it seems that land/space is the biggest issue.

UNTHSC let in too many students without considering the parking situation. It could be much improved with space, and if space is not available, then a reduction in the price of parking.

Very very important issue. Increase parking space and for students it should be free. Seriously! Need more parking space closer to CBH building.

We definitely need more parking and I think it should be free for students

We need more parking!!!

We need more parking. If class doesn't start before 9, it's almost impossible to find a spot.

Why are there so many visitor spots in the MET parking lot? We need more parking availability for students, not visitors.

Why do we pay ~\$100 a year for no parking? Most of the times I have to park off campus

With many more students, parking is limited. In addition, nearly 15 spots in front of the MET were taken away for visitors. There is not enough space for the expanding campus.

with the addition of the SCP, parking needs should have been addressed in advance for the relatively large number of incoming students. however since this is not an option, perhaps consider a simple 1 layer garage over the parking lot east of the MET.

With the recent influx of students, parking has become an issue.

Would love a few more spots in better access to the buildings I go to most. Parking garages aren't that bad, however.

**Food Service**

:) four star

A student center with a couple of food choices would help

Accept debit card with vending machines

all good but the four star cafe is a bit pricey

All vending machines should have a credit card swipe

As a health science institution, the quality of food is low. There are not enough healthy alternatives for students. It would be great if a cafeteria was opened with a salad bar, fresh panini station, breakfast station, etc. The vending machines also require healthier options for students. It would also help if a Starbucks was opened on campus.

better quality food

Cheaper options for food on campus

credit card slots for vending machines

Does not always accept credit card as listed. Might want to have an ATM on campus somewhere or map to indicating where ATM is located.

Don't know if possible, but more of a selection to choose from for food would be wonderful

Everything is pretty expensive.

Four Star cafe charge too much and their portions are smaller as well

Four Star Cafe has food that tastes like it came out of a generic can. The ranch dressing i had was terrible. For the price, the quality of food should be much better.

Four Star Café is staffed with great people, however their prices, specifically for breakfast are too high for the quality of the food. Their lunches, however, are great and affordable.

Four star cafe is terrible. They are professional price-gougers. The breakfast burritos are the width of my thumb and cost 2\$+

Four star cafe needs to work on the quality of their food. Its not worth the prices they charge

Four Star Cafe: everyone likes the burrito salad day, but you can tell which days they don't have those because no one is there buying any food, surely they have already seen this, if I was in charge I would get some new specials immediately, none of the other ones seem too appetizing.

Four star effectivley has no competition and can charge as they please. It would be nice to see more food options on campus or expansion of services that would include a cafeteria.

Four Star is really good and the people are SO friendly! I wish they were available later, or had sandwich options in Java Lab for dinner when studying late at night.

Four Star is really overpriced and takes a while, even though most of the food is just sandwiches.

Four star should change up the menu every semester.

Four-Star cafe seems a little over-priced - especially with regards to breakfast tacos and sandwiches.

Get like a subway or another chain fast food option on campus like most undergraduate campuses. Most of the current food on campus is overpriced for the quality.

Having more food vendor options available.

healthier options in the vending machines would be nice. Four Star Cafe is good but so very expensive-- unreasonably so! A cup of coffee when you bring your own mug, should no cost 1.60 at a medical school coffee shop

healthy food options and more selection would be useful

healthy snacks

I believe the food meets expectations, but it would also be great to have even more options.

I do not know if this will ever happen but it would be nice to have a meal plan as a student. Many of us, sometimes, do not have time to cook at come and having such scenario would help us in our overall career as students (i.e. more time to study and more time to be involved). Also, it would be nice if Java Lab could be open Saturday morning until 12 PM or so.

I have no suggestions for improvement for food service.

I have said this many times in past surveys. There needs to be more healthy options for students to choose from. The hot entrees at 4star are very heavy so I never buy them. I am not a health freak, but I do care about what I put into my body. It would be nice to see more fresh, healthy options.

I like four star cafe. Usually, the price are fair, but some things are too expensive, like salads with no meat on them.

I never eat on campus because there are limited options between classes.

I understand that there is not very much room on campus, but it would be nice if there were other options besides Four Star. I only eat there if I have to because it is pricey for what you get. I would just assume eat somewhere off campus because both the amount and quality is a better deal. As a medical student living off loans, I wish there were more economical options. Luckily the student lounges are available, and that is the most economical option.

I wish there was more of a cafeteria like place to eat. One that uses swipes to get in. The current options are limited.

I would like if there were more no soda sugar-free drink options, like vitamin water zero or the diet teas you serve in the Java Lab in the vending machines.

I would like to see more local fresh food options. We are a medical based school and I believe that we should have more emphasis on healthy living.

I'd like to see more snack food options in the coffee shop, such as granola bars, etc.

The vending machines need healthier food options.

If Four Star Cafe could stay open until 3-4 p.m., that would be great. Sometimes lunch is later than planned. However, great customer service and great food!

If possible some more vegetarian options should be included in vending machines.

Include one of cafe in CBH too.

It is great quality.

It should be improved. More healthy items should be available like veggis.

It would be great to have espresso offered in the Java lab. This could be offered by a nespresso machine or Keurig espresso machine.

It would be nice to have more food options. I miss the food catering that used to come on campus. It feels like the Java Lab/Four Star Cafe runs a monopoly. Also it would be nice to have a Starbucks on campus.

It would me nice to add new daily specials to the Four Star menu.

It's expensive for students living on loans

Java lab is closed when ever we are staying in the library late night. Coming to the vending machines the price to buy food stuffs comparatively expensive than outside. As it is a school I think the prices and accessibility to stuff should be more affordable to students.

Longer hours for 4 star

LOVE LOVE LOVE Four Star Café! Java Lab could have healthier options since they have a refrigerator. More actual fruit cups, maybe cheese options, fresh veggie options?

Lower prices in Four Star Cafe for menu items. \$7 for a sandwich is pricey.

Many students would appreciate Java Lab being open later.

Maybe due to lack of selection, but I rarely eat at the campus eateries. I think the staff are great and the food has been good the few times I've tried it, but there isn't much selection. Maybe get student discounts at surrounding restaurants?

More healthy choices

More options

More options!

More variety within the food services. Its difficult because there is really only one place to get decent food during lunch and that's in the MET. Vending Machines are difficult to locate, when you're in a jam and studying late..

Need more food opinions, perhaps a proper dining area.

Need more food options on campus

Need more variety of food and maybe less expensive

Often out of soy or almond milk-- many students are lactose intolerant or vegan. More fruit options would be appreciated. K cups for sale for use after coffee shops close.

Open a good cafeteria. It is extremely necessary.

Outside chains allowed to be vendors

Please... Please.... PLEASE give use some more/better food options. You essentially removed Larrys BBQ and the Asian Bowl from the library cafeteria. So now all we can eat is four star, and we're all tired of it! Sandwiches, pizza, and the same specials daily. It's food torture.

Quality is good but price is a concern. Java Lab Coffee Shop does not have price tags along with the items placed. And the prices are more. Should be cheap for students.

Quality is good, just way too expensive!!!!

Smoothies would be cool in Four Star!

Stairway Café is quite bit expensive compared to the amount they provide.

the bottom row on the vending machine in the library is broken

The food at the four star cafe is very overpriced for lunch.

The four star cafe could be cheaper than it is, many foods and drinks are overpriced.

The Four Star Cafe has good enough food but is pricey and there are not enough vegan/vegetarian options.

The Java lab prices are very high for the quality of items and service one receives there. I avoid buying sandwiches there because the prices are MUCH too high. Weekday specials/combos or lower prices should be strongly considered as more students would be willing to buy the items instead of leaving campus. I would also love to see an option to reload your ID card online with money to be used on campus (Java lab, Four star cafe, etc.). Other schools do this and it is great for days you forget money.

The prices of items in the healthy choice vending machines are pretty high. I don't think it should cost \$4 for a pack of crackers and a drink. Many of the vending machines are also out of items a lot and the lack of inventory lasts for days.

The staff at the Java Lab is incredible and make it what it is.

The vending machines are convenient and good quality but most of the products are very overpriced.

The vending machines that use the sliding cabinet dispense system don't work for the bottom row. Not sure if the oatmeal does not weight enough, but it always says that I need to make another selection.

There are ALWAYS expired snacks in the vending machines by the back doors of the EAD.

Can the Four Star Cafe be open a little later? Students get hungry after class around 4-5pm. you can close at 2pm, but reopen around 4?

There are not sufficient food items available in the cafes and whatever is available is too costly. Please include more food items and decrease the cost of all the items.

There are very few vending machines.

There should be vending machines on all floors with classrooms. Such as 5th floor EAD.

This is actually my biggest complaint. I find it terribly ironic that the closest place for public health students to get food after the locations on campus close is a McDonald's. I would like to see that the hours to get meals on campus are much longer, and if possible more variety. I know that on my old campus there were chains and also non-chain food options that were available well until the evening.

Vending machine food quality seems a little below par.

Vending Machine needs healthier options

Vending machine on MET 1st floor

Vending machines are on par with other vending machines. Sometimes better, sometimes worse, depends on the product. Diversity, healthy choices, and value aren't really large on the list it seems. Java lab coffee is always fresh and hot and the other snacks are reasonably priced, if not a touch expensive compared to off-campus places. Prepared food items are very bland for what they cost.

We need more choices of food to dine on our campus.

We need vending machines that have water in them.

Where are the vending machines? There is only one is the MET I believe....and it rarely is stocked with normally consumed items.

Wish the Java Lab/ vending machines would offer more variety. It is always the same food/drink items so it would be nice if they would vary it up every now and then.

With such a high number of students, there needs to be more food options, especially on the weekends. Some students spend all day studying at the library and it would be really helpful to have someone on campus to grab food.

would be nice to have more (and cheaper) options on campus

would LOVE to see better food options on campus (not more vending machines). the MET is ok,, but nothing great. and I don't like fun on a bun

a real cafeteria/lunch spot would be amazing!!!

## **Student Services & Programs**

### **Student Affairs**

Allow fitness classes coordinated by PT/TCOM Sports Med Faculty at the FAC. Normalize the FAC regulations so that they make sense.

At times, the test proctors will talk and whisper loudly while we are taking our exams. I find this to be very distracting since the room is silent except for their whispering so i was hoping something could be done about that.

Because someone accused me of drinking a single beer at social event on campus, that there was no evidence of, I am going to be reported to the Texas Medical Board and possibly not be able to ascertain my license. This is unnecessary and cruel. At most colleges it is expected that students drink socially at football games and I am appalled with the injustice of this school.

better equipment in FAC

Better gym, better equipment, intramurals or between program tournaments/competitions.

Bring back test reviews. They are extremely beneficial and valuable to people's education. It was ridiculous and holds students back to not know what they missed during an exam. Understanding where our thinking went wrong can help us in future boards cases. Some people in testing & evaluation (the ones who administer quizzes) are rude and inconsiderate of people's circumstances.

CAP - XXXX is rude. She told me that I shouldn't need tutoring if I've made it this far (which is NOT at all true!) and then after telling her how I study all day from when I wake up until I fall asleep at night with my notes in my lap, her only advice was study more. When i asked about specific study techniques, she had none to offer. She was less than helpful.

CAP -- given a bad grade because now that I can't see my test results (which is a terrible decision by the way) they're of no use to me. And another reason why I think TCOM has done us a disservice and I am not totally satisfied with the quality of our education. Testing services released the lowest test scores in our class for one test to everyone. That is why they got dinged here.

CAP doesn't have any productive recommendations for improvement. Tutoring services need to be easier to access and need to be allowed more than 2 hours a week, especially for TCOM, because we cover an entire course in 2 weeks.

CAP doesn't seem as organized as they were last year with sending test review emails and having enough slots open or slots that don't interfere with our class schedule.

CAP exam reviews can be inconvenient at times and difficult to schedule. I don't like that I cannot take notes on things I don't understand and cannot ask questions as I review the material. I wish we could do exam reviews as a class with the professor instead.

CAP is not as helpful as the school suggests, and I really don't like having second year students as tutors. They are not that much more knowledgeable than I am and seem to be fuzzy on the information. They are not very efficient or effective tutors.

CAP is not very helpful. The LGT comes out on time but getting a tutor is too long of a process. Testing services make constant changes to scores, they also post scores very late sometimes.

CAP needs better suggestions for students and needs to be more flexible with their policies for getting a tutor.

CAP needs to let us have more access to exams we want to review. I wanted to review my five exams after a test block and was only allowed to look at two (I had done well on these so there wasn't any point in me reviewing them).

The Testing Services team are rude - sometimes to the point of unprofessionalism. It is unnecessary to shame a class because they are slower at opening Softest software than those students in other programs. The proctors, however, are very nice.

CAP office recommends vague advice that is not as tailored to each student as could be. The student tutors they have are also hit and miss.

CAP should provide more tutors for the more classes

The library should employ more students

CAP should use more up to date data on how to improve learning. I have never heard from another student that CAP provided very useful help or information.

CAP The scheduling and availability of reviews is not conducive to academic schedule. Also I have had some test reviews scheduled that were cancelled with insufficient communication and test reviews administered that I was not going for causing me to miss reviews that I did want. Very confusing. Some tutor requests have also just been dropped without follow up.

CAP was great! No suggestions.

Career choice solutions websites aren't updated very often

Career Services made several mistakes in my application for residency, including sending me a Dean's Letter draft that was written about another student and uploading the wrong letter of recommendation for me.

For some reason, testing services won't let us have our water bottles with us during exams, even though for most of the first semester we could. Considering how long some of our exams are, I think we should be allowed to have water with us.

For the most part, the testing services people are awesome. But there are a select few who treat us like we are children and speak to us in rude tones.

Give better time options for students and not when we have class, which happens for most of the time.

Have a friend going through a tough month and is facing dismissal...the board didn't give him a chance to explain himself, or they seemed to not even care. As a DO student and a DO institution that grounds its values on human empathy and understanding, it seems to be lacking in this compartment in regards to showing it to their own students.

Having a more developed career services office with more involvement during first year would be helpful. Testing and evaluation services needs to be more professional.

Health promotion program are less which should increase.

I feel i've visited CAP hoping to truly evaluate my studying skills and have merely received acknowledgement that my study skills need work, however I have not received good specific identification of what I can do to be a better student.

I have had excellent experiences with areas in student affairs, especially with CAP. I utilized those services many times throughout my academic career. Thank you so much!

I have no idea but, generally, things tend to be run poorly when CAP and Testing services are involved. They actually released a whole protected test with the lower 1/3 of the class's grades with specific names. Not to mention we don't have postexam reviews anymore, which was invaluable to my education if I was confused about a question last year. This year, if I am

unclear about a question, I'll never know, TCOM just tells you how you are stupid about a disease you thought you knew about.

I know you've heard this before, but it is still frustrating to never be able to know what you got wrong on tests so that you can learn from your test mistakes. You just have to take the hit and move on. It is an improvement to see the objective you missed, but that's not always specific enough and it's hard to remember every question after the test. I wish there was a way we could find out just the ones we missed in a contained environment so that we can't copy them down.

I like how fasting testing is at putting up our grades online.

I rarely need to use the above offices, therefore I am not having issues and consequently they are all doing their jobs well.

I realize that the testing & evaluation services people need to be strict, but sometime I find them rude.

I think it would be useful if Health Promotions would find a pool that would be willing to give a student membership at a discounted rate so that UNTHSC students had access to a swimming pool.

I was called into the CAP office during a course that I was failing. Upon arriving, I explained the efforts that I had taken to ensure my success in the course and expressed my need for suggestions. The CAP learning specialist told me that she didn't know what to tell me. That attitude needs to change, because it is detrimental to our success as students and discourages us from seeking resources for help.

I would like to see a schedule of summer classes at an earlier date to allow me to plan what classes I will take and what will be offered.

It seems to take a long time to get test scores posted.

it takes forever to get test grades back in some classes.

Make sure that CAP actually answers all e-mails. I sent 2 last year and never received a reply.

Market these things so that students are more aware of them. I haven't heard of some of these things.

Maybe not make us use screen protectors. I don't like bringing it and I don't leave it on as it diminishes the screen output quality

More help for SPH students with Career related stuff, ex. workshops - for interviews, job searching etc.

more jobs opportunities for students, not just for those who are work-study

for a health science center, i think we do not offer as many health-related activities ON CAMPUS as we should be

More learning specialists and more focus on helping students identify how they learn best

More needs to be done to engage the students or make student affairs a part of every day life on campus. My experience with CAP was not helpful and almost a waste of time. Each professor does things differently and assigning a student who does not know the professors way of thinking is not helpful. It would be better to pay the TA's extra to tutor the students for individual classes.

More resources are needed to guide military students. It was difficult scheduling rotations and going through the match process with no guidance, especially considering the other students got more time, workshops, and counseling for their match. I felt very disconnected from TCOM during the whole process.

More volunteer opportunity should be available on campus.

Most testing people are VERY rude and inconsiderate ALL the time.

Not sure the value added by testing services. I understand the need to be comfortable with the testing process, but I don't think it is worth the \$7.50 a credit hour we pay.

Please stop sending out blast emails to all and sundry. I keep getting alumni complaining about them in my inbox.

Professionalism from xxxxxx would be appreciated.

Provide more opportunities for the different schools to mix

Put a badge card reader on the exterior door of the RES building that faces the fountain.

SoftTest has a lot of unresolved issues that contribute to lower test scores. The calculator app is very hard to work with and makes it very difficult to quickly complete calculations.

Some of the staff members in the CAP office are extremely rude and unprofessional. This environment is not conducive to learning.

Some of the Testing & Evaluation Services personnel are not professional and treat students poorly. At times, I have witnessed certain individuals being condescending to students and unnecessarily harsh with words and demeanor.

sometimes it takes the testing services a very long time to post our test grades (even once the professor says he/she has submitted the grades) which can be very frustrating

Student Development is AWESOME!

Student Development issues out lockers to students on an annual basis, rather than a semester basis. Lockers should be more accessible to students. As a bike commuter lockers make a HUGE difference and should be accessible to improve campus sustainability if you would like more students to walk/bike to campus.

Student Development was great when they weren't limited by salary so they couldn't work overtime. Now they do as much as they can to help the students but are limited in the amount of time they are allowed to work.

Testing and Evaluation services treats us like children sometimes. I'm not a fan of that.

testing services (specifically the group that handles quizzes) has been less unfriendly this year.

Testing services are sometimes slow with posting our grades. It seems like they should be faster with their large staff.

Testing services do a great job, especially on test day, those people are great at what they do.

Testing services makes a lot of mistakes. Almost every TLM we have, there is a problem. It may be exam soft or not previewing the questions before the quizzes.

Testing services workers can be rude and come across as on a power trip

Testing Services, particularly those associated with administering quizzes, often have less than desirable attitudes and make a potentially stressful situation far more unpleasant. The smallest bit of understanding and compassion would be greatly appreciated by students.

Testing will throw out questions because there is more than one right answer. It doesn't seem fair to throw out questions do to the teacher and the testing services not going over the questions thoroughly. Simply allow both answers to be counted correct, if you do not have this ability, get it.

The International Student Services staff is very helpful but it is hard to reach them, especially as a walk-in with simple yes or no questions.

Career Services has a very friendly staff but they were not very helpful in how to find job opportunities on campus.

The ladies that proctor the exams should be told to NOT gossip, while students are taking their exams. It's rude and disrespectful, and it makes me believe that they're aren't actually doing their jobs because they're so distracted by their own personal issues.

the quiz proctors have a really bad attitude. test proctors are lovely.

The school promotes the idea of professionalism. However, the testing and evaluation services people do not act accordingly. During technical difficulties, they cannot solve the problem and still get upset at us. Even when we go to the IT beforehand, there will always be some technological difficulties in random times. We can only be prepared and in control of things we can do. They should not be demeaning or look down on students for not being able to control situations that they can't fix too.

The testing service lady who administers our quizzes is oftentimes rude.

The testing services representatives often whisper at the front of the room during our testing sessions, and even with earplugs, it can be a bit distracting. It would be very helpful if they would maintain the silence that they expect us to maintain in the hallways when we complete the exam.

The testing services staff are very rude. Testing is stressful for everyone and a negative attitude is not a way to alleviate the atmosphere for anyone.

There are problems with testing services/IT are not up to date with the latest updates for Softest. I continue to have problems with my iPad during quizzes, and there is always a mad scramble prior to the quiz to get this fixed (or I miss class in the morning to see testing services)

There is no official airport pick-up service from the school for international students. The only pick-up service is provided by volunteers who may not have the time to do it.

There is no reason for testing services to be so rude to us. Their emails and announcements come off as hostile.

There should be more confidentiality of students' details and personal information especially among the fellow student workers in the respective offices.

there should be more times available to review tests in CAP

This could be that I just don't know where to look, but I never know what book I need for a course until I get the syllabus, which may not be until right before the course begins.

we have a very small window of time to review exams, and the one time I pursued counseling I was emailed a response stating essentially there are no new students being accepted. What is the point of a program if it can't be used?

We'd all enjoy quicker processing of graded assignments

Why does it feel like some of the testing people genuinely hate us?

Why is there no information on registering for the USMLE when a majority of the students take it? xxxxx has a condescending attitude and is not able to reconcile her expectations with reality. Consistently talks down to the students as if she was on a high horse. When she comes to proctor, it's always with a scowl on her face as if she is always ready for confrontation. The rest of the proctors are fine, so much so that I don't even know their names. But xxxxxx... we all know.

## Financial Aid

A more navigable website on this information. Currently, the UNTHSC website is very poorly organized in general and it is very difficult to find the specific information you are looking for. Often out of date information is still accessible and it is hard to distinguish what information is currently applicable.

Add more availability of scholarships.

Again, the website is terrible

Are Med Sci students eligible for scholarships? More information on that would have been nice

As an international student I never understood what was aimed at American students and what was aimed at international students.

Availability of scholarships is something I know will take time to develop.

Better debt counseling in really telling people to try to live cheaper during these 4 years. . . to many students are renting apartments that cost way more than necessary.

Did not receive debt counseling or loan information.

Email info about scholarships to relevant programs.

Financial advising in addition to debt counseling

Financial aid services are no different than other institutions that I have attended, I am not sure that anything should be changed.

Full time TAships may help students in many ways.

GSBS doesn't have much scholarship availability and the ones that are available have pretty low award amounts.

Have larger scholarships available, offer tuition reimbursement (my master's education was waived by the university due to my working as a graduate research associate). Most of my friends who are PhD programs do not have to pay for tuition AND receive similar stipends.

Have not been introduced or made available for debt counseling. I think this is very important and would like to see the university become more proactive in helping students.

Haven't really heard of any scholarship opportunities.

I have not used financial aid services.

I suggest to improve the scope for scholarships and on-campus jobs

I wasn't even aware the school provided any debt counseling.

I wish there more information about scholarships was passed down to students

I wish there were more scholarships available to us and/or resources regarding where we can find scholarships.

I wish there were scholarships for international students.

I would absolutely appreciate more availability of scholarships and access to more information about how to obtain scholarships.

I would suggest more scholarships for first-generation/low-income students.

I'd like to be made known of all the scholarships available to me.

I'm a little surprised that our program doesn't cover the Student Health Insurance but I've heard that other programs do.

Increase the number of scholarships based on academic performance or leadership and not just parental income.

International students are struggling with lack of scholarships and on campus job opportunities

It is hard to keep up with outside scholarships. They barely contact you, you must go to them. There could be more scholarships available.

It would be helpful to know what random refunds are coming from instead of saying that I have a cashiers check ready for me at the cashiers office.

Less scholarships are available. There should be more support

Let students know about financial aid ahead of time, especially for conferences - right now, we get informed about a week beforehand or so.

Limited information for 4th year students about how to obtain supplemental funds to pay for residency application and interview process

Loans are not the same thing as financial aid. I'm really confused why everyone refers to borrowing money as financial aid.

More debt counseling opportunities and projection of total debt early in med school would be helpful.

More financial aid,loans should be provided and students should be well informed about it

More information should be given out on loans etc

more interaction between students should occur. if you don't actively seek out help you don't get any from financial aid dept.

More mid year scholarships. Sometimes you think the loans you took out will be enough, but sometimes they aren't enough. It would be nice mid year to have the option of applying for a scholarship instead of just another loan. Just a thought.

more need based scholarships

More opportunities for out of state students to achieve in state tuition by earning a 1000 dollar scholarship.

More scholarship offers

More scholarship opportunities and knowledgeable debt counseling would be nice. When I went in to get counseling, they directed me to a website. If that was the case then why are they even hired to do this if they let the internet do their jobs for them.

More scholarships available for PT students.

More scholarships for GSBS

More scholarships for out-of-state students to help compensate for the higher tuition costs

More scholarships for the PT students would be great.

more scholarships that aren't need based. my situation is that I have a great need (medical bills) but do not qualify financially due to having worked before or not coming from a low income background

Most of the scholarships offered are applicable only to TCOM students. I would like to see expansion of scholarships for other multiple programs and focus on developing scholarships for new programs as well, such as the PharmD program.

MyHSC is getting slightly less confusing. I am able to find financial aid items and details, but it takes a while to navigate where to get that info.

#### NEEDS IMPROVEMENTS

No real information on external scholarship and/or how to obtain them

Not a lot of scholarship options open to first year students.

Not many opportunities for PA students.

of course I'd like to see more PT scholarships

Offer more scholarships to international students, at least to allow them pay in-state tuition.(Master's students)

Pharmacy desperately needs more scholarship opportunities, school is expensive and we don't have enough opportunity to help pay for it.

Please give more FGEN specific scholarships. It is a unique program that could easily lose students to other good Forensic Science programs because of funding.

Please provide more scholarships.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Scholarship program should increase.

Scholarship is kind of help to reduce financial loads. I am not satisfied with how the scholarship is given. It totally depend of GPA. Oh No, think about students who preparing boards and study together. How he can have good GPA. These scholarship are kind of application if you selected you will be king if not then!!!! According to me it should given in a competitive way, like quiz, research, community service. interview. and mostly those who require necessity.

seems that most all scholarships are tied to demographics rather than merit. is it the school's policy that white males are less deserving of scholarships and more deserving of crushing debt after school?

Staff are great. Website needs major overhaul to make user friendly.

There are not many scholarships available to the DPT program. If there was any way to increase the number, it would be appreciated.

There are not many scholarships for pharmacy school at all

There are very few scholarships available for international students.

There are very little scholarships for PA students! Especially for those of us that live out of state, the only way to get in state tuition is to get a \$1000.00 competitive scholarship. Having only one scholarship for PA students makes that task VERY hard. If the school could provide more scholarships, that would make the financial burden of PA school more tolerable for those of us that have to pay out of state tuition.

There should be more scholarship opportunities that are NOT based off of disabilities and financial need.

very few scholarships for PA students

Very helpful and always free to meet whenever I needed!

Very helpful to have scholarships, also the financial aid office is patient and willing to help.

Very little is offered in the way of scholarships to D.O. students who do not want to join the military or be primary care.

would love to see more scholarship options..

## Other Institutional Services and Offices

all there for need

Alumni affairs office has no idea who is a current student and who is an alumnus. Having graduated from the Med-Sci program, I used to get a donations solicitation phone call EVERY SEMESTER despite the fact that I am still a full-time student. This went on for almost 3 years.

An alumni event I attended didn't have a representative from OBGYN. She did not show up.

Do a weekly email, NOT daily

I don't see alumni as being very involved in our education. I think that some sort of mentoring program would help students network and explore their career options.

I emailed financial services about setting up a payment plan for this semester and never received an email back.

I have experience in the Marketing and branding industry and UNTHSC needs a lot of work. We are a pretty great school for what we pay and almost no one knows who we are. I think the branding needs to be reassessed to create a coherent message. All advertisements need to be uniform and have the same look for consistency. Also, the school needs to really work on advertising. We are losing out on funding and students solely on lack of presence in the DFW community.

I like receiving the Daily News and other general updates on the website. I always felt informed about events on campus that I would not be aware of otherwise.

I was approached by financial aid about a discrepancy in some paperwork. Regardless of who was at fault, the financial aid office was very unsympathetic and harsh about my situation that I was newly informed of. However, when dealing with tuition payment itself, the office was very kind and understanding, and they were very friendly.

I would like to start seeing alumni events.

Improve website. Our institutional website is not aesthetically pleasing, and really gives a poor reflection of the quality of our university.

M and C needs opt out options integrated into the mailing system

More contact and mentor ship from alumni

Please consolidate the emails that are sent daily or almost daily. It's hard to find the important emails when news emails pop up several times a day.

Please don't send 5 emails a day that actually don't apply to me. Please further differentiate what needs to be sent to regular employees and what is sent to stipend student employees.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Students doing ad hoc work/one-time work should not have to go through the full HR onboarding process, and we should not be added to email distribution lists for employees.

The Marketing and Communications are over the top. I do NOT need an email once to twice a week highlighting some aspect of UNTHSC. I realize that these communications probably increase UNTHSC's ties with the Fort Worth community and are therefore relevant and useful. However, I do not need this information as I am a student of the university and will not be swayed by what the university is or is not doing.

The staff in Student Financials are sometimes hard to access by phone.

The woman at the front desk in human resources was rude and gave me a hard time the one time I went in there.

There should be an on campus bookstore for apparel and logos!! The online bookstore is obsolete

There was a lack of communication between students and staff as to how many hours qualify for the in-state tuition wavier, and no one was helpful.

UNT HSC needs less administration and more professors. Communication between administrators seems very disjointed

## **FAC**

Better hours on the weekends would be great & more fitness classes in the evenings

Bring back regular yoga. Possibly separate the leg weight machines from the upper body machines because some women feel self conscious working out with guys grunting right next to them.

Classes are during class in the afternoon

Could use longer hours and some equipment needs up grade bad

Dated building, occasionally overcrowded with limited equipment for all patrons.

Definitely good enough to get everything you need worked out and it is free so that is always a plus! Staff is very friendly and the equipment is never messy or dirty.

Everyone has different preferences for workout music. One goes to the gym to alleviate the soul, the wrong type of music can be soul crushing. Better to have no music, people can bring their headphones and iPod/iPhone if they want workout music.

Extend hours to midnight on all days of the week

FAC classes don't fit our 9-12, 1-4 schedule. I would have to leave class early or come in late if I want to participate in most classes. I would like seeing a morning class option.

FAC has all the necessary work out equipment. The FAC employees are very friendly, do a great job

FAC should be open 24 x 7 on all days or on all days except Sundays.

For an institution that prides itself and healthfulness and fitness, it is a shame that our workout facilities do not represent this. We have the basics, but the buck stops there. New building, new facilities, new equipment and have it available 24/7. I'm sure TONS of students would love a work-study opportunity like this. PLEASE make this happen!

For being an health science center, you'd think there would be more emphasis on health and wellness by having a more appealing facility. I'd suggest tearing that building down and building a new one.

Have an additional stair master.

Having a punching bag would be great to have more variety of cardio exercises . The outdoor court is a good attribute, however even though there are volleyballs available to check out there's not an actual volleyball net to play.

Hours of operation are great but it would be very helpful if it is extended to 6am to 11pm on weekdays and till 8pm on weekends.

I can't complain since it is a free gym, but there is definitely a lot of room for improvement. They have done well with the space provided. I wish there wasa designated area for floor exercises, free weights, stretching, plyometrics etc (the group exercise room would be great but I think that is for classes only).

I did not go to the FAC last semester, I was not made aware of all benefits. FAC involvement should be advertised throughout campus.

I don't go now that I'm on rotations, but it was always more than sufficient. The machines were not the fanciest things in the exercise world, but they didn't need to be.

I enjoy using Founder's Activity Center. However, I feel that the hours are too restrictive for the kind of schedules that the students here keep. As busy as we are, it would be a tremendous benefit to have the gym open later during the week and on the weekends. I especially recommend that the weekend hours be extended.

I have purchased a gym membership to give more flexibility in schedule due to the FACs limited hours. Otherwise, I really enjoy the facilities and equipment.

I know that a few years ago the plan was to build a new gym for UNTHSC, what happen?

We are a health science center, we should have a state of the art fitness center, build one please.

I love the fitness classes, especially piyo and sculpt.

I really appreciate us having a facility to work out in, but it's time for a new center with new equipment.

I think the FAC should be open for longer hours on the weekend (8-8)

I wish it were open later on the weekends.

I wish the fac was opened later on Sunday evenings, and that the fitness classes were more so before or after class times (before 9 after 4) because lunch time workouts don't give us enough time to get back to class.

I wish the Sculpt group exercise class was at a time I could attend. We have class every day 8/9-4 and a lot of the classes I like I cannot attend.

I wish there were more classes held after school, there is not enough time to do a work out class at lunch and then make it back to class for school and unfortunately most of the work out classes are held at lunchtime.

I wish they offered more classes after 5pm and a little more variety.

I wish we would have a bigger gym with more equipment, and maybe even an indoor basketball gym. But I understand that that would cost a lot of money so it probably won't happen. For the most part, the FAC has the necessary equipment for a sufficient workout.

I workout at the FAC 5-6 days a week and given the amount of space and the size of the student body I am extremely impressed with the equipment and facilities. I understand that it's difficult to find enough staff, but if possible I would like earlier hours on the weekends. If the FAC were to expand I would like to see a standing calf raise machine, an additional barbell bench, and a lying leg curl machine.

I would like there to be more leniency towards remembering the ID badge for those that go regularly. I forget my badge here and there but when I go up to 6 times per week, there is a greater chance of those days lining up with each other.

I would like to see a better variety of fitness classes offered.

I would like to see a larger and modernize FAC. I feel as a health science center, the facilities are lacking.

I would like to see more fitness classes offered outside of class times. Most of the time I am not able to attend fitness classes because they are when we have class.

I would like to see the Fit Club that meets Tuesday afternoons be granted a time to workout at the gym.

If it all possible, a sauna would be awesome!

Is there anything that can be done about the low ceilings in the cardio room? This is my only complaint about the FAC, because it feels like you are doing your cardio exercise in a box, and you cannot lift and stretch appropriately during cardio exercise.

It is not open long enough, as many SPH students including myself get out of classes at 9. Also, many people like to study to 1030 to 11. So having the gym open til midnight to accommodate student schedules would improve the scores. Lastly, half of the treadmills suck and work poorly and there are never any good jump ropes

It should open earlier on weekends

It would be nice if the FAC was open more or provided fitness classes at different times.

It would be nice if we can have longer hours for the weekend. The cardio room can be humid at times. Other than that I love the FAC.

It would be nice to have later hours and more room for exercise equipment.

It would be nice to have more fitness classes available in the afternoon as many of the students are in class during normal 8-5 hours.

It would be truly exceptional to have a lap pool on campus- or nearby, for student use.

lap pool needed

Larger area and indoor basketball court

longer hours and better equipment, work study position for night owl students would be great

Longer weekend hours would be fantastic!

love the basketball court. Rims could be changed out

Love this gym. Perfect size

Make the hours 24/7. For students, exercise is less important than schoolwork, so the typical student would prefer to utilize the gym after finishing their work. These evening hours are currently unavailable.

The current system for selecting which fitness classes is unfair. Qualified students/faculty should be able to access/utilize the campus to promote health. Current fitness classes heavily favor female students. Add a crossfit style class for male students.

Maybe reorganize the space and add another power rack! Power rack is pretty popular and at peak hours, there's always people waiting to use it

More access hours on the weekend.

More bench press machines would be great, as well as updated preacher curl and decline bench machines.

More bench presses and squat racks. Smith machines don't count.

more classes

More classes at times other than normal class hours.

Cycling classes would be great!

more platforms and a pull up bar is needed

more workout rooms!

maybe improve the cardio room (the roof is really low... feels very tight in there)

most of the group classes are during class times so it's hard to make

Need more class times and newer cleaner equipment

Need more flat bench presses

Needs more equipment, bigger space and a pool. Have more late afternoon/evening classes

Offer more classes in the evening, it's hard to go to a class during lunch break with having class before and after so really only having 12- 1 to have lunch . Especially would be nice to have a zumba evening course.

On a state of the art campus it is shameful to house the student activity center in an old building with poor amenities. I have paid thousands in student fees for this facility, and have only used it 3 times. Make it optional, or make a renovation.

Open at 5 am

Open at 5:30am

Open at 5:30am. Close at 10pm on Friday.

Open earlier on Sundays

Please make what the FAC offers more known. Also, some more parking there would be nice.

Punching bag!!

Purchase wall balls, kettle bells, allow the dropping of weight from overhead (reinforce floors)

Seriously good equipment, absolutely blows my mind that you have that stuff all in that little building, and it doesn't ever feel too crowded

Some exercise equipment is getting old/rusty. Also the yoga mats definitely need to be replaced. Cleanliness -difficult to find sanitizing wipes to wipe down machines after use.

speed bag, heavy bag, and boxing equipment could help our gym stand out from other school's boring normal gyms.

spin classes would be great, more classes in the early am might be nice

Staff are great people - keep that the same

Swimming pool and larger space should be looked into.

The cardio room makes me feel so claustrophobic. There are only a few of each type of cardio equipment and the room just isn't very inviting.

The FAC desperately needs more than one bench press. People need to lift!

The FAC is outdated and hours could be better, especially on weekends.

The few fitness classes I tried were not challenging and tailored for the elderly it seemed. Most of the class was rest time.

The fitness center is outdated and the hours should be extended. I, personally, like to workout at nights after studying, but the FAC closes too early.

The room for group exercise is too small and the air is not very good when the class starts.

THE ROOM IS SMALL AND DOES NOT BEFIT THE STATUS OF THE INSTITUTION. I WOULD NOT TAKE A VISITOR THERE

There should be more equipment to target lower extremity muscle groups. Also the addition of hammer strength training machines can help eliminate the risks of injury as it forces proper form and technique.

They could improve here, but overall everyone is satisfied and happy. Anything additional is gravy on top!

This is not a real gym. It is way too small and the equipment is out-of-date. The locker rooms are also small and can get very crowded. It would also be nice if there was a place to grab a healthy snack after a workout. This is the one area that this campus is really lagging behind.

This is one building I would like to see expand as well. Especially, as more students are admitted to the university. I want to see the FAC utilized more and see an expansion. As a health science center, I believe academics are first but we are representative of healthy lifestyles and promote healthy behaviors. We should keep our students active, plus it is a great way to relieve stress.

Weekend hours don't meet my schedule. FAC opens late and closes early. Weekend is the time to do more exercise but for some reason the gym opens at 10 am or 12pm and closes at 5!

Wish the building had a larger cardio room but if you go at the right time of there isn't a problem. Also, weekend hours could be extended past 5.

Would be awesome if the FAC was open later.

Would like to have the gym open till midnight and more machines

would like to see better equipment, more room, and later hours. most of the day is spent studying.

would love to see a new, bigger and badder gym on campus!

## Student Health Clinic

A more thorough exam

add more doctors. there is only one now.

Appointment for physical. Felt generic and like I had to push to get questions addressed or things brought to her attention.

Better hours

Calling prescriptions in to pharmacys should be greatly sped up. Not everyone has 3-4 hours to waste waiting for the prescription to be called in to the pharmacy.

Closing at 4 is sometimes an inconvenience

Difficult to get appointments and get in contact via telephone.

Doctors can listen to patients more carefully. Take their health concerns seriously.

Dr. xxxxx and Dr. xxxxx, and their staff are some of the best medical professionals I have ever encountered. They went way above and beyond in caring for me this past year. They are courteous and kind and really do care about their patients. I consider them family now. I went through a lot this past year medically and I have no family here in Fort Worth. These people made me feel safe and comforted me and ultimately helped me get healthy. I am so thankful for them.

Every time I have been seen at the student health clinic the provider seems to be in a hurry and doesn't seem to take a lot of time to diagnose. On my last visit the nurse told me my strep test was positive and 2 minutes later the doc told me my test was negative. It would be great if the hours could be expanded to accommodate students after classes get out after 4.

Expand hours or take hours in to consideration for those of us who are on clinical rotations- there have been several times when I needed to go, but my rotation would end at 5 like a normal work day, and the student health clinic would already be closed.

Getting an appt can have a long wait (3 weeks)

great job on the new personal!!

Great staff and Dr. xxxxx is great. Like the new changes to the clinic.

Hard to schedule an appointment for my TB check.

Hire more than one doctor. I had to wait 2 weeks to see her.

Hours after 5 for students who are on rotations

Hours are not convenient and I waited over an hour to get a shot by a nurse/MA.

Hours are only during class and I couldn't get an appointment for 2-3 weeks. Scheduling is awful. Once your there its great. Need hours for students that aren't during school.

Hours were difficult. When we have class from 9-4 and they take their last appt at 2:40pm made it difficult to find a time to come in

I came in clearly expressing a problem about stress, anxiety, fatigue, and depression and it wasn't even addressed by the physician assistant. I called to schedule an appointment for weeks in advance on a Friday and had my scheduled request cancelled because she often has a lot of walk ins on Fridays.

I felt like i was treated not professionally, not like a patient since i was a TCOM student. Don't throw out the possibly cancer, but maybe not when i just have a sore throat and every other doctor i've seen says that's way out of line. Its a scary word to hear, no matter how educated you are and i don't appreciate the rudeness of the front staff and lack of help with referrals.

I had a health problem in Fall 2014. I returned to the Health Services 3 times to see the same doctor. Each time, the doctor was not familiar with my file, was unfamiliar with what she had prescribed the previous visit, and didn't seem overly interested in helping me get well. If there wasn't an absurd copay to go elsewhere, I would never return to the Student Health Clinic.

I had to go back so many times because the doctor couldn't figure out what was wrong. In the end it seemed like I was being prescribed medicine, but not receiving quality medical care.

I had to pay \$200 for an appointment to tell me my lab results. They were inconclusive and took 5 minutes. I think this was very unethical. I had just been in the week before and that visit was also \$200. Then I had a follow up visit in 6 weeks where once again nothing was done and it was \$200.

I had to wait for over an hour after my scheduled appointment. It was not convenient. They were apologetic but that was an inordinately long wait.

I have been disappointed with the scheduling and front office in the past. When I called to schedule an appointment, the secretary didn't let me know the options I needed to avert double charges from my insurance company, which she made me aware of immediately after I had

been seen. Better communication would have avoided these unnecessary charges. Also, I had to call multiple times to get my lab result interpretations back, and they were much more delayed than what they had quoted me.

I have class till 4 and that's when they close, so either I have to miss school or wait till there is a day I get out early.

I have had ADHD since I was a child, and have typically been able to manage it without medication. However, this year's academic load has challenged that. I was surprised to see that student health doesn't offer evaluation of attention deficit disorders, nor do they provide counseling on how to address this issue. I believe it would be beneficial to have counseling/testing available as part of student health services.

I have had several appointments with the clinic that were cancelled or mis-categorized and I refuse to return due to the frustration level it causes. I told the scheduler that I was coming in for a rash I had on my arm and a Hep B titer draw. All I was given was an order for a Hep B titers since the doctor/PA were not even there when I went for my appt. I had poison ivy and had already waited a week to be seen. Get consistent providers and good office staff or shut it down.

I paid the bill in full at the time of the visit yet I always received an extra \$10-15 bill in the mail after double checking with them before leaving the office.

I really appreciate the great staff we have at the UNTHSC Health Clinic. xxxxxx and xxxxxx are incredibly nice and helpful

I thought the hours were short. I went there a couple of times, and the office was closed.

I was acutely ill but couldn't get in to be seen that day because the clinic was having an Ebola training - taking an entire 8-hour day to train about a disease that is incredibly unlikely to show up at a student clinic seems inappropriate to me. My family med clinic has our Ebola training over lunch.

I was charged \$200 for a complaint of a sore arm from a flu shot. The doctor didn't even touch me, and she prescribed me steroids. That does not seem like an office visit that was worth \$200.

I went to the clinic once but was not able to be seen due to a problem concerning my insurance.

I wish there were more openings available for appointments. Also if they could stay open later like until 5 or 6.

I wish they were open later as we have class until 4pm every day. Timeliness of getting test results back and misplacement of my student health records for My Record Tracker have both been issues. But the staff is extremely nice there.

I would appreciate at least some hours on the weekends. When I have gotten sick, I have had to go to an urgent care clinic to get antibiotics. Then I have an extra bill that could have been easily taken care of by the student health clinic.

If a physician recommends a service or test, they should tell the students if the procedure will require them to pay out of pocket or not. Every time a student has a general physical (which is free with the aetna insurance), the physician recommends a blood test which is not free and they never mention the fact that it isn't to the student, so the student assumes that it is part of the physical.

I'm a rural scholar on third year rotations around the state so it is almost impossible to find a time to get health care from the student clinic because there are no weekend hours and the student health clinic closes early on Fridays. With how much I'm paying for health insurance there should be a way for students to access affordable healthcare outside of Fort Worth

Improved, but still needs work.

Increase hours. And the new doctor is really good thanks!

Increase staff for faster service.

It could be open later or on the weekends.

It is very hard to make an appointment at our student health clinic. My program goes pretty much from 9-4 everyday, which is very similar to their hours. I know a lot of students are forced to skip class in order to keep an appointment there.

It took several weeks to make an appointment. The one physician there did not seem to follow the same principals that we are being taught as TCOM students. She was very quick to push medicine and not listen to my concerns.

It's just okay

Longer hours!!

make longer hours

My experiences thus far were with a physician which I believe is no longer working at the Student Health Clinic.

Needs more staff and more hours available.

Needs more staff, extended hours...7am-4pm not easily accessible especially during rotations - regular work hours with drive-time, and class schedule. Only opportunity would be 7am for everyone.

Needs to hire another physician. Waiting period is too long. I had to wait two hours to see the doctor. Speed it up.

new physician is GREAT.

Office hours need to better accommodate schedules of students who are off-campus at clinical rotations, also take into account that even TCOM students on-campus are in class all day long and would have to miss in order to attend an appointment. Quality of providers is questionable, particularly PA staff. I'm not a doctor yet, but I know not to listen to one's lungs with my stethoscope over their kidneys.

OMM appointments fill up very quickly and are very popular, I wish there was expanded availability for Dr. XXXX or even another provider offering additional hours.

Overall, my experience at the Student Health Clinic has been amazing! The staff is wonderful and there is never a wait. They actually care. However, I wish they had more availability after hours and weekends.

Requiring an appt for a simple TB test is ridiculous, especially considering that it takes 2 minutes if you are able to attend the TB fair in the atrium and is done completely by a nurse. Unfortunately, the TB screening fair is during the work day so those on clinical rotations are unable to make it.

Seems better with the new physician.

Seems like they are always booked.

Sometimes it takes a very long time to get in and is hard to find appointment times that work with class schedule.

Standardize some method to ensure correct communication of immunization requirements. Wasn't horrible but was unclear before I started and then really hard to get a clear answer from someone. Seemed like everyone was not sure.

Staff are very polite and helpful.

student health clinic has vastly improved. nurses are awesome. docs are awesome. Everything happens very timely.

student health clinics hours of operations should be extended to 6pm. this will enable students with a little bit less flexible schedule meet clinic appointments

Student health never got back to me regarding concerns about my health records.

The clinic is great; however, I wish I had online access to my own medical information. Also, the student clinic should be responsible for updating MyRecordTracker and our medical information. Why should they have them on file if they are not going to check to see what we have completed.

The clinic is usually busy and does not take walk in patients; I think a second doctor on staff besides Dr. XXXX (who is great) could be helpful.

The couple of time I've needed to go to the Student Health Clinic were during normal class days. It would be nice if hours were adjusted so students could come in when they do not have class scheduled.

The front desk staff is very friendly and always helpful. Dr. xxxxxx is great!

The health clinic has been great, whether it's getting an appt or quality of care.

The healthcare providers are not good - this is especially disturbing when one considers the fact that this is a health science center clinic which cares for students who are training to become doctors and PAs. Dr. XXXXXX was a bad physician. I have personally had bad experiences with her as well as many of my classmates. The PAs have such high turnover at that clinic. Please find physicians who are trained well in primary care!

The hours are not convenient

The hours are within class times and not very helpful for those who are wanting to attend class.

The hours could be better and Dr xxxxxx was very unprofessional at one of my visits. She was very critical of two medications I am taking and treated me (a 35 year old) like a high school student that doesn't know anything about my health or how to take care of myself.

The hours should be expanded or they should allow some time for walk-ins. With class 9-4 most days, it is hard to make it into the health clinic.

The new doctor is much better!

the nurses rock and the new Dr is a GREAT improvement over the old mean lady

The providers I have seen don't seem interested in being there.

The nurses/medical assistants are fantastic and kind though

The wait was long the one time I went to visit. It was a semi-emergency and I needed to be examined quickly. Even with whatever policy is in place - it still took over 1.5 hours. The follow-up visit that I attempted to schedule had an earliest future date of nearly 2 weeks.

There is only one physician assist in the office who sees patients. She has poor listening skills and is rude.

There's a general opinion that you won't get quality care at the student health clinic. I can attest to that after a PA tested me for multiple things instead of narrowing down the tests using my signs and symptoms.

They close at 4...I get out after 4 almost every day so it makes it difficult to go by there.

They do not adhere to appointments. I had an appointment and did not see the doctor until 2hrs later. Why make people reserve a visit when they do not even have the courtesy to meet at the appropriate time.

They need hours outside of a 9a-5p type schedule. It's almost impossible for students on rotations to get into the clinic without missing clinic and we have very little wiggle room when it come absences (2days each rotation).

They were friendly and helpful

We are in class until 4pm, and it would be great to have appointments available at 4:30-5:00pm

while I understand that people do not want to work on the weekends or late in the day, I wish that the health center was open at later hours. As a DO student I usually have class from 8am to 5pm, and trying to make time to be seen in a clinic during the current hours is very difficult.

would like to see weekend hours, or early and late days. Class prevents me from receiving care during normal business hours, so unless it is extremely urgent I often have to wait weeks until there is a break in my schedule to go in at normal hours.

## Student Assistance Program

After attending some counselling sessions it seemed that my counselor was stuck in a rut and keep reiterating the same information about how my family should be willing to take over more of the household chores and support me in medical school. Her advise did not really fit the situation and when I challenged her on this she revealed that she in under contract to help medical students pass-- she is motivated to keep us in school. Seems like there are some conflicts of interest for real help.

although they were able to recommend counselors to me, they were not equipped to tell me what would be covered after the 6 weeks EAP were no longer available. or they couldn't tell me what certification the counselors had or licensure. only their masters degree or doctoral degree. Very uninformative and not helpful

Bad follow-up service

Best thing I have ever discovered! Really helped through a tough semester. I wish that we could use them more than once (>6 sessions).

called the number and it was a hassle to arrange an appointment. Didn't end up scheduling because they couldnt get me an appointment close to home,

Instead of giving students an outdated list of providers and telling us to pick one and find them, give me more help. If I had been worse off than I was, the failure of this program in intervening may have well pushed me over the edge. Whatever costs go to this program are too much

# Texas College of Osteopathic Medicine

## TCOM 2015

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

I think medical students would really benefit from an education in Nutrition. As I graduate and look to the future, I see this as an important part of my primary care practice but I feel quite ignorant of the subject.

Work on better structured curriculum for years 3 and 4

More boards specific plugs in curriculum. Most up to date information

Some classes are taught better than others. See individual evaluations of each class.

Many instructors seem unable to correct typos or errors in their powerpoints so the same mistakes exist from year to year lectures. Fix your powerpoints and make your lessons more clear, concise and coherent.

I did not like the format of second year curriculum (MLMs and reading Robbins). I would have preferred having more lectures in second year instead of just solely MLMs.

When I went through Part 1, I thought the didactics met expectations. As a fourth year, I am concerned with the amount of change in curriculum that is going on. I have contact with some of the 3rd year students tutoring 1st and 2nd years, and the order of their curriculum makes little sense. I hope that these changes do not adversely impact their board scores. A systems-based curriculum is what drew me to TCOM in the first place.

Y'all need to step up the game. I followed everything tcom told us to, and I did worse than people who ignored reading assignments and just studied from step up etc... Not fair

### Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Problems noted with the curriculum for classes ahead of ours appeared to still be present which leads one to believe evaluations were not utilized to make changes

The evaluations are standardized and do not necessarily reflect relevant measures for different rotations. For example, there are no H&Ps completed on a diagnostic radiology rotation, but the evaluation requires input of a number of H&Ps completed per week with a minimum value of 1. Additional questions relate to how often my H&Ps were used as part of patient care, which is not applicable in such a rotation.

we often don't receive the feedback or ever see these again; so we don't always know what areas need improvement or if we received any praise. Often times there just a hassle and who knows where they end up.

The evaluations do not usually have questions that apply to the classes. The questions are very generic and can lead to evaluations that in theory look good but do not address the bad parts of the classes. For example asking if the syllabus was followed has nothing to do with how well the class was taught or if we thought the class was good.

Evaluations for 4th year are not really meaningful.

I honestly do not know how the course and instructor evaluations are used by the faculty as any input we give results in changes after the course is concluded for our year. However, if these evaluations are the reason for the drastic change in curriculum of the years below mine, I would pause to reconsider their use.

Do not schedule instruction by professors who do not speak clear English. Too much about the large room further complicates that issue. Reverberation, inability to see the professor's face and change in inflection all combined with medical terminology pronunciation makes learning difficult. Have competent professors with accents teach in small groups.

### **Academics – Section 3**

Quality of Faculty Advising

Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)

My biggest complaint was the number of mistakes in my Dean's Letter even after having a one on one meeting with my college faculty adviser. Although we had a good meeting it seemed like she wasn't even present when I read the draft.

Nothing is done for military students. They are essentially on their own for advising and for the match. There should be someone available who can help military students.

I have not been a part of the colleges system. Faculty advising in certain specialties is lacking (i.e. emergency medicine), probably due to lack of such an academic department within the HSC.

The advising should be more one-on-one, with advisers who know the students' strengths and weaknesses, and who suggest specific programs for the student.

As a remote 4th year student, I don't hear much from advisors, especially from college advisors.

I have had the opportunity to meet other 4th year students during my residency interviews. Talking with them, I found that many schools have a true mentorship with physicians in their field who are willing and wanting to meet with the students to discuss their choices, their rank list, and offer to contact programs on their behalf. Although we have mentors, they must be set

up by us and we are not individually contacted. The interest on the mentor's behalf seems lacking if not absent

The faculty member from whom I received residency counseling was not helpful or supportive at all. I left the meeting wishing I had not even attended the appointment. I was told things such as 'it is impossible to have a successful career and a successful marriage. I didn't receive any information on how many programs I should apply to or how many interviews I should do. On the other hand, my advising college interview was very helpful.

OMM rotation, 1 month extra PCP rotation, and a Geri rotation - not useful to my overall education.

I enjoyed my college (xxxxx) and felt able to contact xxxxxx for anything school related.

Poor advisement comment refers to too little advisement. More attention should be placed on advisement for students whose families are new to medicine. Mapping out the 4 years of school and planning the decision making points requires more attention. Advisement by xxxxxx and xxxxxx was excellent when given-- just sparse over most of the year. Hostile messages from administrative and clinical education faculty was damaging to student progress.

encourage more involvement of 3rd 4th years. We feel left out once off campus

I wish professors were given courses on how to mentor.. They just sucked..

#### **Academics – Section 4**

Clinical Rotations – Overall

Clinical Sites - Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

The school may be able to do more to provide a more accurate database of clinical sites. Many sites I spent weeks trying to contact and in the end they were no longer taking students.

School does very little to provide access to preceptors. In the fourth year, we are left entirely to our own devices to find clinical rotation sites which can be very challenging. I honestly cannot justify why we even pay tuition for this year given that none of my rotation sites have received compensation for my being there and I have spent no time on campus. Support staff are slow to respond to requests for assistance, if they reply at all.

The HSC is certainly smaller than other institutions such as UTSW, however, there are a paucity of rotations available directly through UNTHSC. While there is great flexibility afforded to 4th year students in setting up rotations, these require a great deal of work on the student's part to coordinate, whereas students at other institutions have a greater selection of in-house rotations that can be registered for without going through dozens of applications and VSAS.

We have a large class size so maybe adding preceptors to the list of approved preceptors would help with scheduling needs.

There should be a way to create agreements with off-site rotations that do not participate in VSAS in an easier fashion. There is duplicity and redundancy of paperwork required for 4th year rotations.

Clinical Education department is sometimes hard to work with. Same with the OMT department. It makes it difficult to get things done.

The main Dfw sites seem more book teaching oriented . Students rarely get real hands on training including procedures, chatting, prescribing , doding

The satellite rotations for 3rd year needs to be stopped or taken to more academically inclined facilities. Simply having a family residency program is not enough. These rotations do not hold students to the same standards as they do at JPS. I felt very unprepared for what 4th year expected of me.

I have been living in Conroe for the past year and a half so this is not relevant to me. But I had no help at all setting up my 4th year rotations, it was all up to me.

The ER rotation is the mostly poorly put together rotation. It is almost impossible to find a place to rotate especially in the DFW metroplex! We receive about no help in finding rotations and nobody seems to care that we can't find them. If you are going to make it mandatory and tell us we can only do the rotation in one month then someone needs to find more sites in this area because this is where most people live.

If you could find more preceptors or sites available, that would be beneficial. Sometimes there were too many students on a rotation thus taking away from the educational experience.

Very hard to find available preceptors. It was made even more difficult with having a deadline to find a rotation one month before it even started.

It is ridiculous that I pay tuition for 4th year medical school. I had no help from any faculty on setting up my rotations. It was 100% my effort. I dont feel like giving UNTHSC an evaluation would be correct, because UNTHSC did nothing but make sure that I got an evaluation from my rotation.

4th year rotations should be easier to schedule, require less paperwork and less redundancy of paperwork, and should be more flexible. Many other schools have all required rotations completed by February of 4th year. It is frustrating that the 2 required rotations of 4th year have to be scheduled 1 per semester and that the students have little input in scheduling. These requirements negatively impact those seeking highly competitive residencies.

Following one great physician generally makes for a better rotation. My rotations at Dallas Methodist and Charlton were excellent (except OB). Many of the PCC experiences were not ideal due to crowded conditions-- too many students per preceptor. In these cases I feel it would be more beneficial to rotate students so that all 3-4 of us are not standing around trying to

have an experience. Better, more dedicated physicians along with increased availability and expectation management would help.

I think it's ridiculous that you are going to limit the number of students that can rotate with a preceptor when we don't have enough GOOD preceptors out there. If you want to improve the clinical rotations, find a way to open up Harris to our students & don't limit the number of students that can work with a preceptor at 1 time (especially if they are REQUESTING to work w/ a doctor). Also, if students want to rotate in other states, PLEASE FIND WAYS TO HELP THEM instead of getting in the way.

There are way too many students at each site. Some days there were 5-6 students. We sit around taking turns seeing patients. One day I only saw 2 patients because we had to share the preceptors and clinic space. It is unacceptable to limit our education this way. I feel as though my experiences on rotations were cut short due to the lack of enough preceptors. There should only be 2 students per preceptor. Also too many residents at JPS. Preceptors at JPS and Plaza don't teach.

3rd and 4th yr were even worse than the first two. You learn what you can. Nobody cares that you are still a student.

### **Interprofessional Education**

IPE was something that developed after I left the didactic portion of my training. Otherwise, I believe I would have enjoyed such interprofessional experience.

Other than occasionally working with midwives or PA students here and there, there really hasn't been any formal interprofessional education.

These experiences were not present for my class.

I'm beginning my first IPE experience this month. Overall, I feel there is great value in some exposure to IPE, as a collaborative approach to patient care is fast becoming the standard of care in the community, however I would caution against over-emphasis of IPE in the pre-clinical training, as I feel that the lack of practical knowledge on the part of non-medicine disciplines may limit their ability to contribute to an IPE scenario that accurately reflects real-world dynamics.

I did not participate in any interprofessional activities

We didn't do this.

Continue to have interaction and encourage interaction among various fields.

I never participated in these activities so I have nothing to say.

Not sure what IPE is-- if we had it. If we did, it was not well marketed.

don't know about IPE

## **TCOM 2016**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Less redundancy and lack of context by leaving pathology out of first year which I heard has been done. Better lecture on imaging that is less technical and more clinical (strategy for looking at X-rays, mri etc and examples). Start first year with a class that is less than 8 hours to allow for adjustment. Allow video of lectures and provide high yield notes as other schools do.

I think that more MD/DO professors during the first year would make things much more interesting.

OMT in 1/2nd year is weighted in the curriculum extremely heavy compared to it's utility in clinical practice. Perhaps half the time training on OMT could be spent learning to read imaging accurately as this becomes essential in practice.

Year one needs to be modified to mimic year two, in that you should do more MLM's and DSA's instead of lectures. Also, year two needs to decrease the quantity of their curriculum to cover less management and more things that are covered on boards. Almost half of our curriculum was not covered on boards! That is crazy! We could be so much better prepared, our the clinical competency of knowledge could be so much more competent.

More online learning programs. So much room for innovation. Second year was largely disappointing. Attendance should have been optional, and lectures should have been recorded. The curriculum director's approach was archaic and disregarded the benefits that technology would have provided given the chance. We had recording capabilities at our fingertips, and we had paid for them, yet he outlawed their use. This was the very least we could have done. It was nonsensical.

More clinical material be in the curriculum and more practice test to help get ready for boards

Quality of teaching in the clinics and hospitals is left up to the preceptor and many of them do not teach.

No system is perfect but there's too much subjectivity in teaching medicine in general--too much Well ... I do this preference teaching. It makes studying for tests exceedingly difficult at times because rather than learning what the commonly accepted methods are you must take into account what you think the professor would choose. And in addition the to this the wording of questions we encounter does NOT reflect that which we see on our national exams.

### **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Way to many course evaluations

While things are addressed on the large scale I am convinced nothing changes at the level of test questions and teaching slides when students submit their course evaluations. I understand this is a time-consuming request for professors but this is also our one shot at medical education (that we pay a large sum of money for) and we deserve that level of attention to detail for the amount of studying we do for our classes.

The evaluations we complete don't even always make sense in regards to clinical rotations. They need to be more specific to the rotation itself. I don't think any of the questions asked actually provide a platform for improvement. Why does it matter how many patients I saw a day or if I got my instruction from a resident or a nurse? Ask me more open ended questions where I can free text.

During third year preceptors are extremely late in turning in evaluations.

### **Academics – Section 3**

Quality of Faculty Advising

Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)

Seemed rushed- maybe there could be a better way outside of the actual meeting to touch base about progress if that would help. Maybe an assessment we could look at on canvas to see how we are doing. Would have liked to see comparison of grades with the rest of the class per subject before the end of second year.

xxxxxx leaves a lot to be desired.

More frequent meetings and one on one advising opportunities would be helpful.

We should meet with our college advisors more

I don't really know how intense the advising is supposed to be, but I haven't felt like I had very much academic advising whatsoever. If they are meant to ensure our mental and social wellbeing is healthy, then I guess they do a good job. But, I don't feel like anyone has done any academic advising in my first two years of school.

Having official appointments set up each semester and to actual have the advisors fill out a spread sheet with our signatures on it to confirm that they are meeting with us.

### **Academics – Section 4**

Clinical Rotations – Overall

Clinical Sites - Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

There needs to be ophthalmology option in sugary rotation. And closer ENT doctor with more availability to take more students.

Mostly good except Obgyn. Lectures were good but very little learning interaction on the floor. Need to raise expectations for interaction even though I understand it is busy. Should be more intentional on both sides. Basically seemed too centered on the residents. Pediatrics and internal medicine were great both in and outpatient. Psych as well. Omm was here and there based on the resident/attending but good overall.

Dallas Methodist was fantastic. JPS access to preceptors is difficult to achieve.

No opportunity for Neurology rotation 3rd year

Each of the above items vary extensively between rotations. Some instructors are great, and some just ... aren't. And sometimes you have tons of interaction with your preceptor, and other times you barely meet them.

There are too many students on a single rotation site. It makes it very difficult for the instructors to teach and for us as students to learn. I recommend all clinical rotations be modeled like the OBGYN rotation at JPS. This arrangement is an ideal setting for optimal learning. It is the best core rotation TCOM offers.

Some rotations are a waste of time when the preceptors dont allow you to do much. Some preceptors basically have you shadow them throughout the day and it isnt very conducive to learning. Not all are like that but some are.

Increase availability of sub specialties. As students we only have a couple of chances to be a part of team of specialists for 2 weeks and I think it is important to see specialties we are keen to engage in. Instead of utilizing a month of our electives on a specialty we are unsure about

Instructors/preceptors need to focus on giving us active learning opportunities by giving us more responsibility.

I'm part of the ROME program and my clinical experiences have been excellent.

ROME is doing very well. Xxxxxx should be commended for her work.

There is less hands on than I would like in he dfw hospitals. Too many students and residents so there is little intersection with attendings and a lot of standing in th back shadowing

Maybe a quick lecture on how to write a plan for a patient and how to take initiative.

Each site could improve but these improvements should be left up to the individual sites and surveys we (students) fill out for them so that corrections/improvements occur in tandem with real & recent complaints.

There are not enough Geriatrics rotations in the Fort Worth area. If this is a required rotation, it shouldn't be so difficult to find a preceptor in the area. And since it is a required rotation I don't understand why it isn't scheduled for us like almost all of our other required rotations are.

The quality of clinical instruction is highly variable from student to student, even at the same site. Efforts need to be made to standardize the hours and experiences.

All rotations are hit or miss, sometimes the preceptors are good teachers who push students to improve and sometimes there is less opportunity to improve or the opportunity is harder to find.

## **Interprofessional Education**

There doesn't seem to be much IPE, other than the SAGE program, and I only met with my SAGE team twice a semester. I would like there to be more, I think it would encourage us to work together more when we are all actually working in the hospitals/clinics (you know, in real life :).

I do wish third year have more of role in teaching the first and second years

I didn't really participate in this program. It's has a lot of potential though. TCOM should be proud if it can produce doctors who are not snooty and condescending, who are proud to be PCPs if they choose to be, and can work well with those who they share the care of their patients.

Had no experience with this

we didn't have any interprofessional learning

I haven't really experienced this.

My class did not do these to my knowledge.

## **TCOM 2017**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Having 6 professors teach for one test lacks continuity and I feel often important concepts fall through the cracks. They often ask us if we have covered certain material before. Occasionally some of the individual teaching awful with a professor with an to think an accent to understand.

The curriculum is set up fairly well. The problem is that many of our teachers teach MLMs different ways. Some, like xxxxxx, have great MLMs which actually test our knowledge of the DSAs and prepare us for his test questions. However the rest of the teachers create MLMs that either don't test us over the DSA or don't prepare us for their exam questions. It would be incredibly helpful if there was more consistency with how the MLMs are presented to us.

There is so much class time that I have limited amount of time to study on my own. Most med schools are 3hrs a day and then you have plenty of time to study. Here, we have a few of those days but usually we have a couple days of OMM, Clin Med, Comm Res, IPE, Ethics, SAGE, etc. Also, I feel like most of these classes don't cover A LOT of the topics in FIRST AID that are tested on the boards. I have to go out and learn a ton of these things on my own. I only have 4 weeks to study for boards.

On the whole, our teaching faculty is great. I know Ethics is in a bit of a growth-pains phase right now, but it feels like a thinly-veiled excuse for people to just talk at us without regard to what we really have to know for boards and beyond. Our feedback on the first 3 semesters seems to have gone mostly unnoticed. There are ethics situations on the boards for which we receive ZERO preparation during the pre-clinical curriculum.

Everything else is pretty awesome though.

MLM's are an ineffective way to teach. The class size is too large to get all questions asked and all concepts covered during class and many instructors are not available for questions in person. E-mail questions take a long time to get answered due to clinicians schedules and due to the ineffectiveness of discussion over e-mail. Additionally, clin med clinicians don't always agree or teach what is being taught in the classroom. More classroom teaching is required.

We are constantly having problems with scheduling. Some teachers only use 1/4 of their scheduled time while others consistently go 10-15 minutes over. There is also inconsistency in the number of test questions and the amount of time the professor has in lecture. One test there was a 1 hr PLM/MLM covering 9 test questions followed directly by a 2 hr PLM/ MLM that was only 3 question on the test. Another teacher was writing 6 test questions but only gave 4 example questions in class.

The curriculum is awful. I am generally surprised that UTSA med school has been on probation for their curriculum but TCOM is not. Examples until I run out of characters: Reading assignments directly contradict what professors teach in class = wasted time studying, unclear testing expectations; Professors disagree in class, we are left wondering who to believe = unclear testing expectations; MLM/PLM education fad = professors teach nothing and ask unclear questions effecting grades

I would like more board-style learning and material.

Exams should have more consistency with questions from various professors.

Less board irrelevant curriculum

Put an end to mandatory class attendance, audio record every class, and make it available to the students. The amount of reading assigned, study time, and outside classes (Clin Comm, Med, Res, OMM, CCE) is overwhelming to be placed on top of mandatory attendance classes. The status quo needs to change.

I have become increasingly dissatisfied with the amount of busy-work that TCOM has incorporated into our curriculum. Community Resources makes me feel that I am a high school

student, as it is required attendance in a class which has no relevance to my own or the majority of my classmates' future practices and then a busy-work quiz after that. SAGE assignments are busy-work. Our ethics quizzes are irrelevant to actual ethics. While I appreciate a holistic education. this is not it.

The questions that appear on our quizzes and test are nothing like the practice board questions.

Get rid of worthless classes that waste time such as Ethics and Clinical Resources. With the current revision, it is like we are now in a Law class.

Way too much busy work in the TCOM curriculum. Ethics, community resources, etc. are courses that are taking away valuable time in our schedule and not aiding in our learning.

I've had a lot of problems with TCOM on these subjects this year. Your curriculum is not giving us every advantage of being successful for our exams or board exams. We waste so much time with classes such as community resources (pointless class -- so few of us will be practicing in FW in the future) and mandatory attendance is seriously the way of the past. Give us the option to do what we need to get done outside of class. Also there are lots of problems with teaching of clinical information.

We have had multiple classes during this semester that have stressed clinical questions, which are not tested on the board. I want to be tested on high yield board questions. Our schedule never seems to match up well either.

It is the task of the instructor to relay information in a way that makes learning it easier for students, not more difficult. I know everyone loves xxxxxx but she confuses herself, and us, quite regularly.

Curriculum- as a 2nd year, I wish MOD1 & 2 would have been at least twice as long. Those courses are key for understanding ANY pathology presented in second year. I wish I had an opportunity to master those classes but they were too short.

The mandatory classes for 2nd year is not always worth the time.

Ethics is not helping me at all

Get rid of xxxxxx Ethics program. We could self study Ethics material in a much more time effective manner. His curriculum and discussions (which usually consist of him going on a 30 minute monologue) are useless for our purposes of learning ethics for the boards.

There are a lot of extraneous events, that may help us in the long run, but it seems to take time away from our studies. In second year, these events are annoying to have loaded on when we're balancing school work and independent board study time. I would suggest to remove extraneous events (IPE, SIM lab) from the schedule completely for second semester of second year. We will be retrained in SIM lab techniques during orientation prior to third year, so there isn't really a point to have it.

Exams were mainly first order questions.

The curriculum does not follow first aid and other sources that aren't helpful for boards. Their tests ask small details that are not important to know for boards or later as a physician. There are too many classes that take up your time and students get nothing or little out of them. These classes include ipe, community resources and ethics. The ethics is structured like a law class that doesn't reflect board questions or material.

The core curriculum is not centered around board relevant material and has too much emphasis on clinical management. Furthermore, the non-core classes should be front loaded in the fall so that during the second semester more free time for personal study time is available. For instance, com res, ethics, IPE, and clin comm could be completed in the first two months and not misuse student time for grant money.

I don't think that disease management should be taught during second year. It's not relevant for board exams, guidelines change every few years, and management is what we learn during third year from reading and being on rotations. It does not help us at this point to memorize what kind of imaging or what dose of what drug we should administer to an imaginary patient. Also, our Ethics course keeps being modified only to become even less relevant and less helpful in every way possible. IPE, ditto

Some classes have way too many professors teaching us. This leads to inconsistent styles of questions and expectations with, at times, overemphasis on material that is at times arbitrary such as asking for recommended management of a patient using a certain guideline. Guidelines change all the time, and testing me on something like that isn't a measure of how well I understand the pathophysiology but how well I can parrot my lecturer in class.

There are some great professors and some that are not so great. My biggest issue is that 2nd year classes are mandatory attendance. We already teach ourselves the material based off the amount of DSAs we have; going to class just takes time away from my self-learning. Some of us are not auditory learners, so lectures (which can slow down with overly detailed questions) end up being a nuisance. Our grades shouldn't suffer if we don't attend class.

Get rid of IPE, Ethics, and Com Res. BIG WASTE OF TIME!!!! Especially the day before an exam. I'd rather be studying.

We have too many extraneous classes that do not help us become physicians. Comm Res, Ethics, and SAGE are a huge waste of time that could be spent learning the material we need to pass boards.

Our Ethics course this semester has become very concerning. With our boards exam and rotations quickly approaching, our preparation on how to handle situations legally and ethically have not been appropriately taught to our class. The attorney now teaching our course does not seem to realize that we are tested by virtue of clinical vignettes, because that is how we have to think through situations. Instead we are overloaded with reading that is irrelevant to our learning of HC law.

We have some great instructors who deal with heavy handed student criticism during evals. It doesn't help that there is an enormous amount of student frustration, myself included, about general matters that gets directed to the people in front of us. 500 characters is not enough to

elaborate, although it is certainly the case that this frustration is only worsening the performance of your students and educators.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

I haven't heard of them address or change anything for us based off of our reviews.

It does not matter what I write in the evaluations -- NO ONE LISTENS TO US!

The students are in the classroom every day. We have to deal with poor teaching from incompetent faculty. The administration never (or very rarely) sees the side of the faculty that we see in the classroom. I wish the administration would sit in on some of our classes, so they could see how some of the faculty teaches. Please listen to what the students have to say in the evaluations and DO SOMETHING ABOUT IT.

Nobody is going to spend 20 minutes to answer the 70 questions in a course eval.

From what I understand, the curriculum used to be awesome and TCOM was well known for high board scores. I have heard that recently TCOM had the most board failures in it's history. It may be a rumor but from where I'm standing, I'm not surprised. The curriculum has gotten so much worse since I have been here. I am a CAP tutor and comparing my first year curriculum with the current first year curriculum, the curriculum IS NOT being improved. TCOM is trending towards inefficiency in training docs

I assume evaluations mean very little

We made a suggestion for our ethics course and it seems like they tried to drastically change the course away from what we suggested.

It doesn't seem to make much of a difference what we say on evaluations. I have not seen much change as a result.

I'm not sure to what extent each faculty member utilizes the instructor evaluations so I cannot comment on this.

We dont really know if faculty reads our reviews

They are to long and I don't see much improvement. Some classes have been restructured and helpful (renal 2) and other ethics has been a disappointment

Instructors/physicians re- use old power points that are not updated or revised.

Provide questions on examinationsthat are similiar to those seen on COMLEX/USLME.

Questions with a longer question stem would involve more critical thinking. provide answer choices that are more 2nd/3rd order type questions.

I'm not sure how the faculty take course/instructor evaluations into account, and few positive changes seem to occur from semester to semester.

Why is xxxxxx still teaching here? Has anyone given positive feedback on the guy. Doesn't that indicate something?

In regards, again, to Ethics. Last year, we asked for more preparation for healthcare laws in preparation for our boards exams. An attorney was hired to teach our class. I don't expect an attorney, even one that is expert in healthcare laws, to help us prepare for boards because he has never had to take the medical boards exams or make decisions regarding patient management! I find it offense that he quizzes us on patients' primary medical concerns when he is not a physician.

Ethics is a problem course this semester. I've written many essays blindly after taking a quiz. Instruction is in the form of feedback on the essays, lagging a few sessions behind. Quizzes have subjective interpretation w/ a correct answer although we are told in class that there is no right answer more often than not. I'll never know what was actually the correct answer. Give us a blame-free forum to improve curriculum in real time, rather than improving curriculum solely for future students.

### **Academics – Section 3**

Quality of Faculty Advising

Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)

As a ROME student, I feel Zachary college is unnecessary. We're already a close group as ROME students.

Some faculty are more available than others.

My faculty advisor for Luibel (xxxxxx) is the best!!! She goes above and beyond to help her students. Seriously, she deserves an award, a promotion, a raise -- something!!!! She listens to what students need, she is always available for an office meeting, and she honestly cares about the well-being of her students. I wish every student had the opportunity to have an advisor that is as good as xxxxxx. I hope you can send this review to xxxxxx or her department head. She is awesome!

xxxxxx is awesome. End of story.

Colleges have had far fewer events this year, and there seem to be too many limits on event planning. I realize that USMLE Step 1 is an optional exam, but some advising on exam registration, etc. would be appreciated.

Advising colleges have yet to really serve a purpose for me

Advising colleges are great. A great idea and super helpful.

xxxxxx is the literal best. I wish we could clone her.

There is no advising that is done throughout the year. Having scheduled advisory meetings for students throughout the academic year would be helpful for students.

It could be different for the other colleges, but I feel like all the advisors in mine all fall into the same medical niche and haven't been able to help me much with my particular career goals.

I think the colleges are a pretty good idea. Builds unity and allows for interaction outside of class.

## **Interprofessional Education**

I do not find these activities conducive to my education. The activities often feel like a stretch. For example, in the last activity, we had to discuss strategies for a crisis caused by a storm. In real life, health care professionals would not be responsible for planning crisis management caused by bad weather. There are government workers/city planners responsible for this.

The IPE event is considered a waste of time by many students. I gave much more detailed feedback after the last IPE event. The fact that our facilitator called the experience a joke speaks to itself.

IPEs would be much more useful if we tackled real life problems and actually learned how to take care of them as a team.

Some of the IPE activities are completely irrelevant and a waste of everyone's time. Instead of having pretend scenarios about tornados, maybe we should spend time practicing scenarios that would actually happen such as running codes in an emergent situations.

there is nothing to gain from the IPE events. They encroach on study time.

This is just too much. Do you really think that having us sit down and discuss theoretical topics with other colleges is a beneficial use of our time? Do you think all of a sudden I will have tons of respect for the other professions? No one takes them seriously. In fact, everyone there is so upset that the school is wasting our time so that they can look good to others that they don't get anything out of it. Please stop scheduling my life with things that have no benefit.

the team experiences do not help me. The scenarios do not promote understanding of how we work together or what expertise another profession brings to the table. In short they are too general. I need to know how to work with a nurse/dietician in the real world not in a fantasy disaster that will probably never happen.

Some of the activities felt like a waste of time and were drawn out. The most helpful are when we go through case presentations and each group explains their perspective in treating them. They are less interesting than maybe crisis management but felt more realistic and informative.

The IPE events are useless and a huge waste of time. I have learned NOTHING in the IPE events so far. They are very poorly scheduled for TCOM students (one of them this semester is right before a major exam). The curriculum in the IPE events does not correlate at all with anything that is part of the TCOM curriculum - it will not help me in any way for boards, exams, shelf exams, caring for patients in real life, etc.

IPE is usually a huge waste of time. The scenarios are unrealistic and the questions we have to answer are elementary. I wish the planning was a little better because they're almost always the day before a test or on a test week which makes it even more frustrating to attend.

IPE sessions are moronic beyond words. For the love of god remove them from this school, they provide nothing to my education

There are some facilitators that are not as effective as others

This is a joke. It's a waste of time. These are useless activities for several hours a semester. I am required to do one physical exam for the OSCEs each semester yet I am told over and over how a good H&P is the best skill a doctor can have. Replace IPE stuff with guided practice for physical exams.... or ANYTHING academic or clinical... or NOTHING so I could at least study for few extra hours instead of build a spaghetti tower (which was an actual IPE activity). Not enough room but SAGE=bad.

The situations for the IPE events I do not feel represent the real-world. The situations need to be relevant and be situations that we may actually find ourselves in one day.

Feels a bit forced but I guess it serves a purpose

The timing of the IPE events is frustrating (eg, we have one scheduled the evening before our longest test of the semester). I enjoyed the early ones, where we worked with nursing students on actual patient problems. The last one where we had nutrition students helping plan our response to a tornado was random and unhelpful to building our daily interprofessional skills

Get rid of it.

Waste of our time. Not realistic situations.

the topics we work on are random and mostly unimportant. it would make more sense to do these based on real cases encountered during clinical years rather than 1st/2nd

IPE is routinely scheduled at poor times for TCOM students. As I understand there are many disciplines represented and its difficult to schedule a single event with everyone's personal schedules, however the day before a very large exam should not be allowed.

While I appreciate the idea behind the IPE events, they are not helpful and are another thing which just feels like busy-work. I understand and emphatically agree with the idea of working together with various professions, I just don't personally get anything out of these events specifically. The last IPE with the catastrophic storm scenario was the least relevant yet, in my personal opinion.

Feels like a waste of time. More of an inconvenience than a useful experience.

These sessions are feel good sessions so that everyone feels equal. The reality is that our professions are not equal, and do not have equal input with respect to our jobs. I understand that the goal is to allow future professions to learn how to interact, but the sessions do not simulate our roles in the future. The cases are poorly thought out and poorly written. It is a universal opinion in our school that it is a waste of time and resources.

It was great until the disaster preparedness IPE event. That was the stupidest topic ever decided upon for one of these. I had fun at the other 2 we've done where we actually talked about patient care.

I like the fact that we're attempting to collaborate early in our education, but I feel like these activities mostly fall short in the fact the scenarios aren't very challenging. I.e. a young girl with poor diet, gets little exercise and is obese. Everyone knows what role they should play in that scenario without being forced to talk about it for two hours. I'd rather sit down and just talk with the other professions and see what they do rather than walk through these scenarios.

IPE is scheduled at poor times for our class in my opinion. It is before tests for different student groups.

IPEs might be more fun if there was an activity component to it versus just discussing hypothetical cases (ie. town emergency). I think I understand how I could work with the other professions in the future but I don't feel connected to the other professional students.

IPE is the worst.

The 2017 class 2nd semester IPE was good just poor timing (day before an exam). The one about the weather was a waste of time. Half of the students are not prepared for a disaster situation and have no life experience for background. Faculty are not equipped to handle different multidisciplinary branches. I also feel student involvement is poor due to lack of understanding what to do. If you don't have an outspoken person everyone sits there quietly.

A major waste of time for all parties involved. Find another way to get federal funding that doesn't involve wasting our time!

I understand the purpose of this experience, but I think it is FAR from achieving that purpose. Sitting in a classroom and going over cases doesn't help us truly establish how to interact with different specialties. Instead, have us work through real-life simulations so that we can get a feel of what it really takes to solve a problem.

This is a complete waste of time. The team building exercises are not helpful bc we really don't gain any more appreciation for other specialties through a 2 hr session of going through scenarios. We already know about the other specialties and what we don't know we'll learn out in the real world. This is another time filler that takes up my study time.

IPE routinely does not respect or consider the schedules of TCOM students, which are significantly more rigorous than the other programs. Furthermore, the majority of IPE events focus around hand holding of non-physician professions so that they feel included. I am highly

skeptical that in a hospital setting such a program would be implemented. Inter-professional relationships are fostered from the care of the patient as the primary goal.

I think IPE should occupy a shorter time block, because very few people take it seriously, most of the activities haven't been relevant, it wastes the time of off-campus students (a TCU speech pathology student had to cancel her appointments unnecessarily because we finished so early) and facilitators, and there is no real clear goal in mind. A facilitator joked that IPE actually stands for Ill-defined, pedantic exercise, to which my team members and I unanimously agreed.

This is a useless class. We are not fully practicing in our prospective roles yet. If we were, interprofessional work comes about naturally; the doctor needs a second opinion so goes to the pathologist. Patient is suicidal and in debt so is referred to social worker. What these classes ultimately devolve into are loudest personal opinion contests. This class has tarnished my view of interprofessionalism by turning it into a 1st grader activity that insults our intelligence.

The IPE activities, while great on paper and in theory, are not executed properly. Timing is poor, before major tests. Activities done during them are not pertinent. As students, none of the professions have enough knowledge to interact with each other in a meaningful way with other professions. These activities would best be done during 3rd and 4th year.

IPE events seem logical in theory, but the reality is the activities seem irrelevant. The other professions do not seem to contribute much to the conversations. I understand that team building activities can be important but it seems like it would be more important if I was working with them on a daily basis (such as in residency or beyond). It seems like we are starting this too early. The activities are best when they are health-related (no spaghetti towers or tornado planning!).

Get rid of it. There's no point in discussing how we'd react to being stuck at a church. We are in medical school. Don't give us busy work. Students would rather study for systems courses and boards.

The idea behind IPE is a decent one. I feel like it could better be implemented years 3 and 4 in the community. What was with the IPE activity that dealt with a fake tornado somewhere in Oklahoma. It seemed random and not very relevant to how we'll practice everyday medicine.

IPE is a waste of time that does not have anything to do with working interprofessionally in a medical team.

IPE is a useless class. It is a waste of time and all we hear is how everything is the doctor's fault. It does not give me any more understanding of other professional's responsibilities than I already had.

## TCOM 2018

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Disorganized.

Improved training for faculty on what self-study material should look like (if faculty created Powerpoint and not assigned reading) and on how to utilize technology resources like iClicker and dual screens for Q&A sessions during MLMs. If clinical focus is to be continued as not emphasized for the class of 2019, I suggest having someone look through all content and make sure questions aren't left from previous years that do cover clinical content. This has been confusing for us at times.

The pace of the curriculum is too fast.

Scheduling conflicts between classes. Ethics class right before a quiz forces me to ignore what is being presented while I try to prepare for a graded quiz. Endo/repro course was not organized and the quizzes were scheduled poorly: two quizzes on the same day over pretty much the same material is not beneficial. If you did not understand the concepts correctly for the first quiz, it sets you up for failure for the second quiz following on the same day.

Too many professors who are on their way out and not really caring about the individual student's needs. Many are using other professors' powerpoint presentations and too many presentations are FULL of errors.

There is a breakdown of communication between professors and administration which makes it difficult for the professors to teach. There is no consistency from course to course.

Some professors I am unable to understand due to accents. Power points are insufficient.

The majority of the professors have been very helpful.

Some professors do not provide appropriate, relevant lectures; seem to be stuck on old curriculum or focused on minute details. Numerous changes to syllabus throughout class causes confusion; posting of material should be immediate, many times things are posted late

Reviews of our academic program and curriculum are reflected in the course evaluations that are done by students at the conclusion of each course. I personally am extremely disappointed in the lack of clinical exposure that we get in our first year. It is also absolutely absurd that we receive very little instruction in radiology (used in almost every specialty) and we receive an excessive amount of histology (used in pathology almost exclusively). I feel completely unprepared for second year.

There's a lot of miscommunication among faculty. No body seems to know what a TLM is or how things have been done by other professors or in other courses. I feel that the pace is too swift, which has hampered the willingness of the students to participate in extracurriculars.

Some DSAs should really have been taught instead of being given as self study.

I am sorry but there are about 25% of our professors that we simply can't understand their English. I understand that they bring excellent qualities to the university and their work is incredible in the research fields, but put before a class of 230 medical students they really don't belong there, we don't get explanations for why things are, and we tune out completely because we can't understand simple word pronunciations, let alone scientific terms.

Sometimes a better lecturer is better than someone who knows a lot about a certain subject. It's hard to learn from a bad lecturer.

Like any university/medical school I would have gone to, there have been some professors I learned very well from and others not so much. For the most part, I have enjoyed the curriculum, even with all the new elements. Yes the execution has not been perfect, but I really appreciate that xxxxxx, other professors, and our curriculum representatives have always made sure we are well informed. I'm glad I chose to go to this institution.

Not all the teachers are bad, but there are a few in particular that I feel do not need to be in the position they are in.

I would like to have more clinical application to help me learn. Also, while some teachers are great, some are not and just read off the powerpoints. We need more notes to go along with DSA powerpoints.

Can we create an open lab that people can go study in and then have TA's or professors roam around helping everyone in the class succeed. The current CAP office tutoring model is low efficiency. In a room that holds 20-30 students. we could use 2-3 TA's circle the room every evening answering questions that arise I believe that would be more successful.

Often times people don't need a 1 on 1 tutor for 1 hour straight. Instead someone available to answer quick questions while they study.

Too many DSAs are assigned that are still in their old lecture-format making it difficult to study efficiently. Little interaction with professors, specifically in anatomy lab, is detrimental to student learning. Some instructors assign over 100 powerpoint slides the day before an exam, which once again does not facilitate learning. Lastly, former Medical Sciences students have an unfair advantage (they have the same powerpoint slides and are basically repeating first year).

Some of the instructors were not informed about the curriculum changes this year and that caused a lot of confusion, so better communication between the curriculum representatives and instructors would help improve this.

The curriculum is relevant, but it is not taught well. New information is given in classes that are meant to be review sessions. There is constant miscommunication amongst professors and the lady in charge of putting curriculum on the c

Many of the professors make the material much harder than it needs to be. Also, there is no consistency in how to utilize MLMs, DSAs, and lectures. In many cases, it seems like DSAs are nothing more than previewing the lecture beforehand. Also, the scheduling is quite poor. There

are too many things going on at once. For instance, in any given week, we have clinical communications, medical practice, OMM, and anatomy lab in addition to our primary science coursework. scheduling differently helps.

In general I like the teachers best who don't just say read the textbook, but help you focus on what's most important with their powerpoints and practice questions. I also really appreciate those that freely give us the resources they've shown us in class. There is nothing more frustrating than a teacher that withholds something after showing you because it's in the test bank. It's alienating for students. Have open source versions and only show us that in the first place.

I cannot positively comment on the quality of teaching because there is such a drastic difference in quality among the professors so far.

We got rid of clinical cases in the first year but I think that was a bad idea. We are going to have a lot to learn second year as it is already so we should probably start learning diseases now.

We had some changes in our curriculum and there is a lot of things moving and teachers not knowing when to teach.

There are some courses that are very poorly organized. The majority of our courses rely on self study, but many professors do not organize their DSA material for independent learning.

One thing that would help is a DSA or email after the test regarding the most missed questions. Not exposing the actual question but topics of the most missed (in a narrower sense than the exam reports) would be helpful in making sure the content was delivered completely.

I would like to see more professors make podcasts for their self study material. Some professors are starting to do this which makes me happy!

Teachers are unprofessional. That's the bottom line. When students are depending (and paying) you to have materials prepared and ready, and you show up unprepared, it's disrespectful to those students who make the effort to attend class. It also makes students lose respect for their professors.

My biggest concern with the TCOM curriculum is when something happens that is blatantly concerning with our curriculum, such as an unorganized professor, irrelevant questions, etc, and you tell a second year about it and they say yeah I know that happened to us last year...at what point are our opinions heard and things changed for the better?

I have enjoyed the curriculum and would hate to discredit the university for the work of a few professors. However, there has been at times a lack of communication between administration and teaching professors. Additionally, there have been several professors who have provided materials and lectures that I have felt were in no way conducive to my classes learning experience here at TCOM. On a brighter note, there have been many professors and courses that I have thoroughly enjoyed.

In this transition year to do more DSA, teaching styles in a new format aren't great yet. And this may be a common theme for many medical schools--that teaching is just presenting knowledge, but not as concerned with how the knowledge is stored.

Employ dynamic, passionate, knowledgeable clinicians and educators who sincerely care about the future of medical education and healthcare in general. First year of medical school has been riddled with professors who teach basic sciences in a basic manner and don't know how to engage the class; this is why only half the class shows up. Find more educators like xxxxxx, xxxxxx, xxxxxx, and xxxxxx.

When participating in education at this level there is a certain expectation of excellence and competence that is not met by all instructors. Instructors should be masters of their field, and the student body should be able to be confident in their material. Instructors should also be able to generate clear, quality exam questions. These questions should go through an extensive review process before they appear on exams. Constant errors in content, grammar, and presentation are unacceptable

Teachers need to focus on Step 1 / Complex and not so much on what they think is important.

Find a better way to teach neurology.

The power points we are offered as DSAs or even lectures are not always organized very well. Not aesthetically, but concept-wise.

It would be a lot of work, but lecture recordings with powerpoints/video would be a lot more helpful as a study aid than purely audio.

I know that faculty come and go, and I know that new faculty have to cut their teeth somehow. But, when amazing, effective teachers like xxxxxx leave, there needs to be greater preparation for the replacement. xxxxxx just didn't know the material well enough and he should have been encouraged to master it himself before being asked to teach it. A mentoring relationship between outgoing and incoming faculty should be formalized.

proof read exams or have professors take the exam before students take it to eliminate major errors that are very distracting on timed exams

There are plenty of great teachers in TCOM. However I know there are professors that consistently receive negative reviews and do not do a great job teaching that are still allowed to lecture.

The recent change to the DSA/MLM model necessitates changes in the DSA material away from lecture format and more to a self-taught format with more explanations. These changes, in general, were not made for much of our information this year.

I feel the change of the curriculum this year is too fast. I know it is too early to tell, but with the amount of changes and UN-ORGANIZATION I often feel we are a test class. I am worried we will not remember what is needed for boards having to cram so much. Also many teachers obviously do not care or like teaching. I sometimes feel I am paying this school just to teach myself with the amount of DSAs and non teaching methods.

Ok I think it's pretty ridiculous that we are given 2 DSAs less than 2 days before the first FODT test that cover a HUGE amount of material. We should be reviewing stuff at this point and not learning new material. And its very detailed stuff. This has also happened several times in the past where we are given NEW material the DAY before the test (renal test for example).

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

It's hard to tell from a student standpoint if the evaluations are being used effectively by professors.

I have seen NOTHING done about the issues raised in our course evaluations. There should be some sort of address to the comments in the course evaluations.

Im not sure how or if the evaluations are used to improve the class.

Testing services sends evaluations out even before the course is complete. It would help if we got those after the last exam in any course.

They are doing great to always be molding the courses and making them better

Doesn't seem like some faculty make changes based on student feedback

We have been suggesting DSA improvements since July and they haven't been utilized.

With course evaluations, take action with every single professor.

Changes are being made for the next class not our class. Many of these changes could be improved as we go along in our curriculum, such as more timely submission of lecture files or scheduling.

I don't know how I'm supposed to know if the Faculty is taking my suggestions because we have so many different teachers and you often don't see the old ones for a while. I'm also pretty sure most are just doing what they've always done.

Although I put a lot of though and effort into my evaluations, I am not even sure if the professors read the comments. I am also unsure of whether the professors change based on those comments.

We spend too much time in anatomy lab. Anatomy is low yield on the board exam. More time needs to be allotted for pathology/physiology which is very high yield.

Haven't really seen too much of an effect

I see no indication that professors take any student input seriously.

I feel like too often a professor comes in with a chip on his/her shoulder after reading evaluations, taking class time to react to criticism defensively. I don't know if they read every

evaluation, but maybe a third party could read and construct a synopsis of potential improvements that's more palatable to the professor.

Listen to the students. Do not give excuses such as the curriculum is high quality despite the errors or that instructors feel it is a waste of their time to lead test reviews.

I sincerely appreciate that we get asked for our feedback after every course.

I frequently have to write in the comments what seem to me to be relevant metrics that deserve their own rating. For example, approachability and kindness. We have some faculty who manage the classroom with ritual humiliation (e.g. xxxxxx) and others who manage with respect, patience and humility (e.g. xxxxxx). Can we phase out the former classroom management style? It is antiquated and countervails everything that UNTHSC and osteopathy stand for.

I know people self censor some of their constructive criticisms due to the lack of anonymity on the professor reviews.

No feedback is given to us that our suggestions in course evals are being used. Other than what our curriculum reps say which are awesome we are not sure what changes are being implemented.

### **Academics – Section 3**

Quality of Faculty Advising

Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)

Faculty don't really have time for student-to-student advising. Need more faculty advisors.

I thought these colleges would play a bigger role in my time here. I have only had one meeting with my advisor and a couple social things.

I wish that the faculty advisors met with us one-on-one at least once every semester. I really appreciated that my college (xxxxx) took initiative in setting up students with meetings, but I know some of my classmates did not have that support. And they were thus denied the opportunity to develop positive relationships with their advisor.

I don't know what the advising is for and I have never met with my advisor. I emailed her once and she said I didn't need to see her at this time.

Zachary college is an appropriate size and provides quality interactions

I feel like we don't do enough with the advisory colleges.

I'd just like to see the adviser more often.

I would like my advisor to give me more information about what I need to do to put myself in a better position for residency in the future.

Have not been reached out to by college advisor.

There has been no advising besides a brief meeting during orientation.

I'm not certain of the point of the advisory colleges because I have not yet had the opportunity to meet with either of my college advisors. Luckily, I've been able to meet with other clinical faculty in the specialties that I'm interested in. But if the program were implemented properly, I think the advisory colleges would be a valuable addition. I've heard from most of my classmates that they have met with their advisor, so I'm not sure what's going on.

My advisor made me cry when I was struggling at the beginning of the year and did not offer options to help me.

The colleges are nice, but I wish my college was more involved. We rarely get together or have events.

There are not enough opportunities to meet advisors and become acquainted with them.

We don't get much actual advising.

I have not met with my advisor one-on-one at this time.

I think we should have more inter-college events. I loved that at the beginning and now we don't ever do it. It was really fun and unifying.

I was very excited to have an advisor, however I wish I had been assigned an advisor based on a matching survey. I am also disappointed that as first year students we are not advised on residency or planning ahead. I have a friend in another medical school that has hosted several presentations with residency program directors in the area.

I haven't even met my advisor because his hours available only occur when we are having class. I either choose to meet my advisor or learn. Not something I am thrilled about picking against each other.

We should meet with advisors atleast once a year

I like the idea of having faculty mentors; however, I think it would be more beneficial to students for that advisor to be a physician. They are the people who have been down the path we are currently on and the ones that are in the best position to give us advice.

TCOM pushes students to become primary care. I am not sure I am interested in primary. I like a specific specialty and it was hard for my faculty advisor to give me advice. Faculty advisors should be more prepared to give advice with all specialities and not just primary care.

I've heard from others and know myself too that our advisors, because they are so busy, are often not readily available or poor on communication in times of need. I dont know how this could ever change, but it is a comment regarding this.

My advising college and my advisors have been a real blessing in the transition into medical school. I'm a big fan of the system and I think it greatly furthers the aim of building continuity between cohorts.

We have done almost nothing with our advisory college save for two lunch meetings. I never hear about events that count for deans cup points, and since orientation have done nothing 'competitive' with my advisory college. It currently is not an active part of my TCOM experience.

## **Interprofessional Education**

Parking on IPE days is rough for visitors. Maybe ask students to park farther from the met that day.

It is hard to schedule SAGE meetings with students of other programs. Schedules do not match up and it leads to a lot of frustration. Also IPE sessions always seem to be scheduled the day before an exam.

The IPE seems like a massive waste of my time

We, as students, are tossed into this too early. The activities call for us to discuss our plan for a patient with a certain condition. We however, do not yet have the necessary information to accurately discuss our role and what we would do for this patient.

More social workers. Our group didn't have one but they are crucial in coordination of the various providers.

I thought we would have more hands-on experiences with the IPE activities, but we usually just sit in a circle and go over case presentations.

I like the IPE program, but would prefer we actually learned medical sciences together. I really wish we had Psychologists and clergy represented.

These are great and very important!!!! Don't change them up too much!

I like the idea of it, but most of the time it seems like a time waster. Maybe it'd be better if we didn't have it in awkward spots like right before a test...

I haven't learned much from the IPE activities, but we are still early in the process.

IPE is a great idea in theory, but to be honest the times I've been it didn't seem worth the time. It also felt a bit forced. If it wasn't required I would study instead of going.

I don't feel like I have taken anything out of IPE activities besides increased stress because they come at a bad time during schedules. Scheduling for SAGE is difficult when trying to accommodate multiple colleges. I don't feel like I have grown any or learned anything extra during these practices.

I do not think everyone in the groups takes IPE seriously, which hinders the learning opportunity. A lot of the topics that are discussed are very common sense and do not add to the learning process.

It could match the curriculum a little more.

It's hard to have extra things when you're trying to study, but for the most part it's interesting to interact with other professions.

I feel like IPE is just busy work and I do not gain any valuable information from attending them. I did not learn any new information from attending.

The activities got us talking but didn't provide me with much new insight into working with them. As a first year, we haven't even learned how to do what a doctor does, much less how to work with other professions. Overall, it didn't feel like a productive use of time.

I have participated in the IPE activities whole heartedly, but I feel the goal of the activities is not being met. With the activities thus far, I have not learned anything about the other healthcare professions that I did not already know. I also don't feel their opinion of physicians has been changed. It's as if I never attended the activities.

It is great especially working with some of those really hot nurses. Nice job guys, nice.

I'm not really sure the purpose of these exercises. The ones I've currently experienced have not been particularly enriching, although some of the ones I've heard about in the future sound promising.

IPE is a good idea, but as a first year TCOM student, our level of education is not enough to talk about drugs and treatments as 3rd years in other professions. It would work better if placed later during the year, at least for the 1st year TCOM students.

I wish we would get more instruction or direction beforehand, I was thrown into a situation on the last IPE where I didn't know what I was doing and was critiqued pretty heavily for it. Not a huge deal but a little bit of communication ahead of time would have been nice.

Haven't had any nurses from TCU show up at any of the IPE events I attended.

Many students feel like the IPE activities thus far have been a waste of our time. These activities may be more effective in 3rd and 4th year if they were more clinically oriented

We have to study.....

It is a great effort!

Group 51 had a bad facilitator this past IPE

Additional Services Provided by Your Educational Program

career counseling wasn't at all helpful for me. All I was told was my board scores, which I already knew, and how I compared to previous students.

xxxxxx needs to be removed from interaction with students. She is condescending and rude. Her presence is counter-productive and, honestly, insulting.

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Clinical education department is a joke. Less scrupulosity and more grace. Especially with fourth year students.

clinical education department needs a complete revamping.

Clinical education needs much improving. They are very behind on targeted deadlines such as VSAS access. They are very unhelpful and spurn students with questions as if they feel like students are attacking them. They are unwilling to search other roads to help one student on their career path because they have too many students to make special exceptions.

Communication that is specific to clinical rotations is hit or miss. Depending on the service and the administrative staff that cover such entities dictates whether communication is enhanced or hard to come by. The only two examples of rotations that have weak communication are Paediatrics and Geriatrics

Correspondence via email with the clinical education office often times comes across as argumentative and does not seem that they're willing to help/listen/compromise in certain situations.

Create a website with all the information we need for clinical rotations and update it regularly.

Deadlines need to be communicated on time. For the most part they are communicated on time but sometimes they could improve their timeliness. It is always helpful to receive reminders particularly when we have a lot on our plate during our 4th year

Don't bog us down so much during the 2nd semester of the 2nd year. We're trying to use any free time to study for boards. Cut out things like SAGE, IPE, preceptorships, and Ethics (Which is horrible right now with the additional reading assigned by XXXXX). Nobody has anything positive to say about ethics right now. I don't think the current design of the ethics course is preparing us for the board questions on ethics. Respect our time so we can solidify the material we're studying.

Have more advertising for class events.

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I feel the student government is a sham. When the Dean/faculty decide on something (specifically exam reviews) it does not matter what the students think, even though we are the customers. Ending exam reviews was the worst decision I have ever heard of. It has significantly adversely affected my learning and my confidence in my understanding of the topics. It is now very difficult for me to know if I am miss understanding the concept or not.

I really enjoyed working with the admissions staff and the two faculty I interviewed with. It was my favorite interview experience out of 12 others and is one of the main reasons I chose to come here. Again, I would say that at times I feel like I don't have much direction because I haven't been able to meet with a faculty and/or physician advisor. Maybe it is because I'm only a first year.

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Increase specialty-specific advising for 3rd and 4th year students.

Knowing a timeline for when we would expect information to be given to us for rotations would be nice. Also, maybe having a couple of days scheduled with open office hours for student to come talk with faculty about classes, boards and rotations would be nice.

Lately Clinical Education has been routinely ignoring emails and threatening me with administrative leave for deadlines I haven't met.

More information should be provided to 2nd year students about rotations. xxxxxx is not an asset to the career counseling department whatsoever. I had a meeting with him and not only was he not knowledgeable about anything that I wanted information on, but he also refused to talk about things that I wanted to know. At the end of our meeting he said, don't leave here telling people I wasn't helpful. He barely even shook my hand at the beginning of the meeting. Extremely rude and not helpful.

Office of Clinical Education have policies which are detrimental to students, in terms of deadlines of cancellation and dictating when certain fourth year rotations must be completed.

One of the most stressful parts of medical school is arranging rotations. Before our board exams our entire college was asked about our stresses and we overwhelmingly indicated that the difficulty of finding and scheduling rotations was traumatic. Many of us had not selected a specialty and were unable to do so because our core rotations were ordered such that we had not experienced anything in that area. Hostile, unhelpful communication, rigid policies and harsh consequences for changes/alte

Our SGA is weak. Please bring back Post Exam Reviews. I don't know how they agreed to let these go away, but not having Post Exam Reviews make evaluating how we did very difficult.

Por communication of deadlines/activities.

Scheduling is frenetic and random, sometimes. Last week we had a quiz in ethics that was not on the calendar, we had no syllabus for the course, the only reason we knew is from an email the evening before saying there was a quiz ready to be downloaded in Softtest, and we were berated by testing services for not being prepared for the quiz when they were setting up to administer it.

Scheduling rotations with many sites was difficult due to the affiliation agreement TCOM has with many sites. The affiliation agreement needs to be changes to allow students more flexibility in scheduling audition rotations.

Spring of 3rd year there were some specialty specific lectures on how to apply. This needs to be offered at ALL sites.

Student officers seem more like they represent the administration to the students rather than the opposite. Also, there has been no communication about rotations and little information is available online.

Support staff for clinical rotations are abysmal. Unresponsive and rarely helpful. I do imagine it is hard for that few people to keep up with the workload of organizing things for this many students. But if it really is a matter of additional staffing, please just hire more people. We are still paying full tuition in clinical years even though very little, if anything, is being done on the part of the school to actually contribute towards my education during this time, particularly in 4th year.

The administration for our class TCOM 2018 is pretty bad. We do not get MLMs in a timely manner or lectures when the professors say they submit them for us and yet we will not get it. Example xxxxx on 3/4/15. And many many other times. Also the quizzes are not always available in a timely manner, again 3/4/15 for the quiz. And the testing services people give us a hard time if we don't download the quiz timely yet they can't even bother to post things timely. Its super frustrating.

The Clinical Education department does not really help at all with finding rotations like ED and Geriatrics. They just throw you out and say that is your month and I am sorry if you can't find anything there is nothing I can do. If the school is going to require these rotations just like surgery and internal medicine we need some help finding rotation places and there should be enough spots for every student. They provide only a document which is not helpful!

The knowledge of clinical rotations and career counseling before second year is severely lacking.

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screen completed (especially now that we have to go to multiple locations to pay for, be screened by and then receive the results before being able to get our badges). We NEED more notification in order to get this done!!

The sooner we are aware of information and deadlines regarding important steps in our education (rotation scheduling, boards, etc.) the better we will be able to prepare for them. Scheduling USMLE and COMLEX was a very stressful event, and it didn't need to be. There should be detailed and required informational sessions at the end of 1st year and beginning of 2nd year.

There have been quite a few issues with posting material on time. It'd be nice if all the material was posted before the course begins and not at the last minute.

There have been several problems where scheduling has been an inconvenience (such as hour long dead period between classes, not including lunch hour), or posted material for PLM/MLM's were not posted until after the class took place.

Way to many emails and figure out one source for official school notifications. School email, canvas notifications, canvas announcement, OrgSync, and everything else we get. We have Faculty that put an announcement up on canvas and says it's the official communications.

We need to know our schedules for each rotation much sooner in advance than the day of orientation for each rotation. She should be sent a schedule at least a week in advance,

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Would greatly appreciate receiving our schedules prior to starting a rotation to prepare for the rotation. Some of us have children and others to care for. The lack of schedule communication makes it extremely difficult to plan adequately

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# Physician Assistant Studies

## PA 2015

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Teaching enhancement through guest lecturers and lab assistants

Curriculum should stay up to date. Teaching is poor and needs to be developed more. PowerPoint is not teaching...it is a tool to teach, and therefore should not be just memorizing slides for exams. Teachers are there to teach, and cultivate an atmosphere of learning that is helpful for students to become good clinicians. Guest lecturers are NOT helpful when their curriculum does not match information on the exams.

Many of the faculty members seem complacent with the current state of affairs. Making suggestions is discouraged, and often met with a negative reaction that discourages input.

Classes that are not relevant to the curriculum: Professionalism (could be a half day seminar), Evidence Based Medicine (combine with masters project - should be a few lectures), Culture & Diversity (not useful or relevant), Supervised Practice (needs restructuring to maintain relevance)

All teachers should undergo training before beginning (or very early in career). Many teachers simply read off of slides. Examples of excellent professors: Dr. xxxxxx and Dr. xxxxxx

GI block for class of 2015 was very poor, I have heard steps have been taken to improve this for class of 2016 through more staff. I have even borrowed some notes from friends to supplement gaps in my materials from last year. More OSCE/hands on/simulated situation practice during and after blocks to solidify how skills and knowledge come together.

A few classes can be significantly shortened, combined, or eliminated all together. These include Professional Issues in Medical Practice (PIMP), Culture and Diversity in Healthcare, and Principles of Evidenced Based Medicine (EBM). PIMP can likely be eliminated or turned into a weekend seminar. The principles of Culture and Diversity should be (and to some degree, already are) integrated into other courses. Perhaps EBM and the Master's Project could be combined into a single course.

**Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

Mentor program seems to be put on us to be sure to schedule with your mentor once a semester because it is required. I don't believe a mentorship program that requires that is a mentor program but rather is a check in the box. I don't need another check in the box. Show me it is of value to the program by taking a more active interest in working with students or do away with it.

My first mentor left the program, then I was assigned to xxxxxx, who is now moved on from the program also. I understand this happens, and didn't have many academic problems I wasn't able to handle by going to tutoring and getting help from friends, but I would have liked more follow-up from mentor as I went, for personal issues/handling stress, maintaining relationship.

Mentorship/guidance program is really a waste of time. I had been switched between 3 mentors in the past two years due to them leaving the school. I do not consider them a mentor. There are other faculty that I am close with that are more of mentor. I think the mentor program is not helpful. It would be better if we could schedule meetings when needed, rather than be forced to have quarterly meetings.

I often feel there is not much mentorship in this program unless you are one of the favorites. I do not blame the faculty for this, but I do think our class size is too large to provide adequate guidance and mentorship to all of the students.

**Academics – Section 3**

Clinical Sites – Quality

Clinical Sites – Availability

Quality of Clinical Instruction

Continue to recruit new sites and new preceptors

Not enough opportunity for hands on learning. I have been observing more and more as the year has progressed. More work with hospital affiliation agreements is necessary to ensure that students are getting opportunities to learn and practice skills. PA students only get a few weeks in each field before moving on to another area, and there cannot be wasted time. Also, there needs to be more communication with rotation sites and ensure that students are in fact learning with hands-on experience.

The rotation site locations are terrible. We live in a major metropolitan area, there is no reason to have such ridiculous and far away sites.

Better Ob-gyn

Continue nurturing relationships with strong sites, continue asking for feedback from students and keep utilizing new staff, xxxxx to acquire new, strong clinical sites local and out of town. Some sites offered more and less hands-on training. Continue making expectations known to preceptors to facilitate maximum involvement of student.

Ask students how their rotations are to judge quality of the rotation, and weed out the bad rotations. Be proactive in acquiring new rotations. Students have many contacts as future preceptors but hardly none of them got contacted from the school's clinical coordinator.

It seems that there are not enough clinical sites in certain specialties to accommodate all the students in the program in the needed amount of time. If they are not able to find more sites, they should consider cutting back the number of students in each class or at least not expanding until they can ensure that all students will get a proper clinical site for those specialties that they're short on.

More sites

Take into account what students say about rotations, and pull the ones that are not conducive to learning

More sites need to be added

More adequate clinical sites. We should not be forced to live 5 hours away for a month, in a different town than our husbands and families. It is absolutely ridiculous that we do not have enough options in the DFW area. I think there should be more reaching out to past graduates.

Need more clinical sites in the DFW area so that students do not have to travel as much.

Our program is too large for the amount of clinical site that are available. For example, there are not enough ObGyn or Pediatric site, and I feel that several of our students are pawned off on inadequate sites that do not meet clinical practicum objectives and do not give our students good learning experiences.

## **Interprofessional Education**

SAGE is a great program, keep it

More opportunities for interaction between the other programs

Would be better suited for middle or end of school career as each student begins to understand their own role before attempting to find how they can integrate each professions skills.

PA students seem to get overlooked. Minimal interaction with other programs other than individual friendships developed outside of school

I have no idea what IPE is...

## Discontinue SAGE program

SAGE alone isn't adequate for adequate for exposing the other health professions to PA capabilities. Maybe enhancing the SAGE program to include some on campus activities that allow for the students to collaborate on a fictional patient would be helpful.

I think this has been somewhat addressed, to my knowledge from talking with class of 2016. For the class of 2015, I felt we did not have sufficient opportunity for involvement with other students/other professions. SAGE was the only opportunity, which was limited. If we are to be working with MDs and DOs closely in the future, and learning from pharmacist and referring to PTs, it would be very helpful to develop relationships and understanding now.

## PA 2016

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Teaching enhancement through guest lecturers and lab assistants

HPDP is a waste of all of our time. We literally just memorized association recommendations, that we relearned in all the blocks anyway. This waste of time class is the reason our program is longer and we get less rotations than most other PA schools. Similarly the Master's project is a waste of time. We learned how to evaluate articles in EBM, shouldve ended there.

There should be a standard criteria for exam questions for ALL classes. One of the biggest issues my class has had has been with the inconsistency between different professors exam questions/style of questions. At that point, its no longer a test on whether or not you know the material, its a test of, how well can you guess how your professor would answer this question, and it should NOT be this way in any program. (With that said, not ALL professors are bad about this. Only a select few.)

lecturers should not read off of their slides. More engagement in lectures.

I enjoyed instructors who used ppt only as outlines, filling in the rest in person and with required reading assignments prior to class. I least enjoy instructors and guest lecturers that just read from the slides. I come to class for the fullness of the instruction - I can read slides on my own.

I don't understand giving us skinny, little stingy info test questions, while teaching us to gather info before making decisions. I'd like test questions to be case-based and less ambiguous.

More practicum/sim lab time, more use of interactive media outside the classroom, more small groups. Even making video tutorials for common subjects would be great and share-able to other programs (see youtube/crashcourse anatomy).

A minor issue, but it would help to prep guest lecturers with normal flow of our class. How often do we take breaks, talkative/not talkative, etc.

need an updated curriculum

Not enough labs.

remove SAGE program

Maintain/reestablish focus on primary care/family medicine. Cut out unnecessary/redundant courses, or make them shorter. Recruit & retain quality staff, with years of experience in the classes they will be teaching. For exam writing/re-scoring/reviews, establish consistency across the program.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

I don't really see that student feedback is used to revise program curriculum that we have discussed, but I do appreciate getting our grades back quicker than in the past.

Course evaluations do not give enough room to write a complete evaluation. I am unsure if feedback is being used to revise the course.

We should be given a larger character field for teacher evaluations.

I have strong reason to believe that our own program director rarely has a clue as to what's going on in our lectures or courses. I don't understand how this could be, but it is. There is also very little coordination between all of our professors and course schedules, which makes it tough when we haphazardly get 4 finals scheduled together the same week (or 3 quizzes, an OSCE, and 2 midterms (all in the same week)...and it doesn't make sense when the next week we'll have nothing at all.

Most of our classes are moving towards this, but I think that having at least 1 quiz before the big midterm would be helpful in guiding us toward the question-writing styles and depth of knowledge expected.

I don't know what to think about the mentorship program set-up: we have mandatory meetings, do some superficial talking for a few minutes, repeat next semester. The conversation has been encouraging, and I've felt warmly received, but it seems there's something inherently awkward about it. Maybe the meetings are meant to break the ice, so a student feels less intimidated in time of need?

I would love to see more intentional mentoring, especially with officers in the first year, to set expectations, help puzzle through transition from undergraduate leadership to professional

leadership. Some of the mentor meetings are great, and some feel rushed. Do the faculty have some outline of things to cover besides grades during mentor meetings? I love the evaluations and feedback but I worry that not every student takes them seriously or realizes their impact.

I don't really feel like anyone has mentored me or given me much guidance.

### **Academics – Section 3**

Clinical Sites – Quality

Clinical Sites – Availability

Quality of Clinical Instruction

We haven't gone out on rotations yet, but I would prefer that there would be more rotation sites to choose from.

We need more Derm rotations

Some rotations had an abundance of availability, which is great! Others, like peds, were pretty slim.

I can't wait to have an opinion on this once I start clinical rotations. I'm very excited to enter this phase.

Need more options on bigger cities such as houston

I guess I cannot say because I have not been on rotations. Based on the lists we have been given, most rotations seem to have a good amount of sites, but some have barely any or are outside of the metroplex.

I felt like there were less clinical sites available than expected for certain specialties

I have not began my third year of rotations yet, but I was disappointed when one of our clinical sites was dropped. Didn't seem fair to drop it 2 months before beginning. A big change in the curriculum like that should be implemented in the class about to start, when they are aware of it. I know it caught a lot of my classmates off guard.

### **Interprofessional Education**

IPE has been nice to mingle with other professions, but the activities themselves haven't felt very relevant or applied to our classes at all.

I think we've had over 5 IPEs, which seems excessive.

Waste of time. I believe one would have sufficed.

They are not helpful because they are not realistic.

The best IPE that we did was the one with the speech therapist group. Most of the others were not as relevant or interactive.

SAGE is difficult to evaluate because mentors change too often to find consistency. The assignments at times feel forced, especially when the senior hasn't had a visitor in months and needs to talk. The IPE events are good, the groups represented are GREAT, but more organic interaction time would be nice. Activity to get us working together, then time to just talk about medicine and issues facing us. Some case studies do not feel helpful b/c we don't know enough clinical knowledge.

Too repetitive

They need a little more organization

We have to do SAGE AND IPE. That is A LOT of team building that I find to be unnecessary.

Appreciate the university's emphasis on IPE, and think that the activities are a nice way for students from different programs to interact. Some of the staff facilitating also benefit and recognize the role of other healthcare members.

why do we have so many? 2 IPE is enough for us to get the point that communication between the different interdisciplinary is the key to better quality care for patients.

More than 2 feels like a waste of time, especially when it is scheduled before exams. Students are more focused on getting out then getting the most of IPE

Some of the events have been hit or miss depending on the group makeup (students & faculty included). I still wanted some practical applications of interprofessionalism that I could directly translate to practice beyond the unlikely scenarios where every provider involved with a pt is sitting around a table at the same time.

## **PA 2017**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Some of the instructors/guest lecturers were difficult to understand.

I believe that some of our classes could be condensed into our blocks to facilitate a shorter program length similar to other PA schools.

Could combine certain courses. For example, Medical Interviewing and PE skills.

some classes seem redundant or not of great use

Better integrate the material learned, such as align the curriculums for anatomy and physiology.

Professors should not be so hard to understand. If I can't understand your English because you have an accent and I am struggling in your class because of this, there is a problem and it is not me. We are in very difficult and academically stringent programs. Having obstacles to our success is very anxiety producing, especially why similar concerns about specific professors have come up year after year after year.

Our cardio physiology section was horrific - many of us had to rely on youtube to teach us the entire section. The PA department should be able to have the same lecturers as TCOM.

I wish our classes corresponded with the other classes we are taking.

I'm not sure. Some professors are outstanding, but others are not. Perhaps pay the great ones more?

I guess I was under the impression that since the program is longer we just took the same classes in a more spread out format, but now I am aware that we just have a lot more classes. I just don't feel as though some of these are as important and takes away from the ones that are vital to becoming a PA. I absolutely LOVE learning in the other classes BUT the busy work that goes with that class is detrimental to the time I have for core classes.

Some teachers are better than others.

Having professors that are currently practicing is great because they give us up to date information. However, sometimes the quality of teaching isn't as good. Too many lecturers provide very wordy powerpoint slides then just read directly off of them, versus using a powerpoint as a lecturing aid.

This is the one area that has been my biggest disappointment about coming back to school. As an older non traditional student who has a degree in education I am appalled at the lack of quality teaching. If I could change anything it would be to have the university hire a couple of people that have education backgrounds to assist the professors with preparing quality lectures, presenting them in ways that foster classroom interaction, and also aiding in writing challenging but well written exams.

Honestly, I thought the quality of teaching would be far superior in my graduate education. I felt like some of my undergraduate instructors were more highly qualified to teach at this level. Especially in our neuroanatomy and pathology courses. Love having the 4th year med students in anatomy lab. That was really helpful. I do feel like our curriculum could be streamlined....some instructors spend an hour of lecture literally talking about nothing. Xxxxxx deserves a teaching award.

## Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

I don't feel supported by my mentor.

I have the best mentor, she is amazing and I love this feature of our program.

I think the PA program could use more mentor interactions. Even just checking in with us more than once. I don't feel like my mentor knows anything about me.

I haven't been here long enough to know how the feedback is implemented. However, I am aware of issues that have been addressed by multiple students in forms that has never been addressed in the classroom. I understand that specific concerns should be reported in person, but I do question the efficacy of feedback presented on the evaluations. I'm not confident that all information is taken seriously although it is a good forum to remain anonymous.

I haven't been here long enough to see in revisions made based on student feedback

Xxxxxx rarely ever addresses our class when there is an issue of concern. He relies on our class president, which is a terrible idea. The mandatory, but not actually mandatory, attendance policy is extremely frustrating. Attendance policies and expectations are unclear and xxxxxx does not allow for any student feedback. I would appreciate it if he treated the students and other faculty with more respect, especially the female instructors. Course surveys need to have more space to write.

## Interprofessional Education

I really have enjoyed IPE. Last semester we have only 4 people show up in my group. Make it mandatory. I know for us it is part of a class grade.

we don't get to do much inter professional mingling

SAGE -having cross program scheduling with 4 programs and an elderly person is almost impossible. making the SAGE program at most with 2 programs per team would be better.

The SAGE program is poorly organized because it does not provide a clear goal and expectations for students. It is challenging to coordinate the schedules of 4 people in 4 different programs within the expectations provided (weekdays before 6PM).

Although having the IPE activities led by a faculty member is helpful in conducting the conversation, I felt like it took away from interacting with the other professions as much as possible at times. It might be more helpful to start with a faculty member leading discussion but have them sit back and let the students conduct the conversation after a few minutes. It would make it more of a real world situation.

I think that when it occurs more naturally there are more benefits. Being on the same campus and having regular interactions with other professions, including taking classes together, is very useful to truly understand one another's roles. To this point, IPEs have been very forced and not realistic. Activities tend to be less educational so that the focus is on working together. I think that more relevant activities would increase relevance, learning, and still promote cooperation.

I still feel like no one really knows what each profession actually does. We are briefly told about it, but then quickly forget. Perhaps if we were quizzed on something like this...

We do activities together as interprofessionals but don't spend much time talking to each other about our individual roles and professions. Some of the activities seemed silly and not very beneficial, like wearing gloves and foggy glasses to experience geriatric life. I would have rather spent that time talking to an elderly person rather than acting like them.

I really enjoy the sage program, I like it better than the IPE exercises when we talk about scenarios. However I do wish that I got to interact with speech pathologists, physical therapist, occupational therapist, dietician, and pharmacist students instead of having 4 nursing students all in one group.

Great program, I enjoy this experience

I particularly liked IPE activities because so many of the other professional programs had no idea what a PA actually was. It was great being able to educate them on my future profession as well as learn more about theirs. Also it was a good chance to network with future colleagues.

The SAGE program could use a lot of work. The PA students are pretty much the only program that takes it seriously and we wind of doing a lot of the work. It's really hard to see how these activities will apply in the future. I do enjoy meeting other students though.

### **PA - Additional Services Provided by Your Educational Program**

Communication of academic deadlines and the upcoming school year are always tentative, and are not set in stone until 1-2 months before. Flexibility is fine, but I would appreciate earlier communication.

Program specific updates once a month would be very nice, especially to those not on campus. Often many preceptor ask about our school and if certain staff are still there and what is going on. With all the new staff in the PA department it would be nice to be updated so that we can continue to boast about our great school in the clinics rather than not really knowing what is going on

I feel like we are out of the loop a lot of the times on decisions and our schedule changes frequently.

It would be nice to receive communication from the Dean or xxxxxx on a regular basis - with program updates.

Decrease faculty turnover. I think that's suggestive of leaders at the very top, in my opinion and observation. We've lost some VERY good faculty members in recent years.

The E value schedule is not working and is contributing to a variety of scheduling issues and frustrations from faculty and students.

Was disappointed in the handling of class elections this year

New faculty and staff should be introduced to all classes even if they will not be teaching us in the same semester.

orgsync is ok, but kind of a hassle sometimes.

there are fraternities for medical school, dental school, pharmacy school, etc. it would be awesome to have a PA fraternity as a social organization

xxxxxx and xxxxxx in the PA office are fantastic!

## Physical Therapy

### PT 2015

#### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Teaching enhancement through guest lecturers and lab assistants

The DPT program has an unbelievable group of professors that are passionate about their students and the growth of our profession.

I never enjoyed the guest lectures. Usually felt like it was too advanced and unnecessary

The professors and lab assistants are the best part of the program. They make the program as incredible as it is.

#### Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

XXXXX is the best!

**Academics – Section 3**

Clinical Sites – Quality

Clinical Sites – Availability

Quality of Clinical Instruction

Often the problem has been overworking during clinical rotations. I think anything more than 40hr/wk for a student who is not getting paid to be there is too much. I'm doing about 50hrs/week at my current rotation while I'm suppose to be studying for my boards which is somewhat overwhelming. I think it would be nice for the DCE to discuss appropriate work hours for students, so that we aren't being taken advantage of as free labor.

I have LOVED my clinical rotations!

I wish we had easier access to reading reviews of the prospective clinical sites, but I think that process has now been revised for current classes.

Build a longer contact list in cities outside FW

xxxxxx does a remarkable job finding everyone clinical sites. It cannot be easy

I don't always hear great things about some CI's; however, many students are are nervous to come forward about it. I think some tips about handling difficult CI's would be helpful.

I would also like to see more out-of-state sites.

More availability outside of DFW and north texas

**Interprofessional Education**

Starting out the education just sharing exactly what each profession does and their roles in different environments are. I have encountered many students from other disciplines and even clinicians who are not fully competent of others roles.

I did not find the IPE to be helpful. I feel IPE is best taught in clinic not around a table.

Love having all professions on campus

Add something appealing to the event so it is more enjoyable for students and is something for them to look forward to. To be brutally honest, most students did not look forward to this event(even though we understand the importance). Ideas: provide food/snacks, have drawings, have friendly competitions, etc. Little things like that could help make it an even more positive experience.

A waste of time

I did not expect inter-professional education and was very glad to participate. SAGE was awesome and if there is a way to schedule more of that sort of group problem solving, it would be great.

Really enjoyed these experiences in past

I just don't think these activities have any relevance. We encounter interprofessionalism out on rotations and it is a skill best learned in clinic, not with people we are probably never going to see again. For the DPT students, the IPEs were always scheduled around times we had projects or exams, so it was very inconvenient.

## **PT 2016**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Teaching enhancement through guest lecturers and lab assistants

No Comments Provided

### **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

We are supposed to have advisors but I have never even met with mine. Some advisors have met with their students though so its not everyone but our advisors were suppose to meet with us once a semester.

Sometimes it feels like you can't give honest feedback regarding some issues in the program or across the campus

The forced faculty adviser meetings are unproductive especially if that faculty member has had you in class for 4 weeks.

**Academics – Section 3**

Clinical Sites – Quality  
 Clinical Sites – Availability  
 Quality of Clinical Instruction

Increase number of clinical sites available.

not enough acute rotations for the whole class to have an acute option

Only had one clinical, but it was fantastic.

**Interprofessional Education**

Get rid of the SAGE program or at least the paper afterwards. It feels like busywork and not really getting anything out of it. On the papers you can't even be honest about how you really feel about your experience because your name is attached and you are forced to talk about how great your experience was.

I actually get a lot out of these experiences. Great job. Adding the social work department was THE BEST IDEA REGARDING IPE YET. PLEASE add more SOCIAL WORKERS to the experience. They bring so much wisdom to the process.

Make IPE events shorter and more to the point. There is always a lot of additional time at the end that is unnecessary and wasted.

Eliminate IPE

**PT 2017****Academics – Section 1**

Relevance of Curriculum  
 Quality of Teaching  
 Teaching enhancement through guest lecturers and lab assistants

We have group presentations in nearly every class. This is unnecessary and annoying, especially in a program that is so time intensive.

I believe we would benefit more from a flipped classroom setting with more time to read and study throughout the day.

I have no recommendation, but rather complaints

More preparation for what we will encounter at clinical sites.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of guidance/ mentorship by program faculty

Even after suggesting things to the professor, they come back to teach another course without listening to what we have said! (they won't wear a mic, only talk to few students in the class). What is the point of end of course survey's if the professors won't make a change the next time they come?!

I would like to see more student/professor mentorship. I believe we could benefit greatly through something like that, and I just don't know my professors particularly well.

Excellent job by all staff members adapting the program to meet the needs of the students.

## **Interprofessional Education**

SAGE is extremely difficult to coordinate with the competing schedules of the students. It would be better to reserve a time in each school's curriculum specifically designated for SAGE events.

So far, my experience with SAGE has not been very good. It's too difficult to try and make all of our schedules work together and with our senior, so I think giving us all a set date for our first visit at least would make this a little easier. Also, if our first visit could be on a weekend that would be great too.

I still have fourth year TCOM students say they have no idea what PT's do...and then have seen some sit on their cell phones during observation of a PT session at the PCC. More effective inter professional education could be done.

Everything is enjoyable

## **PT - Additional Services Provided by Your Educational Program**

I feel like there is a lack of campus community. I wish there were more campus and organization sponsored events that involved all programs. I think the smaller programs feel a disconnect from the rest of the campus/community.

There is not very much communication of student activities that I have noticed, but it might be because there are just not many activities taking place.

The department should consider bringing on more support staff, especially with an increasing class.

What happened to Kid's Initiative??? Why isn't it a registered student organization??? North Hi Mount Elementary loved having us there and the experience gave children, who often don't have the opportunity to exercise, to engage in some form of physical activity.

Someone to assist more with the process of graduation and job hunting. I find it difficult to apply and possibly receive a job that I want before the boards.

## Graduate School of Biomedical Science

### MS, Medical Science

#### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

Although the quality of teaching is sufficient, I feel that the use of pop-quizzes is rather unnecessary. They serve no real purpose other than forcing students to keep-pace with lecture material. Although this can be perceived as a positive attribute of this type of assessment, pop-quizzes restrict the student from being able to plan his/her study time according to their schedule. Given that UNTHSC is a graduate-school, I believe that most students are fully aware that they should keep pace.

As a pre-dental student, it is hard in certain classes to gain an education that is relevant to the profession that we are pursuing. This year we had about 12 students who were considered pre-dental. Taking a separate DAT summer course, head and neck anatomy, and pre-dental focused mock interviews are a few suggestions that would really help these students and guide them more in the right direction since this program is very pre-medical focused.

Better communication between professors. Often within the same course, professors don't know what the other professors have covered. Also, I think better organization in general. Things seem disorganized. Our calendar is always changing and that confuses me. Also, I understand that quizzes are supposed to help make up come to class and keep us up to date, but the fact that quiz points and test points make missing a point on a quiz count for more than it should.

XXXXXX accent was impossible to understand and I found him to be a rather callous professor who did not enjoy teaching.

I would prefer to have one professor for course so that I am able to develop a relationship with them and learn their teaching/testing style and make improvements on that aspect throughout the course. Changing teachers every week or so changes testing style, expectation of questions, etc.

DSAs make it hard to keep up with course material. Pop quizzes shouldn't be promptly at 8 since we have a lot of commuters, so 8:30 like last semester might be better.

Errors in the assessments can cause a great deal of anxiety and confusion, particularly where a subtle point is being tested. Also the PowerPoint's could be clearer and more consistent, it is confusing when mistakes abound while the presentation seems to have been used for years. Lastly instructor communication should be consolidated to a single, standard medium. A comprehensive overhaul of these aspects would contribute to a climate of excellence and high standards.

For all staff...if possible have designated office hours written in the syllabus!

Great curriculum for a medical sciences Master's program.

Teaching is very inconsistent. Some professors are well prepared with organized slides, others have very disorganized slides, or just read straight off the power point, which is not beneficial for our learning. All the professors I have interacted with, however, are professional and respectful and nice.

XXXXXX is the most unprofessional, disorganized teachers I have ever had in my academic career. He has no care or concern for his students and was vocal about this throughout the entire semester. He wouldn't be able to handle teaching a middle school math course, much less a graduate-level Biostatistics course.

Aside from this one instance, my other professors have been stellar.

I dislike the way the material is presented. It is repeatedly stated that questions will be higher order questions, but I find most of the courses to be easier and more basic than my undergraduate courses. With the exceptions thus far being anatomy and histology. I would like more challenging material and more challenging exams closer to the what TCOM experiences.

I don't see the relevance of Clinical Research. I am not going into research. We got all of the information we need regarding how to read and judge research from epidemiology. If anything, combine epidemiology and clinical research. We should, instead of having an entire class on clinical research, have a class on what DO vs MD is or an intro to OMM... We are here trying to get into medical school. Why not give the students information that will enable them to make better decisions.

I feel prepared for medical school.

I have been pleased with the quality of teaching and organization of the curriculum for the most part. My only suggestion is to eliminate pop quizzes. I recognize the intent which is to encourage students to keep up with the material. My personal preference is for planned quizzes, which accomplish the same goal and direct study time. Although pop quizzes helped to identify my areas of weakness, I often found them punitive and counterproductive as I was still typically processing new knowledge.

I really like the curriculum, I think it's great for medical sciences. However, I think some of the professors could do a slightly better job teaching (I don't know, it's hard to explain)

I think that Epidemiology and Clinical research should be combined into 1 class. Health Disparities should be taught all semester. It brought a relevance to the pursuit that can be lost when your head is full of hard to visualize chemical reactions.

It is kind of pointless to have mandatory lecture. A lot of my morning and early afternoon is spent listening to someone read to me something I can read myself. I understand some people learn better with lectures, but a lot of us can get a lot more quality study time in the amount of time it takes for someone to read the slides to us word for word.

It's unfortunate that some classes have required attendance (due to pop quizzes etc.), but our time would be better spent not going to class. The teacher reads off the slide at times.

Like most institutions, UNT HSC has some really great classes and professors. Likewise, there are some really bad (unnecessary) courses and bad professors

Most all teaching is high quality with no concerns.

Most of the LGTs have been very inefficient--I feel like most of the tutors approach their sessions without a lot of responsibility. However, some that have stood out were xxxxxx and xxx for anatomy tutoring. They have both been phenomenal.

Profs could use a review course in how to run the computer that they are using to show their presentations. Maybe a brief course in PowerPoint

Seems that some of the issues students are experiencing with specific professors are not new and have persisted throughout the years.

Several of my professors here have surpassed any I have ever had the privilege of interacting with, while others simply read powerpoint slides to the class (bare minimum). Overall, the teaching faculty is far above average.

Should not test on concepts not explained in class

Teachers should not feel as if it is a personal attack when students argue a question. If a significant number of students miss a question esp with how competitive the med sci class was this year, then that means the question may have been faulty.

Some professors reply too much on their Teaching assistants and do not meet with students who want to improve.

Some teachers are better at lecturing and creating PowerPoint's than others. Maybe set a standard?

TAs not utilized in several classes

Most professors have been excellent, but a few have definitely fallen short of expectations. See course evals

The material is relevant to our studies

The relevancy of epidemiology and clinical research does not seem to match their credit hour weight. I think the two could be adapted to become one class, by reducing the information in each and making one 3 hr course. In place of the remaining credit hours a more useful course could be added such as: intro to OMM, MD vs. DO mentality in practice, skills lab, intro to clinical practice, or even an intro to billing/the business side of private practice.

The T.A.'s seem generally clueless as to the academic level and focus of our curriculum, often deviating significantly from the depth or scope of what we are expected to learn. Additionally,

many of the T.A.'s seem unable to answer questions or explain the material in any way other than reading verbatim from the class slides. Some of our T.A.'s have also had too large of a language barrier, and in some classes the T.A.'s are virtually absent. Notably, some of the anatomy lab T.A.'s are great.

The teachers did a very poor job of teaching and engaging the class. I would NOT recommend this class to anyone.

The teachers in this program are amazing and do a great job of explaining things and being available to students.

There are not much positions available for TA or RA.

There was some mis-communication between TAs and the professor in some courses. It would be great if the professor and TA had better communication so that TA's won't give contradictory information to students.

Without being too specific, I remember one class in the fall where there were 5 TA's. The entire classroom was about 98% filled so there is no denying that some students have to sit in the back. Unfortunately... this is where the TA's would sit as well during class, which would normally be fine, had they not talked to each other through every lecture about their own things. They were loud and didn't seem to mind distracting ALL of the students around them whenever they pleased. Frustrating.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of Guidance Provided by Major Professor/Mentor

XXXXXX and XXXXXX are amazing!

I have sent countless emails asking for help from my mentors and none of them have ever been responded to. I felt as though I had no help in completing my applications or help planning my future. The staff does not seem to care if the students get into medical school or not. I am very disappointed in this as it was heavily presented to us during orientation that the staff would be there for all of our academic needs.

I've been generally surprised by the lack of guidance, and I think it would be worthwhile for students to get their mentor/advisor assignment at orientation and have the opportunity to sign up for a mandatory or encouraged advisory meeting during the summer or fall semester, perhaps using the same time-slot sign-up technology used to sign up for mock-interviews.

Many of the students were not sent evaluations on professors leaving us unable to make comments.

MedSci students are offered very little insight into the timeline/plan for TCOM interviews and admissions. Different administrators say different things so it gives the impression that no one really know what is going on.

Mentor program is starting up this semester so we will see how it goes!

no office hours provided by teachers unless u make an appointment is ridiculous. students should feel welcomed by their professors, i am told if i have a question go to the TA. if they could set CONSISTENT weekly office hours maybe of 2-3 hour 3 times a week, they would get used very often. it shows that the teachers are actually interested and invested in meeting their students. i do not feel this way.

Our major professor has provided excellent, honest advice and guidance consistently throughout the program.

Several peers have discussed how it has been just short of impossible to get in contact w the program director. For this reason I haven't even attempted to do so. But I think the new mentor setup will address this. I only wish it had begun sooner so that I could've utilized the resource this past summer and fall.

standard office hours would be nice, I have seen it done effectively with even huge groups at my prior university

There is not enough instruction for anatomy in class. A lot of the material we are expected to learn outside of class on our own.

### **Interprofessional Education**

I believe that GSBS should be involved in this initiative. Many of us are pursuing careers in medicine, and it would be good to lay the foundations for inter-professional collaboration as early as possible in our careers.

Haven't had much interaction here.

In Liubel hall, the headset microphone which professors use is easily disturbed to produce loud sounds which disrupt class and greatly interfere with the class's ability to focus. It is also disruptive for listening to recordings again.

I do not believe my program specifically had IPE activities but I did appreciate the exposure to public health and clinical research courses in addition to the biomedical core classes.

## **MS, Biomedical Sciences**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

The core provides way more information than is needed and requires a level of detail not necessary for FGEN students.

Forensic Genetics students should not be in the essay core, nor in the medsci core. FGEN students deserve the core information that is solely relevant to them in the level of difficulty appropriate for them. Neither core currently offered meets this.

The core was not conducive to develop research minded thinking.

professors seems to have not sufficient time for students' guidance

TOO MUCH MATERIAL TO LEARN IN SUCH A SHORT TIME.

I feel the teaching evaluations should be taken more seriously. Most professors exceed my expectations, but the few that our class as a whole does not, would like our opinions to be heard.

The core courses like- pharmacology and physiology are not relevant to everyone.

Some teachers, by their behavior, make it seem that they only teach the students because they have to, and the quality of teaching reflects that.

I know where I want to go and I'm poor, so I'm a bit resentful to have to take subjects that aren't relevant. Some professors are better than others... Some of them even seem aware of certain problems they have but seem unwilling to try and amend those bad habits. An example being talking too fast. Perhaps the professors need a how to teach effectively course.

Quality is lower simply because we are given so much information. Having a quiz every once in a while (along with the Monday exams) to keep information fresh and could also help in keeping grades up when they really count (on exam day). Quiz would only need to be worth 10 or 20 points. TBLs are fine, but a quiz on the main lecture material, not research papers, would really help.

I don't like the mandatory attendance policy in Med Sci. As a graduate student I don't think it is necessary. A suggestion would be to have 90% attendance policy or a certain number of unexcused absences.

The anatomy teaching assistants are excellent. I really appreciate them.

So far I've noticed the professors in every program (except for Physiology) are not on the same page with the other professors teaching. I'm tired of hearing I'm assuming Professor X taught you XYZ Shouldn't they know what is being taught and by whom and when? It would be great if

one or maybe two professors taught the entire course per department. I believe that would help the lack of communication problem between professors and help the students learn cohesively.

Ppt slides need a style guide to create uniformity. Don't let this responsibility fall on the instructor rather have a group designated for this task of ppt design. Follow evidence based cognition retention research for information presentation and also take into consideration the students who are color blinds.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of Guidance Provided by Major Professor/Mentor

Availability of Classes

I don;t think the evaluation are an adequate measure of the professor's teaching

Make the questions a little more flexible. Maybe have short answer for a specific type of question instead of just being able to select one radio button.

It doesn't seem as if changes are actually being implemented when complaints or constructive criticism is made. Rather I Dee these suggestions get shut down or ignored. Why ask our opinions or needs at all then? An empty promise is worthless.

I wish classes weren't at 8 am its so hard to focus that early in the morning.

More TBLs and quizzes.

Some faculty are very responsive to feedback, others seem barrel through with absolutely no regard for whether the students are actually learning or not. I think that professors should be held accountable (yes, even if they are great researchers who bring in great funding) for poor teaching and biased grading.

## **Interprofessional Education**

I think there could be more involvement with the GSBS, I feel that we are left out in terms of inter-professional collaboration.

There should be a rubric for a grade for our performance in lab rotations. Isn't that the goal of this institution? To grow scientist?

I have only heard of two interprofessional education events. Wish there was something more interactive. Maybe some long coats vs. short coats type of events.

## PhD, Biomedical Sciences

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

The core curriculum was 2 years. It is difficult to focus on lab work. Core should be shorter.

I think the CORE curriculum has the students taking courses that will not aid in successful performance during their graduate career. Most of us come to the school with a specific program in mind and specific professors already in mind. I don't see the value in having all of the first years taking broad spectrum courses that they'll never use again in their research. If students are undecided coming into the graduate school, then a broad-spectrum first year curriculum should be an option.

There needs to be more opportunities for teaching assistant positions for various classes across campus. Advanced classes in particular departments, such as Molecular and Medical Genetics, were lacking. There have been improvements and now some more advanced classes are offered. the program needs to be more structured and make these required for all students to provide a better program in the genetics field.

'-Some teachers are not effective at optimizing time.

I think the first year Core curriculum is unfocused and irrelevant to many of the students. I think that depending on a students' discipline, their core classes should be more focused. I spent a lot of time memorizing and being tested on information I no longer recall, nor will I need in the future. I also find that the professors are not necessarily invested in our learning, but are teaching to fulfill some obligation. The GSBS Core was a horrible experience in all respects.

Some of the professors were not receptive to the students and would continuously say one thing, but expect another on the exam. Furthermore, some professors were not receptive to answering questions over the lecture material. All issues were brought up in the core focus meetings. RE: xxxxxx & xxxxxx.

I am sometimes not made aware of available classes to GSBS students - for example a new statistics course in spring 2015 was called techniques in biomedical sciences or something of the sort and few of us knew that was a stats course.

The CORE classes could do a much better job showing the interrelatedness of the individual classes, which ultimately is the aim of this kind of interdisciplinary program. For instance, I have a hard time seeing how studying physiology and organ systems as separate units is helpful in my genetics research.

The core changes so much each year I really don't think any of these questions will be useful. Until the core remains constant for a few year this isn't a worthwhile metric.

There should be better organization among professors teaching the same course so that everything is cohesive.

classes on how to teach for lab managers( for equipment usage)

Core has gotten successively easier. I believe I over heard that they had open book exams? This should never be the case in graduate school.

Eliminate or modify Intro to faculty research and Scientific communication. The amount of time we spend in these course do not correlate with what we're supposed to be getting out of the course.

Spring semester GSBS core first year classes might be more relevant to students if Immunology was half a semester and Physiology was a full semester and covered more information regarding reproductive and endocrine physiology.

Some areas of the curriculum are highly focused rather than covering broad concepts so that a knowledge of a variety of topics can be reached. Some professors are fantastic and others seem disinterested, have below average speaking skills, and do not genuinely seem interested in students' ideas.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of Guidance Provided by Major Professor/Mentor

Availability of Classes

Most of the time the professors don't check their feedback. If they do, they approach it with some hostility and don't see the feedback as being constructive. There are some exceptions of professors who openly value the feedback and actively engage in receiving the criticism but for the most part professors don't check it/like it.

Do not believe that feedback will be used to effectively change. Talking to previous students suggests that some issues in previous years are still not addressed properly.

The department of Molecular and Medical Genetics has few to NO course offerings. It's disgraceful. I have watched several classmates take filler courses targeted at the Specialized Forensic Genetics Masters students just to make the 12 required credit hours. That to me is a waste of time and money. I will not take filler classes, and so my transcript will have a lot of lab hours instead. Also, the change to require Seminar for all semesters of a graduate student's career is very limiting.

There is an enormous gap between where the CORE ends its information on genetics and where current research on genetics is today. The Department of Molecular and Medical

Genetics really needs to create a course on sequencing technologies and the bioinformatics involved in DNA analysis and GWAS.

BIOCHEM needs an overhaul.

I would like to see more advanced course options. For example Virology.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Guidance by major professor is inconsistent. Students in masters and phd program have to meet and pass certain milestones, and I believe that the professors should as well. They should meet with a committee that consistently evaluates them for a time period before they can become a major professor by that I mean in-person evaluations and not by an ambiguous system the student doesn't know about.

### **Interprofessional Education**

I have not participated in any IPE events.

I don't actually know what IPE really is, so I can't really provide an adequate opinion either good or bad.

I have never heard of IPE and I don't know that anyone has ever discussed this with us so I cannot comment on any of the above qualities.

Have never heard of IPE... which suggests that it has not been effectively introduced,

I have had no experience in interprofessional activities

This is the first I have ever heard of IPE.

It's difficult to work research into the IPE activities, but there's progress being made.

Have not experienced any IPE activities.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

I'm not sure what this is...does this mean just in general interprofessional or is this an actual program?

I have no idea what IPE is.

## **Additional Services Provided by Your Educational Program**

Admissions had very small focus on prospective PhD students (openhouse I was the ONLY PhD student), very little interaction between potential students or set days prior to admissions to meet other students.

Admissions was too last-minute.

Admit better quality students. GSBS doesn't seem to have a lot of particular communication with the graduate students as the focus seems to be on Med Sci.

As mentioned, there is little communication to MedSci students about admission to TCOM. Compared to other osteopathic schools, the UNTHSC TCOM system is slow and inefficient. Furthermore, letting students know that they are admitted into the MedSci program a couple weeks before school is extremely annoying. Is that really necessary? Some of us have families and can't just get up and move whenever we want

CAP did not meet my expectation. I was struggling with a class and went to them for help. One of the learning specialist had a tough love attitude with me and compared my schoolwork with her job. Was very hurt/judged/annoyed and do not appreciate their attitudes toward struggling students. Heard similar stories among my classmates. Didn't even ask me if I would like a tutor. I recommend using positive reinforcement rather than negative.

Daily News Email is very wordy and leads me to simply mark the email as read and not open it. If the email could be more concise or have a different format for ease would be appreciated.

During my application, it was difficult to get in contact with anyone to ensure everything was done properly. Very little email responses, or callbacks for my voicemails.

Everyone above was very helpful

GSBS admissions misplaced some information in my application, so it wasn't until I called a month later and told them that I had sent all the information in that the office looked and found the rest of the materials that they thought were missing.

I found that the admissions for Med Sci was highly unorganized and slow. Right hand often didn't know what the left hand was doing.

I get a lot of information that does not apply to my program.

I still dont understand MyRecordTracker.

I think the GSBS, and especially the Department of Molecular and Medical Genetics, do a poor job of communicating pertinent information to students. The distribution lists for the department are often outdated and are not updated to reflect the last three years of students who have joined the department. Additionally, the policies change within the department/school and students are not usually made aware until a form is returned or we have a hold placed on our MyHSC accounts.

I was notified of vaccinations necessary for enrollment before I received my admissions letter; timing of notifications should be taken into account. The chain of communication within the Molecular and Medical Genetics department is lacking.

I was very frustrated in the admissions process by the extreme delay in my application status. I didn't hear any feedback until I was offered admission just a few weeks before the program began (and I was not wait listed). It would have been nice to have been more informed in my applicant status as I was unable to give my previous job appropriate notice of my resignation.

I would suggest that the GSBS admissions try notifying students of their acceptance at least 2 to 3 months prior to class start. It is very difficult to find a place to live in a new city a 2 weeks before class starts.

Increase job opportunities for students

Information seemed to be processed in a timely manner.

My admission decision could have come way BEFORE the end of June. Also, the communication of deadlines and regulations needs to be sent to everyone at least once a semester, if not more often, with what has been completed indicated.

Put a badge card reader on the exterior door of the RES building that faces the fountain.

Really should let medsci student know if they are in TCOM sooner. We need to make plans for our lives!

See previous comments

Slow getting paperwork entered when applying. I thought I had missed the deadline because my info was never updated

The admissions process is one of my biggest complaints about the Medical Sciences program. I was very disappointed with how disorganized it seemed and how much false or old/non-updated information was contained on the UNT website regarding this program. I suggest more organization and better communication so the correct information gets to the prospective students.

The admissions process was entirely too complicated. It should be more streamlined and more organized. Several of my documents were lost during the application process. I think it was more stressful and drawn out than necessary. Also the communication during the admissions process was disorganized and it hasn't gotten much better. Often I am confused even with the calendar. Better communication between the staff would be nice.

The admissions process was very long and drawn out.

The application and admittance process were both pleasant, this being attributed to the extremely helpful staff.

The communication in the Molecular and Medical Genetics department is horrible. Students are not properly told new information and there is little communication between members of faculty.

The deadline for travel grants were not very well communicated. Therefore the process came across as biased one. Even today the form doesn't mention about dates and year or any new updates.

The first year, we had regular meetings with the dean on what was going on in the school and in our curriculum and academic education. Now that we are in the second year we are left without such things. I have to continually ask around to make sure I am completing things by their deadlines. I also rarely receive formal announcements of changes occurring in GSBS, such as departments dissolving and institutions being formed. I suggest that meetings with the dean occur for every year.

The news/announcements with respect to seminars, are sent only pertaining to the specific department we are in, there should be more awareness/announcements wrt what's going on in other departments as well.

they seem disorganized

This program does a really good job of communicating. The utilization of emails for dates and reminders is great.

# School of Public Health

## MPH

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

Adequacy of Curriculum Integration

As a maternal and Child health I expected to program to be a little more specific and detailed I was expecting to program to be more relevant to the issues in the third world countries where I come from and not only specific to the United States where the issues are different from that in Africa.

BIOS 5300-need to link the concepts to their use in public health

Courses thus far have been exceedingly disappointing. Especially concentration specific courses. I do not feel as though I am learning the competencies or skills necessary to apply for and retain employment in any public health setting. I might learn more from reading the textbooks, doing additional research on my own for the concentration courses. Professors are below my expectations. Courses assignments have poor translation into actual job requirements.

feel like teachers/advisors could be more hands on in their approach and make sure each student is caught up w what needs to be done in order to graduate on time

First time teachers aren't as willing to work with students.

For me personally, having to take BIOS 5310 (Biostatistics 2) does not seem relevant to my concentration. All my other courses are relevant.

GIS classes are too technical to be offered online. If they can't be offered in-class I don't think they should be offered at all.

There should be more TA hours...one hour weekly per TA seems too narrow.

Biostatistics (5300 especially) should be taught with a marker on a board, not via powerpoint slides. I think students will benefit from seeing the figures and answers appear, one after another.

I am concerned with the academic track

I am learning a lot

I could not understand xxxxxx accent.

I feel there's a gap between basic courses and advanced courses in our curriculum and that gap needs to be bridged. Number of students should be limited per classroom as too many students may become a barrier in learning process.

I have no doubt that our teachers are experts in their field, and I really like a few of them, but as I've experienced and heard from other students, sometimes they are not as great as conveying the concepts we need to learn to be successful. I would imagine this stems from many of our teachers not having teaching experience. Would it be possible to have teaching workshops or some sort?

I like quality of teaching.

I like teaching style of professor.

I only say this because overall I expect more interaction and critical thinking required from professors in a graduate level program. I do not feel I am being challenged enough at all. I do not know if that is a curriculum problem or a professor problem.

i think Professor should understand the learning problems with bad grades. They should help students with it.

I think that the SPH Academics Part I provides adequate information.

I would like a bit more flexibility in the curriculum, especially in the dual-degree MPH/Anthro program. I would also like it if the advisers recommended the CHES option for the BACH students. It is nearly impossible to get hired into any good BACH career without that certification, and it is important to let students know this before they graduate.

If the some expects of the academy are explained in a practical way, it would help in better way to understand the concept. Require more practical application integration.

improve the quality of teaching

In Every Exam we have fear of our grades. Teaching faculty is superb but conservative in giving marks. Most of MPH students are here for their Boards preparation, even I am. But I really want to study public health before getting into residency. So faculty should be encourage to have space for working with them because most of students ended up with no work at all. I am really happy that I could work with my research interest specially in Cardiology. But no chance is given to me till now.

Instructor of BACH5300 (xxxxxx) in Fall 2014 had severe limitations in utilising the class hours and in evaluation process. Also he had found unprepared in quite a few class which was extremely disappointing. I would suggest not to assign him in a class where he may harm students due to his own limitations of knowledge and expertise.

Instructors are not very helpful at all. My courses are online and it is difficult to get help from instructors. They want students to send questions to TAs, and TAs are not helpful either. I feel like I am on my own.

maybe allow students to test out of certain basic classes, such as BIOS 5300 and BIOS 5301.

More assistance should be provided for graduate student, especially international students because the rate dollar exchange rate is increasing in most country is more than expected, thus affecting international students seriously

more experienced teachers and teaching assistants. They hire newly graduates as professors

More faculty needed in Epidemiology

More flexibility in degree plans would be nice.

More interactive. Have tests be comparable to what was taught in class and in books. no trick questions with well it could kinda be this but technically it's more so that

More TAs should be available for more involved courses like biostats 2.

#### NEEDS IMPROVEMENTS

New professors have limited knowledge of students background and do not seem to have professional mentorship. Do not use campus technologies like canvas, possibly because they are unaware of them.

New teachers.

Not sure what suggestions to provide. Feel like all courses cover relevant material, but are still a bit lacking. Feel like standards are a little too lenient in some courses (i.e., seemed a bit too easy to make a good grade), though this is certainly not the case for all courses I've taken. Overall I feel the education here is going to allow me to do well in the future, but felt like I wasn't expected to know as much in order to attain a good grade in a few courses.

Quality of teaching- All first semester included GIANT classes and very boring non-interactive teaching methods. As a presenter/teacher full time I was appalled by the teaching of the professors. Also, complete lack of experience by one professor. For graduate level classes, it was very disappointing. Graduate Assistants- In my BIOS class the TA's would grade the weekly quizzes, but would not show any consistency. When compared outside of class students were graded differently for the same work.

Redundancies in many required coursework

some teachers do a poor job of explaining assignments, what is expected, and how student will be graded

some teachers do not seem to care about student feedback. quite frustrating

sometimes teaching quality isn't up to par. I dont know how to elaborate on that, but we need every teacher to engage us, not just some.

I feel like more GRA opportunities need to be available. it's hard to get a position without knowing someone on the inside. I'm here to gain invaluable experience, not just take classes.

Teachers in MPH program seriously need to improve their English skills. They grade us on spelling and grammar, yet so frequently do not use correct spelling or grammar themselves. I continue to be disappointed in the quality of teaching. Quiz and exam question development is poor and often what is graded as the correct answer clearly is not. The professors rarely fulfill what they say they will do in the syllabus, i.e. time frame for grading assignments, communication and answering student q

The CPH exam had a lot of content from the upper level specific concentration class. It would be helpful to encourage students to do it at a later semester. The CPH study session were not very useful because they were offered so close to the written exam without taking into account those that had to do alternate days or even the benefit from meeting more often to teach each other.

The quality of teaching has been subpar. I have been highly disappointed in the quality of some online professors, as well as in-class. The only way to improve that is to discipline the professors for poor student reviews, but everyone knows that those do not do anything. I would never recommend anyone to this school.

The TA are not instant helpful and they are not in touch with the professors sometime.

Too many unnecessary quizzes, exams. These things won't help for us to learn more practical things, especially for the MPH program. We need more time spending on real experience like research, studies, internships outside the school instead of preparing exams for school!!! Some of the classes are unnecessarily strict. The grading is very strict too, and there's no A-, B+, B-, those things will affect the GPA a lot. For the online classes, video investigation during exam is really unnecessary.

Very focused on Curriculum

While I have had great experiences in my EPID 5300 and BACH 5300 online classes, I find that my HMAP 5300 class has embarrassingly outdated material that is no longer relevant in the current ACA healthcare landscape. When the lectures are from 2009, 2011, 2012, that is embarrassing to the program.

## **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality  
Adequacy of Course Evaluation Process

Allows the students to be very honest and helps us state the issues we have with the instructors

Apparently, a professor told me that the course evaluations are not being used to evaluate/change their instruction. which is frustrating since in public health, evaluation of current implementation is highly stressed. and upper level academics dont seem to care

Could do evaluation online

Course evaluation questions are phrased in such a way as to elicit positive responses (the questions assume the course has been a positive experience). Many times I have taken a course evaluation and have forgotten all issues I wanted to address because of the survey format.

Course should be like real time scenario. What we are doing??? Reading from books chapters nothing It will definitely wash out from our mind. so I suggest that If we have chance to work with faculty we can improve our study also. We can have experience while studying the subjects. Here most of jobs are desk kind of jobs. NO how some one can learn physiology at desk job!!!! He must be in laboratory.

Faculty must take into account that international students are new to the US system and policies.

Hence ,topics such as health policies in core courses should be taught from the basic rather than making students read and post on discussion boards on their own.

haven't seen any changes made and I know a lot of SPH students were unhappy with their professors last semester

I am unaware of the impact made by course and instructor evaluations.

I feel as if at times the course evaluations are not being taken seriously by the professors. This is especially the case in the BIOS courses. I have had good grades in these courses, but this is because I look to outside material and dedicate a good portion of my time to going over it. In one of my BIOS courses, it would actually have been a better use of my time if I hadn't bothered showing up to class at all. In hindsight, I regret not taking that course online.

I feel nothing is done with instructor evaluations. xxxxxx is a terrible teacher.

I have been told multiple times the course evaluations are not even given to professors until a full year after. what good does that do for them? nothing.

I think evaluation should not be that long. More concentration should be given to writing.

I think that the SPH Academics Part 2 provides adequate information.

I would repeat the same comments as above. BACH 5300 deserves a better instructor than xxxxxx. I would suggest to review the student's evaluation of xxxxxx to get a comprehensive idea about him!!!

I'm not sure what the outcomes of evaluations are. it would be nice to know in some capacity

Include more subjective questions.

NEEDS IMPROVEMENTS

Provide an evaluation at midterm

The course evaluations do not seem to result in improvement in teaching quality.

The only qualm I have with teacher evaluations is that the class giving them is often given no consideration by that professor, for whatever mistakes or mishaps may have happened during the semester. All benefit is given to next semesters' class, with no grade adjustment for classes prior except through grade contestation which most find to be a last resort. Is there a way to change this?

The questions on the course evaluations have to also focus on whether the instructor is helpful, engaged, and how much time it takes to grade assignments and return grades to students, etc.

This is my first semester so I haven't done a course evaluation yet.

Too many questions. Often one just checks all the spaces just to get done with it.

We are given evaluations at the end of every semester but I do not think most of the instructors take them into consideration to improve courses.

### **Academics – Section 3**

Availability of Classes

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Culminating Experience (e.g., comprehensive exam, capstone courses)

Internship (MHA) or Field Experience (MPH, DrPH)

Advisers could be more experienced, but overall quality is good

All professors are very co-operative. I think there is less availability of classes which should increase.

Although the Practice Experience portion of the program has improved since I have attended this program, it is still not well organized. Also, the core classes of the MPH program are designed to prepare us for the CPH exam we are required to take and pass as a part of the program, but I do not feel the courses prepared me for the exam. The School can do a better job with preparation for the CPH.

BIOS 5310 is only offered in the spring. It needs more options such as summer or fall since it is required for 2 concentrations. A lot of people are struggling with the class and there should be another option with a different professor. Other students share my concern.

Campus is small. Classes are less available.

Classes might be made more available during all semesters. Then the 3 year matrix should be up to date.

For the core beginner or intermediate courses it would be convenient if they were offered at least two semesters in a year.

Guidance- Current advisor has no experience outside of the academic world and offers little to no practical advice for a career outside of academia. And as a professor this also spoke volumes. Students should be taught by professors who have an idea how public health works outside a university setting. Field Experience- I have not started my field experience yet, but I contacted with the staff directed to set up a meeting in November and have yet to hear back. Sent 3 follow-ups and still nothing

Haven't done the first three yet, but the class availability seems adequate. xxxxxx is a good source of advice as to the culminating experience. However, xxxxx advice directly contradicts her expertise at points. I find myself having to disregard his opinion in large parts. Replacing him as an adviser, potentially with xxxxxx or xxxxxx, might be a good idea moving forward.

I am aware that the field experience opportunity is supposed to be about the focus, but it is difficult get by when you are required to work for free. It would be nice if there were more paid practice experiences.

I am still in my first year and haven't had the chance to take the comprehensive exam or the field experience yet.

i asked my advisor about doing a thesis and he suggested against it because it will take longer to get my degree :/

i think students should have field trips every semester or session from their first year to better understand what is been taught in the class room.

I think that the SPH Academics Part 3 provides adequate information.

I went to sign up for a class that I was expecting to be offered, but it was not available. So...I had to sign up for a class that I don't really want to take.

In addition to internship, an additional volunteer source is provided to the students, it will help us to understand the concepts learned in class in those practical field and apply knowledge too. Its makes a difference when you learn something and simultaneously see/ experience it.

It is frustrating having some classes only offered in just Fall or Spring. I am a working student with a full-time job, and I'm surprised the MPH program is not conducive for working adults like most graduate programs are. To better accommodate students who work, we need more evening & online classes. I think it's inconsiderate to have some classes only offered in the morning or afternoon.

It would be nice to offer more classes per semester, as well as core curriculum classes more often than once a year. Also, it would be less taxing on students and professors to have 1:30 classes twice a week.

Major Professor is sorely inadequate and poorly understands requirements of degree plan. Always sends students to xxxxxx / xxxxxx to learn answer to questions.

More elective availability, Major requirements scheduled every semester if possible

More epi faculty, or build highly functional computers/androids to help teach.

More guidance to practice experience. It was difficult to know who to contact with questions and I felt very overwhelmed.

More internship opportunities

My advisor seems to know little about the program requirements I need to meet. Each semester it seems they are changed so that students in the same classes have different experiences. Summer classes need to be offered more consistently. Often students are taking classes not because of interest, but because they need the credit hour to graduate on time. Communication from the school about exams and internships is poor.

Please start recommending the CHES to BACH students. Many good jobs will require that applicants have a CHES - not a CPH.

Primarily there is a huge gap in communication between what is expected of students and what students are told is expected of them. I believe the PHED course has the purpose of communicating this information but it is grossly inadequate. Especially when it comes to teaching professional skills. I think most students are apathetic about the course because they do not comprehend what they are missing. Those who do are disinterested because the work given is busy work.

Required courses Should be provided twice a year.

Since we are required to go to summer school to finish in two years, there should be more class offerings in the summer. The BACH concentration needs some work. The advisor is not very helpful and no one reaches out to you.

So many adjunct professors that the departments follow their schedule. Guidance is minimal, need better mentors/advisors that communicate well and are aware of opportunities in and around the school.

Some of the courses do not prepare students for the CPH exam. The student led study sessions need to have at least one professor each week from the different concentrations.

Some of the degree plans suggest taking one or two electives in the summer but by looking at previous class listings, the summer elective selection is pretty limited so either offering more options or emphasizing taking advantage of electives in spring or fall and adjusting degree plan accordingly.

The grades of Biostatistics 5300 may be changed due to some ambiguity in evaluation but MyHSC does not show upgraded grades yet. It is a major concern.

There are few choices in timings and comprehensive exams are more rigorous than what we have prepared for.

There isn't a variety of times to choose our classes from.

There should also be announcements about internship opportunities before field experience

There needs to be greater mentoring and guidance with the practice experience. My site supervisor provides no guidance or insight into the field of public health. There needs to be better selection criteria in who can be a site supervisor for the PE.

There seemed to be gap in communication between the program advisors for the field experience set up. The program design is good.

Too many classes were recently thrown online. I think they should be brought back to their in-class status.

took over a month for me to receive a list of open internship positions and i was rushed just to graduate on time (internship not related to career goals, pretty disappointed with this experience) felt like the internship advisor was ambivalent to my needs and interests

would love to see more electives/classes for SPH students. especially BACH/MACH students havent been given much guidance about the field experience yet and its coming up soon

#### MPH - Online

Certain technical classes like the GIS shouldn't be online.

Communication with the professor of the PHED courses is unreliable and unpredictable.

Faculty is always there to help students. There is enough office hour for students to help.

For classes like GIS (EOHS 5364, EOHS 5362, Spatial applications) that needs the acquisition of software skills, in-person class workshops will go a long way in helping the students learn better. I suggest these classes are offered in class. I am currently taking one of these classes and I am not finding it easy. Thank you.

Having a Mac apparently is a terrible idea for completing assignments at this school which should not be the case. The library computers never work or do not have the proper software to complete assignments.

I am quite satisfied with faculty office hours.

I dislike being pointed towards very expensive proprietary software. It is fine for when we are students, but when we graduate from school and need to pay full price, then it becomes a very large problem. Especially if our places of business don't provide it for us. Using open source

would be a better idea, especially as this is an international school. Also, providing more software support would be a good idea. Especially for xxxxxx, as many faculty and staff use this program professionally.

I do not like BACH 5300 online class. I think many students have this problem.

I had a very poor experience with xxxxxx from BACH 5300. Her lecture slides were poorly designed and you could hear her dog barking in the background. Several times her slides would contradict the book and you would be penalized on the exam. Taking an online class resulted in a bad experience and nearly made me leave the Health Science Center.

I have had to create student groups to provide software support to students because the provided materials were inadequate. The GIS in particular is an issue, as ArcGIS's terms are unusually restrictive. I would recommend promoting the use of open software more in the MPH program, particularly in regards to QGIS, PSCP and R statistics. Many of us will not be able to use the proprietary software in the future, because of budget constraints, etc. Promoting open source is a way around this.

I have not had the best of experience with online classes. The disconnect is too great and I have experienced being brushed off by a professor simply because I had no means to go to his/her office and speak with them face to face. It is not a pleasant feeling.

I'm actually quite please with my online classes. Specifically the Chronic Disease, it should be a model for how other classes should be set up. It's not confusing on what's due when and what exactly needs to get done for the week.

Instructions in online courses are confusing. More help needed.

It is surprising how many instructors are CANVAS and computer illiterate.

Many programs do not work for Apple products

Most of the adjunct professors that I have had so far are not very engaged. They ask students to send questions to TAs. TAs are not helpful. For instance, our major TA who is supposed to grade our assignments and post the corrections is always late. She post a message that she will post corrections every Thursday, but as of today (Feb 10, we do not have corrections that she was supposed to post on Feb 5. The faculty is supposed to be checking the work of their TAs.

My online class professor was inaccessible. I found out most of the information fro the class from classmates taking the in-person version. The professor did not respond promptly to any questions or comments through email, or through canvass.

My online experience has been good - I have taken the majority of my classes online, and the level of instructor support has been phenomenal!

NEEDS IMPROVEMENTS

Online courses do not facilitate success and some professor's do not seem to care about the success of the student. More attention should be paid to what students are saying at the end of course surveys.

Sometimes I did not get any replies to correspondences I sent to my online professors, and some replied late. For one online class, the professor lived out-of-state so I wasn't able to have the opportunity to speak with her in person, because some things are better explained in person. I think all online professors should adhere to a 24-hr response policy to students.

UNTHSC does not offer student packages for software that instructors require for courses.

### **Interprofessional Education**

As a public health student, I feel that the IPE Activities did not integrated the public health field very well. It was great to learn about other patient-care professions but limited in the public health area.

Being in the MPH-PO program, I have limited access to IPE activities.

By IPE, we get enough chance to meet other professions.

Could be more frequent, so that contact expands and so does the exchange of information and ideas.

During IPE activities a more focus should also be developed on Public Health aspects hence allowing other professionals to learn the importance of Public health.

Exercises and discussion is about individuals and seems to be gears towards doctors, nurse, PAs, pharmacists, not public health. Other professions do not seem to really understand and respect public health students

HATE IPE ACTIVITIES! They rarely apply to SPH students...

Haven't attended any

I do not think that there is adequate education on the field of Public Health in these IPE events. I have asked people in the other schools after the events what it was and it was still unclear. Whether the problem is the student Public Health representatives in their group or the curriculum, I do not know.

I don't believe I even know what this is? Maybe promoting the awareness of this more is a good starting point.

I feel like the IPE activities are more medically oriented and not connected to Public Health at all.

I feel like the IPE's are more oriented towards TCOM and the PA and pharmacy students and not a lot applies to the SPH students

I feel the SPH students are taught from the beginning of our program how important it is to work inter-professionally with other healthcare workers, but I do not think is true for the other Schools on campus.

I have no idea what IPE is. First I have heard of it with regards to MPH-PO degree.

I have only done one IPE activity, and I thought it was a waster of time. Also, it was on a day where I had three classes in one day, so it took up the only time I had to have lunch and take a break.

I love the IPE events. Let's bridge the gap between the professions and work together is a beautiful concept. However I want more. Maybe smaller events throughout the year? More integration within classes? TCOM and PHARM classes...SPH and SHP classes.

I personally do not care for the IPE events. I feel as though they are a waste of time and overly crowded with TCOM students. It is not very productive because there is not a single party that willingly wants to participate.

I really enjoy the IPE activities!

I started before IPE was initiated and I am glad. I have heard poor reviews from fellow students. Also, I am currently a professional in the field and feel it would be a waste of my time.

i think IPE session should be in small groups.

Inform each school about what the others do before they come together. It's pretty awkward when all the other schools are looking at public health students as if, ummm what do you guys do exactly?

IPE does not fit first year first semester student, they do not know their major before professional courses. Actually i don't think i get any useful experience from my first IPE.

IPE is an EXCELLENT and RELEVANT learning strategy. Keep it going, and always look for improvement into including some of the professions that are behind the scene and can still get forgotten (i.e. Allied Health: Lab, Respiratory, Occupational Therapy, etc.)

It was a great experience.

It was somewhat discouraging having public health widely overlooked in several of the sessions I attended. Some of the activities and facilitators did not leave much room for incorporating public health and when I did come up with something to share, they seemed to want to quickly move on to more relevant topics.

More about IPE from professors/faculty as it relates to their experiences, examples of how IPE has has been relevant in the past, and examples of how it is used to accomplish better

outcomes. The IPE activities are a good start but would like IPE to be incorporated into curriculum, either in the form of a few courses, or within material throughout all courses.

My experience with the IPE activity wasn't very good. I felt very inadequate and the other students from other professions weren't as helpful as I expected.

#### NEEDS IMPROVEMENTS

Other schools including TCOM and PA need to be involved. Also, facilitators should be more objective. The first IPE event I was involved in, my facilitator made it clear that he was not a proponent of IPE. There should also be more faculty involvement.

Public health should be given enough importance.

More professions to be included (dentists,pathologists etc)

The questions on cases can be framed in a way that they cover all the professions

Should arrange more IPE event during semester.

Sometimes it seem that it's a waste of time for SPH students. However the knowledge gained is interesting but I don't see any gains of interprofessionalism from it.

The dates should be given to students with more advance notice. Working full time and attending school full time makes it difficult to fit these activities in. Perhaps having an evening option would be helpful. Facilitation- Our facilitator kept saying YMCA, when our case report stated YWCA. Whenever students made a comment, they stated the organization correctly at YWCA. Is it possible UNTHSC faculty unfamiliar with the YWCA?

The IPE that I attended had no almost no relevance to the SPH programs, even though it was marketed towards the school.

The IPEs are too narrow in focus. Every time I have participated in an IPE, it has been specifically geared toward the nursing program at TCU and the TCOM program at UNTHSC. It appears and feels like the IPE Activities are trying too hard to convince these two professions that inter-professional interaction is beneficial by focusing on clinical situations.

The teamwork left a little to be desired, but perhaps some lead work would be helpful. To be honest, I don't think this was sold or launched very well. I was very unclear about what the intention was, just that I needed to be somewhere at a certain time. Once there, I found it interesting, but it was difficult to really get momentum from the team. Maybe a different arrangement, rather than around one big table. It was hard to capture what everyone was saying - too many noise distractions.

There is no point to completing IPE activities unless you're an international student.

**MHA****Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

Adequacy of Curriculum Integration

Please provide more on campus jobs.

TA's should be more pro-active.

Hire professors who know how to communicate rather than hiring to meet the schools quota, seriously. Half of my professors are some of the worst professors I've ever had. I have to teach myself outside of class due to poor teaching styles. My friends also claim the bio stats professor is rude, insulting, and pompous. It almost infuriates me that the school has hired on some of these staff. This is not a rant, this is fact.

Some of the professors in this program are more subjective than objective and that is unfair to students. Additionally, many of the adjunct professors that I've come across with seems unbothered or unresponsive to student questions/complaints//concerns.

New students should be identified so that they understand how all the different instructors use canvas. You Don't Know What You Don't Know and the instructors should not assume that their students know their short hand, jargon, or expectations that go without saying...

**Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Adequacy of Course Evaluation Process

Last semester, some professors didn't know that they were supposed to pick up the evaluations for us to fill out, and as a result we were unable to fill them out until after we took our final, when we were mentally tired. Perhaps, ensure that all professors know when and where to pick up the evaluation forms during that time of the year.

It is doubtful if evaluation is effective to improve quality of course.

I wouldn't know if the class hasn't ended yet and this came out two weeks before. I got my second email today reminding me to complete it and my instructors eval isn't out yet

**Academics – Section 3**

Availability of Classes

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Culminating Experience (e.g., comprehensive exam, capstone courses)

Internship (MHA) or Field Experience (MPH, DrPH)

My advisor is invisible. She could attend events, classes and activities. She could be present on 7th floor from time to time. This is not a part time position.

In regards to internship, I feel that my advisor seemed disengaged thought the entire process and was not effective in securing enough viable sites for students to apply.

In regards to class availability, I feel that it's a burden on students who have to wait a semester or two to take a single class. This gets in the way of graduation progress.

Advisor system seems just to make system, not how it works.

Don't let your teaching assistants do all the work

### **Online**

I only spoke with teaching assistants

### **Interprofessional Education**

IPE events blew me away, they were awesome! Please continue to integrate all students on campus for events like this where we can all collaborate together. The faculty that facilitate the IPE were extremely knowledgeable and excited to be there. I learned a great deal about myself and others through these events.

IPE is not frequent enough. We have done two activities as I recall. We have not had any sustained contact.

Incentives for participation. More meetings

Didn't feel that it was all that beneficial. We should have activities that really get us to work together, rather than just discussing

Last IPE was a valuable learning tool, but at the same time there was some hesitancies. For example, when working with an ALL science team, while I'm in a MHA degree was quite difficult during a pharmacy session. The whole exercise incorporated pharmaceutical data where I have NO background in this subject. It was hard to provide any input because I did not understand the scenario. Hopefully we can make the IPE more MHA friendly.

I feel that IPE does not bring as much value for MHA students because they lump us with the MPH students and always give us scenarios that would not necessarily apply to MHA professionals, but to public health workers.

There was no team curriculum in this class and if you mean "peerwise" in this section I found it very elementary and wasteful. The teaching assistants that graded each week were brutal! I

would say 25% of the time I spent waiting for the pages to reload, if they didn't crash which I would imagine wasted a lot of my time on the site and the work I did wasn't counted anyway.

## **DrPH**

### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Program Teaching/Graduate Assistants

Adequacy of Curriculum Integration

As I am getting deeper in the program I am realizing the courses do not cover the content I expected and need to be a qualified DrPH. Example: in Public Health Law I would like to learn how to advocate, write policy briefs, and use the law to represent or support a community. I recommend more DrPH specific courses rather than mostly HMAP courses required for MHA and MPH students. Few courses are specific to this program.

Over the past three years the faculty and curriculum have gradually improved significantly. Some of the longer-term faculty still use wrote lecture to teach which is not as effective or stimulating in my opinion. Newer faculty are much more engaging and have real-life experience to integrate into the classroom.

A significant number of classes appear to fill in blank spaces and are not relevant nor do they provide added knowledge

I think there should be more application of biostats in courses other than biostats.

### **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Adequacy of Course Evaluation Process

It would be great if instructors took the time to understand student expectations from the course. I recommend a course evaluation in the beginning so that the course can be tailored to meet competency requirements but also meet student expectations and areas of opportunity.

I have seen a lot of changes take place as a result of the evaluations. This has been much appreciated.

### **Academics – Section 3**

Availability of Classes

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Culminating Experience (e.g., comprehensive exam, capstone courses)  
Field Experience  
Doctoral Residency

I have not proceeded to the residency portion of my degree plan. However, I expect the same thorough rigor and consistently high expectations that have been set in the guidance process leading up to residency. I cannot speak to what needs to be improved at this point. I can only say that, over the past four years I have experienced a great deal of both personal and professional growth, primarily due to the guidance, mentorship and program emphasis of the DrPH degree.

Transparency and consistency.

I have seen the guidance improve significantly over the past three years. Have not embarked on residency so cannot comment on that aspect but the guidance to culminating experience seems to have improved if the student takes the initiative to seek guidance...which is important for the student to initiate.

No guidance as to how to adequately get appropriate practice experience. It has been a learning experience

I think there needs to be more communication between the site supervisors and faculty mentors.

### **Online**

No comments provided

### **Interprofessional Education**

I participated in an activity with PT students. It was very beneficial to bring those perspectives to a discussion with public health students. I believe all students who participated gained valuable knowledge that they would not have otherwise. I would like to see more of these types of activities.

Only been to one event, and it was mostly made up of SPH students and faculty, with little representation across other disciplines and fields. It did not seem like a productive use of my time.

More IPE activities. I have only been notified of two events, one of which did not include anyone from TCOM, school of pharmacy, or PA students.

I have participated in and enjoyed these experiences but have not experienced any integration into the classroom as yet.

## PhD

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Many classes use the same reading materials so we're reading the same materials over and over. Other areas don't get covered at all.

below expectation is due to variability -greater variation than I wish it did. Many instructors are GREAT, in a few cases the pedagogy Same with TAs. Some are GREAT and work hard to support students. Some I have no idea what they are being paid for because they essentially have no presence in the class.

Bios profs need to be more realistic about how much of a software program a student can learn on their own. Encouraging graduate students to drop a class after 4 weeks is unacceptable. This comment was said to the entire class - in a class offered only one time per year which is a requirement. I wonder if the prof did this to reduce his failure rate instead of reevaluating his own teaching.

### Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Adequacy of Course Evaluation Process

I prefer to do it online instead of in-class.

I really don't know how it's used. i would like to!

### Academics – Section 3

Availability of Classes

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Culminating Experience (e.g., comprehensive exam, capstone courses)

Internship (MHA) or Field Experience (MPH, DrPH)

Decrease faculty turnover.

Courses are listed in the matrix of available courses, however, these courses are never given due to lack of enrollment or lack of faculty to teach.

Unless you are a full-time student, very little guidance is given in completion of dissertation

**Online**

Low ratings are due to variability - NOT uniformly applied to all courses/instructors. Some are FABULOUS in response and availability. Some are amazingly limited in student contact. Some give GREAT levels of feedback. Some give almost none. I wrote weekly submissions for one course - there were no comments ever. All 100% scores with no comments. I was left wondering if they were even read.

**Interprofessional Education**

The topics discussed is not very helpful to students in School of Public Health. It is more about cases of a individual patients, physician or nursing major students have more things to say than SPH students.

great idea - glad that it is moving forward.

**Other Institutional Services and Offices**

There was a lack of communication between students and staff as to how many hours qualify for the in-state tuition wavier, and no one was helpful.

There should be an on campus bookstore for apparel and logos!! The online bookstore is obsolete

Students doing ad hoc work/one-time work should not have to go through the full HR onboarding process, and we should not be added to email distribution lists for employees.

Improve website. Our institutional website is not aesthetically pleasing, and really gives a poor reflection of the quality of our university.

I have experience in the Marketing and branding industry and UNTHSC needs a lot of work. We are a pretty great school for what we pay and almost no one knows who we are. I think the branding needs to be reassessed to created a coherent message. All advertisements need to be uniform and have the same look for consistency. Also, the school needs to really work on advertising. We are losing out on funding and students solely on lack of presence in the DFW community.

The staff in Student Financials are sometimes hard to access by phone.

# System College of Pharmacy

## PharmD 2017

### Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Continue incorporating adjunct faculty from the surrounding area practice. It really increases the relevancy of what is taught and used in practice. Great job.

There are consistent grammatical errors in our presentations and overlap with what is being taught.

Some of teachers just read off their slides with no detailed explanation about mechanisms. And their exams were solely based on memorization. Some instructors have taught us incorrect information. They should not teach something they don't know about.

I understand that SCP is trying to make a push for younger professors because they will eventually be in charge of this program, but there are inconsistencies in how they teach and they place unrealistic expectations on students. I know there is a learning curve for new professors, but they are so stubborn and single-minded in their teaching methods that it feels like they have created an us (students) versus them (professors) environment.

Teaching style and content is so inconsistent. One person will say something, and another will say something different. Some subjects are repeated multiple times for teachers and a lot of unnecessary things are on slides.

The trend that UNTSCP has gone to is a poor choice. They are only hiring young profs with little/no teaching experience. These profs get into the classroom and are horrible. The overall theme of this school is that professors DO NOT respect the students. They have attitude towards students & do not treat us as colleagues, they treat us like we mean nothing. Professors are always right and students can't question a professor without being ridiculed. I am extremely disappointed in this program.

### Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of Faculty Advising

Please provide notes in powerpoint, It was stated in year one all faculty would do that but never happened. We can not fixed their errors if it is in PDF

We do not have faculty advising. I would like to see SCP to start faculty advising.

I have a strong opinion about the institution course evaluation process. I along with a majority of my classmates strongly dislike being bombarded with emails to complete evaluations about our course when we are trying to study for finals. I think evaluations should start after finals week and give 1 week for all evaluations.

please check other professor's questions on exam.

Although I have seem some improvement form a few instructors, I hardly see the improvement from the others.

We have TOO MANY evaluations

Sometimes certain professors forget that we are professional STUDENTS and are here to learn and be mentored by them. If I already had a PharmD then I would not be in the classroom asking questions because I haven't learned all the clinical assumptions yet

I feel the surveys are good, but no changes are made from professors based on the surveys. We actually see professors who received horrible reviews in a previous semester come back the following semester with a vengeance. It is obvious they are angry at the students for the reviews, and instead of changing, they just continue with old behaviors or come back treating us even worse. I have never felt such hostility from faculty as I have in my short 2 years in this school of pharmacy.

Some professors take the course and instructor evaluations personally and seem to be offended. Depending on their evaluations, it could affect us, students in a negative way when they end up teaching another course. Overall, students feel like they can't truly be honest when filling out the instructor evaluations. Even if this isn't the case, it is the perception amongst the students.

### **Interprofessional Education**

Incorporate classes true inter-professional classes such as culinary medicine into the curriculum as elective credit and encourage more integrated classes where the curriculum overlaps such as diet/nutrition.

I love my SAGE team and senior, it was such a great experience.

Why are there like 4-6 DOs in one group? They overshadow all the other professions. A lot of these subjects are not great for IPE. Some I have no idea what to say or contribute.

It will be great if we can incorporate IPE in our course work or have some kind of certificate program so that students can have something to show for when they graduate

Have more well rounded activities that can clearly show case each profession's strengths. I feel that all IPE activities have made the pharmacy profession out as just pill pushers and most DO's still have the thought in their head that all that pharmacists are good for is counting tablets. Also,

just 2 IPE activities a semester aren't beneficial. SAGE is more effective in inter-professional building than IPE

### **Stress Questions**

The type of stress we deal with at this school is not an easy fix by UNTHSC personnel. The stress is emotional and psychological, and it stems from our faculty and what is expected of us. All personnel in the college of pharmacy side with the faculty, every single time. After failed attempts to communicate these issues with SCP personnel, it is a lost cause...the only way this will be alleviated is when we are finally able to graduate and get away from the negativity.

### **PharmD 2018**

#### **Academics – Section 1**

Relevance of Curriculum

Quality of Teaching

Most of the professors are great. Some are not so great with their teaching styles that are not conducive to good learning.

Testing wise needs to be more based on the lecture and the overall idea being taught rather than trivia questions.

Improve curriculum in Pharmacy Practice I and II.

I do understand we come from different parts of the world. i think i should be able to improve/learn on my skills. It is frustrating to be required to come to class yet i do not take out any information from class because i cannot understand half the time what the instructors are saying. Powerpoints do have lots of grammatical errors. exams questions do have grammatical errors. I believe there was a point in time that people learn from their instructors, improve on their language etc..That isn

#### **Academics – Section 2**

Course and Instructor Evaluations - Adequate Measure of Quality

Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Quality of Faculty Advising

Teachers need to proofread their slides/ideas/test, which is essentially coming prepare for class.

little vocabulary leant from instructors....handouts/powerpoints lots of grammatical errors

surveys should be requested prior or after final exams

Have instructors read the student feedback from their end of course evaluations.

For lab, especially labs on physical assessment, maybe teachers from different programs can collaborate together. because a clinical pharmacist teaching us how to use eye equipments and otoscope that can't even get results is not going to help us learn anything. They did bring in a PA lab instructor for heart rhythm detection and that helped.

### **Interprofessional Education**

The IPE activities could be better organized.

Meeting once or twice a semester does not create any impact. 1. We do not really get to know our healthcare professionals and it just seems like current mode of inter-professional communication and interaction. 2. The idea was not how it was advertised during interview or orientation.

SAGE seems to be very unorganized

Maybe the IPEs for the first years could be less information heavy since we barely know anything. Or maybe first years shouldn't be placed with senior nursing students, as they have been through more schooling at that point, and it made me feel very uneducated.

Although the IPE is a great way to meet up with other profession, the benefit doesn't overcome the cons. Meeting for a few times a semester to do group assignment; more time was spent setting up the meeting dates than the actual assignment itself.

I have gained a great deal from our IPE's so far. I suggest that the schools involved continue to focus on them as part of the curriculum. I'm sure it's challenging to coordinate them. But, I think there would be benefit to adding more of them to the curriculum.

We should not be scheduled to have an IPE on test week It is very stressful on the students. Also, it's not fair to change our testing schedule due to IPE.

sessions seemed rush in addition many students from other UNT schools did not attend 2nd session

Sometimes the variety of schools we have to work with are not fully represented in the IPE activities, for example there may be two pharmacy students and no nursing student, vice versa.

Tests shouldn't be scheduled on the same day as IPE.

Make IPE activities less inconvenient. They're always at the worst times like right before exams or in the middle of my vacation. Also, make it less rushed and a course that doesn't feel like a chore. I want to learn from these things, not be stabbed in the back by them.

I think there are some stigmatism. Like when we went over material that involved nutrition the instructors at our IPE didn't let pharmacy talk and only let us talk when it pertains to

pharmacy/medication, which was quite rude. Also everyone needs to be held accountable. Doing IPE there are some programs that this activity is only if you want to and not mandatory so people don't show up or don't participate. Also it's hard to coordinate SAGE when some of the group members are not responsible.

### **Stress Questions**

Student assistance program (800#) was not helpful. the 800# is not 24 hrs as advertised. In addition, the follow-up for requested information was completed with little research. For example, I requested psychiatric services that accepted my insurance. I was provided a list of Dr offices that did not take my insurance and one office in particular only serviced children. After waiting over a week for the information I was unable to use it.

### **Additional Services Provided by Your Educational Program**

Student organizations are disorganized or lack enthusiasm of interest. Communication of news was unreceived for an entire semester and the IT department did not fix it until the Spring semester.

OrgSync is inconvenient to use!!!

improvement need for communication of changes or scheduled events. we find out things after the fact. It appears the most student related activities (i.e. IPPE and society) are planned around P2 students calendar with disregard to P1 students.

I would like to see current students used in the interview process, like we were last year, as we were able to speak with the interviewees about their questions. I would also like to see current students participate in the actual interview to gain the professional experience.

**Appendix B - Glossary**

AV	Audio/Visual
CAP	Center for Academic Performance
CBH	Center for BioHealth Building
DO	Doctor of Osteopathic Medicine
DPT	Doctor of Physical Therapy
DrPH	Doctor of Public Health
EAD	Education and Administration Building
FAC	Founders' Activity Center
GSBS	Graduate School of Biomedical Science
IPE	Interprofessional Education
IT	Information Technology
MET	Medical Education and Training Building
MHA	Master of Health Administration
MPAS	Master of Physician Assistant Studies
MS	Master of Science
MPH	Master of Public Health
OSOE	Office of Strategy and Organizational Excellence
PA	Physician Assistant
PharmD	Doctor of Pharmacy
PhD	Doctor of Philosophy
PT	Physical Therapy
SAP	Student Assistance Program
SCP	System College of Pharmacy
SHP	School of Health Professions
SPH	School of Public Health
TCOM	Texas College of Osteopathic Medicine
UNTHSC	University of North Texas Health Science Center

# Appendix C: Survey

## Introduction

**Welcome to UNTHSC's 2015 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 Organizational Excellence, 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 *being the team of choice for education, discovery and health care.***

**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 \$25 Target gift cards.

Please do not click on the browser back/forward button to navigate through the survey. Use the back (left arrows) or forward (right arrows) in the lower right portion to navigate through the survey.

## Demographics

**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?**

- 2015
- 2016
- 2017
- 2018
- 2019
- 2020 or later

**What is your enrollment status**

- Full Time
- Part Time

**What is your gender?**

- Male
- Female

**What is your PRIMARY program?**

- TCOM - DO
- SHP - PA
- SHP - DPT
- GSBS - Medical Sciences
- GSBS - MS
- GSBS - PhD
- GSBS - Online
- SPH - MPH
- SPH - MHA
- SPH - DrPH
- SPH - PhD
- SCP - PharmD

**What Year are you?**

- Year 1
- Year 2
- Year 3
- Year 4

**What Year are you**

- Year 1
- Year 2
- Year 3

**Have you taken any UNTHSC courses online in the last year?**

- Yes
- No

**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"/>
Technical or Instructor Related Interaction	<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?**

**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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handicap Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?****Campus Police**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**Parking**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

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**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?**

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**TCOM Academics**

Compared to your expectations for the institution, please rate the following areas.

**TCOM Academics, Part 1**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of Curriculum	<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"/>
Program Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

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**TCOM 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?**

**TCOM Academics - Part 3**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Quality of Faculty Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**TCOM Academics - Part 4**

	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"/>

**What do you suggest be done to improve the items listed above?**

**SHP Academics**

Compared to your expectations for the institution, please rate the following areas.

**SHP Academics, Part 1**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of Curriculum	<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"/>
Teaching enhancement through guest lecturers and lab assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**SHP Academics - Part 2**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Quality of guidance/ mentorship by program faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and Instructor Evaluations - Adequate Measure of Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student feedback used in program curricular revisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**SHP Academics - Part 3**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
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"/>

**What do you suggest be done to improve the items listed above?**

**SPH Academics**

Compared to your expectations for the institution, please rate the following areas.

**SPH Academics, Part 1**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of Curriculum Integration	<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"/>
Program Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**SPH Academics - Part 2**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of Course Evaluation Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**SPH Academics - Part 3**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
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"/>
Culminating Experience (e.g., comprehensive exam, capstone courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (MHA) or Field Experience (MPH, DrPH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral Residency (DrPH)	<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?**

**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"/>
Technical or Instructor Related Interaction	<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?**

**SCP Academics****SCP PharmD Academics, Part 1**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of Curriculum	<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?**

**SCP PharmD Academics - Part 2**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Course and Instructor Evaluations – Adequate Measure of Course Satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and Instructor Evaluations – Adequate Measures of Instructor Performance	<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"/>

**What do you suggest be done to improve the items listed above?**

**GSBS Academics**

Compared to your expectations for the institution, please rate the following areas.

### GSBS Academics, Part 1

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of Curriculum	<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"/>
Program Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

### GSBS 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"/>
Quality of Guidance Provided by Major Professor/Mentor	<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?**

### Interprofessional & Overall Education

#### Interprofessional Education (IPE)

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Relevance of IPE Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of IPE Student Team Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of facilitation by IPE Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of Professions Represented in IPE Team Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprofessional Collaborative Practice Skills Integrated Into my School/College's Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprofessional Education 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?**

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 checked="" 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 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?**

**Additional Services Provided by Your Educational Program**

Compared to your expectations for the institution, please rate the following areas.

**Additional Services Provided by Your Educational Program - TCOM**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Clinical Education - Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Clinical Education - Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Specific to Clinical Rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional Services Provided by Your Educational Program: SHP - Physician Assistant**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional Services Provided by Your Educational Program: SHP - Physical Therapy**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional Services Provided by Your Educational Program: GSBS**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Additional Services Provided by Your Educational Program: SPH**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional Services Provided by Your Educational Program: SCP**

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of Academic Deadlines & Regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of News Specific to Program/School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential Education - Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What do you suggest be done to improve the items listed above?**

**Overall, the level of stress that I have experienced since I began the PharmD program at the UNT System College of Pharmacy has markedly interfered with my learning.**

Strongly Agree



Agree



Neutral



Disagree



Strongly Disagree



**Did you seek assistance for your stress?**

- Yes  
 No

**Please indicate who provided the assistance. Select one or more of the answers below, as applicable.**

- Center for Academic Performance personnel  
 Associate Dean for Academic Affairs  
 Faculty member  
 Student Assistance Program  
 UNTHSC staff  
 Other

**Was the assistance beneficial?**

Very Beneficial



Beneficial



Neutral



Not Beneficial

**What do you suggest be done to improve the items listed above?****Conclusion****What question topics would you like to see in future surveys?****What do you suggest be done to improve the items listed above?**

**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.**