

UNT

HEALTH[™]
SCIENCE CENTER

Academics

Student Services

**2014 Student
Satisfaction Survey**

**Institutional Facilities
and Services**

**Student Health
Clinic**

Executive Summary

What's New?

- Report redesigned to make the information more accessible/useable
 - Results presented by school
 - PDF report file bookmarked for ease of navigation
 - Narrative highlights replacing dense narrative in most areas
- Four years of data history for most areas, where applicable
- Areas of needed improvement highlighted
- Questions added/modified per stakeholder request
- Executive Summary retooled to focus on areas of continued excellence/improvement and opportunities for improvement

What is the Student Satisfaction Survey?

Starting in 2007, the UNTHSC Student Satisfaction Survey is administered annually in the spring to evaluate students' overall level of satisfaction with a variety of elements of campus life and determine which areas need improvement. The survey addresses institutional facilities and services, academics, student services and programs, the student health clinic, the student assistance program, and student services provided by individual programs. Most areas in the survey are evaluated based on the whether they exceed, meet, or do not meet the expectations of the respondent, with results displaying the percentage for which the particular area meets or exceeds expectations.

Who participated in the survey?

The 2014 survey was administered online from January 27, 2014, to February 28, 2014. This year 1,375 students responded to the survey, which represents a response rate of approximately 66%, up a point from 2013. The target response rate each year is 65%. Due to increasing enrollment at UNTHSC, the increase in the response rate represents a 7% 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) - 388 responses
- School of Health Professions (SHP) – 285 responses
- Graduate School of Biomedical Sciences (GSBS) -349 responses
- School of Public Health (SPH) – 279 responses
- System College of Pharmacy (SCP) – 74 responses

Executive Summary

How is the report organized?

Results are 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. A question with 80% of the respondents choosing meets or exceeds expectations is generally considered acceptable. Questions that have a score of less than 80% should be considered areas where further improvement efforts should be focused. However, exceeding the 80% threshold does not imply that further improvement is not necessary for that particular area. Comments for all questions may be found in Appendix A.

This executive summary includes a select subset of data focused mostly at the institutional level. Please see the full report for more detailed information about the institution as a whole as well as school level data (see new bookmarks for easy access to sections). This executive summary includes:

- Overall Highlights
 - Areas of continued excellence (over 90% met or exceeded expectations)
 - Areas of continued improvement (increasing scores over three years, but under 90% met or exceeded expectations)
 - Opportunities for improvement (scores declining and/or below 80% met or exceeded expectations for three or more consecutive years)
- Highlights from Institutional Questions
- Highlights from School-Specific Questions

Overall Highlights – Multi-Year Trends

Areas of Continued Excellence

Eighty-eight areas have scores above 90% for three or more years (two years for SHP or clinical education areas, where cohorts are students for shorter periods). This includes 41 institutional areas and 47 program specific areas. As an example, areas within Student Affairs have traditionally stood out with scores consistently exceeding 90% met or exceeded expectations. Stakeholders are encouraged to examine the operations in all of the areas of continued excellence to discover best practices that might apply to their own areas. The complete list of areas of continued excellence can be found on page 5 of this report.

Areas of Continued Improvement

Three institutional and 14 program specific areas have had scores increase over 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. They are also areas that may share best practices from

Executive Summary

their improvement experiences. The areas that fit this category include:

Institutional Areas

Classrooms

- Classroom Temperature

Food Service

- Stairway Cafe

Founders' Activity Center

- Exercise Facilities

Program-Specific Areas

MPAS 2014

- Relevance of Curriculum
- Administrative Support
- Communication of Student Activities

GSBS – Medical Science

- Quality of Teaching
- Quality of Guidance Provided by Major Professor/Mentor

GSBS – MS

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

GSBS – PhD

- Quality of Teaching
- Course and Instructor Evaluations - Adequate Measure of Quality
- Program Teaching/Graduate Assistants

SPH – MHA

- Availability of Classes
- Other Student Organizations
- Communication of Academic Deadlines & Regulations

SPH – DrPH

- Availability of Classes

Executive Summary

Opportunities for Improvement

Seven institutional areas and 17 areas within specific programs have had measures with scores declining and/or below 80% met or exceeded expectations for three or more consecutive years (as appropriate). To assist in pointing out potential areas of improvement, measures with scores declining and/or below 80% Met or Exceeded Expectations for three or more consecutive years (as appropriate) have been highlighted in the tables in the document. 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, some, such as Wireless Quality, 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 Measurement is positioned to assist key leaders with process improvement strategies in areas with the need or potential for improvement.

Institutional Areas

- Wireless Quality
- Parking Availability
- Parking Price
- Vending Machines
- Availability of Scholarships
- Founders' Activity Center – Hours of Operation
- Student Health Clinic – Quality of Medical Care

Program-Specific Areas

GSBS – PhD

- Relevance of Curriculum

MPAS (Both from the Class of 2014)

- Clinical Sites - Availability
- Career Counseling – Availability

SPH - DrPH

- Quality of Teaching
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Executive Summary

SPH – MPH

- Availability of Classes

SPH - MHA

- Career Counseling – Availability
- Career Counseling – Quality

TCOM (All from the Class of 2014)

- Quality of Faculty Advising
- Course and Instructor Evaluations - Adequate Measure of Quality
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Clinical Sites – Availability
- Clinical Sites – Access to Preceptors
- Administrative Support
- Career Counseling – Availability
- Career Counseling – Quality

Highlights from Institutional Questions – Current Year Results

The survey questions relating to the institution as a whole were divided into 4 sections: Institutional Facilities and Services, Student Services and Programs, the Student Health Clinic and the Student Assistance Program (SAP) Counseling Service. The opportunities for improvement and the areas with scores increasing or decreasing more than five points are listed below. The opportunities for improvement include all areas with met or exceeded expectations scores below 80%. Scores for all questions can be found on page 12-27 of the report.

Institutional Facilities and Services

Six measures with Met or Exceeded Expectations scores below 80%:

- Classroom Temperatures
- Classroom Network Connections
- Wireless Quality
- Parking Availability
- Parking Price
- Vending Machines

Four measures with scores increasing by 5+ points:

- Library Computers – Availability
- Java Lab Coffee Shop
- Four Star Café
- Vending Machines

Executive Summary

Five measures with scores decreasing by 5+ points:

- Classroom Network Connections
- Printing/Copiers
- Wireless Quality
- Library Computers – Quality
- Library Network Connections

Student Services and Programs

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

Two measures with scores increasing by 5+ points:

- FAC – Exercise Facilities
- FAC – Exercise Equipment

Student Health Clinic

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Medical Care

One measure with scores increasing by 5+ points:

- Convenience of Hours

There are no measures with scores decreasing by 5+ points.

Student Assistance Program (SAP)

There are no measures with Met or Exceeded Expectations scores below 80%.

Two measures with scores increasing by 5+ points:

- Availability
- Convenience of Hours

One measure with scores decreasing by 5+ points:

- Quality of Mental Health Care

Highlights from School-Specific Questions – Current Year Results

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

Executive Summary

of my education.” The results for the UNTHSC performance measures for evaluating student satisfaction are summarized below by program.

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
TCOM-DO	90%	85%
SHP-MPAS	81%	88%
SHP-DPT	97%	97%
GSBS-Med Sci.	87%	93%
GSBS-MS	78%	80%
GSBS-PhD	89%	82%
SPH-MPH	85%	78%
SPH-MHA	88%	96%
SPH-DrPH	50%	58%
SPH-PhD	87%	70%
SCP-PharmD	79%	93%
UNTHSC	86%	84%

More detailed information on these questions is available in the individual school reports. The school reports also include information on institutional facilities and services as well as academic and student services questions separated by cohort (see page 28-130 for school reports).

Table of Contents

Introduction and Methodology	1
Highlighted Trends	5
Institutional Facilities and Services	12
Academics	17
Student Services and Programs	22
Student Health Clinic	25
Student Assistance Program (SAP) Counseling Service	27
School Reports	
TCOM	28
SHP	51
GSBS	76
SPH	94
SCP	118
Appendix A: Survey Comments	131
Institutional Facilities and Services	
Classrooms	132
Student Lounges	186
Computing and Technology	199
Lewis Library	220
Laboratories	241
Campus	245
Campus Police	251
Parking	254
Food Service	276
Student Services and Programs	
Student Affairs	297
Financial Aid	307
Other Services	314
Founders Activity Center	317

Student Health Clinic	327
Student Assistance Program (SAP) Counseling Service	338
School-Specific Comments	
TCOM – DO	339
SHP – MPAS	362
SHP – DPT	365
GSBS – Medical Science	371
GSBS – MS	380
GSBS – PhD	384
SPH – MPH	389
SPH – MHA	402
SPH – DrPH	405
SPH – PhD	407
SCP – PharmD	409
Appendix B: Survey	413

Survey Report

Introduction and Methodology

What is the Student Satisfaction Survey?

The annual UNTHSC Student Satisfaction Survey was administered in January and February of 2014 to evaluate student satisfaction, a primary performance measure associated with the UNTHSC Strategy Map and Tactical Initiatives. The survey was developed in 2007 by a committee of key academic and student support stakeholders and the Office of Strategy and Measurement (OSM). The survey has been expanded in subsequent years following input from the respective student and academic affairs offices for the institution and for each school. For 2014 questions were reviewed following input from the five schools. The main revision to the survey this year was the addition of questions for the new SCP program.

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

Who participated in the survey?

The survey was launched as an online instrument by the Office of Strategy and Measurement (OSM) using Qualtrics on January 27, 2014, and closed February 28, 2014. While the survey gathered anonymous input, limited demographic data were also collected. Of 1,375 students who participated in the survey, 388 were students within TCOM, 285 in SHP, 349 in GSBS, 279 in SPH, and 74 in SCP. The 1,375 students who responded represent an approximately 66% response rate (Table 1.1). Due to students self-selecting their program and degree, some DPT, GSBS, and SPH programs appear to have a greater than 100% response rate based on official spring enrollment figures. In addition, 77% of the survey respondents expect to graduate in either 2013 or 2014, suggesting that a significant portion of the pool has spent enough time at UNTHSC to have formed an opinion on the issues raised in the survey (Table 1.2). The gender make-up of the respondents approximates that of the student body, with 41% of respondents male and 59% female (Table 1.3). Additionally, 97% of respondents were full-time students (Table 1.4).

Introduction and Methodology

Table 1.1 – Survey Respondents by Program and Degree

Program/Degree	2014 Respondents	2014 Percent of Respondents	2014 Number Surveyed	2014 Response Rate*	2013 Response Rate*
TCOM/DO	388	28%	896	43%	54%
TCOM/DO – 2014	78	6%	235	33%	41%
TCOM/DO – 2015	81	6%	224	36%	55%
TCOM/DO – 2016	95	7%	232	41%	81%
TCOM/DO – 2017	134	10%	205	65%	NA
SHP/MPAS	187	14%	212	88%	58%
SHP/MPAS – 2014	55	4%	65	85%	70%
SHP/MPAS – 2015	64	5%	72	89%	82%
SHP/MPAS – 2016	68	5%	75	91%	NA
SHP/DPT	98	7%	123	80%	78%
SHP/DPT – 2014	14	1%	40	35%	88%
SHP/DPT – 2015*	44	3%	41	107%	93%
SHP/DPT – 2016	40	3%	42	95%	NA
GSBS/Med Science*	197	14%	195	101%	100%
GSBS/MS*	71	5%	57	125%	103%
GSBS/PhD	81	6%	158	51%	78%
SPH/MPH	214	16%	325	66%	59%
SPH/MHA	26	2%	30	87%	81%
SPH/DrPH	15	1%	21	71%	58%
SPH/PhD*	24	2%	21	114%	53%
SCP/PharmD	74	5%	78	95%	NA
Totals	1375		2116	65%	65%

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

Table 1.2 – Survey Participants by Year of Graduation*

Expected Graduation	2014 Respondents	2014 Percent of Respondents
2014	507	37%
2015	331	24%
2016	284	21%
2017	231	17%
2018 or later	22	2%
Totals	1375	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.

Introduction and Methodology

Table 1.3 – Survey Participants by Gender

Gender	2014 Respondents	2014 Percent of Respondents	2014 Number Surveyed	2014 Response Rate	2013 Response Rate
Male	563	41%	876	64%	66%
Female	812	59%	1205	67%	65%
Totals	1375	100%	2081	66%	65%

Table 1.4 – Survey Participants by Full Time Status

Status	2014 Respondents	2014 Percent of Respondents	2014 Number Surveyed	2014 Response Rate	2013 Response Rate
Full-Time	1337	97%	1933	69%	71%
Part-Time	38	3%	148	26%	20%
Totals	1375	100%	2081	66%	65%

How are results presented?

Quantitative results for each section include a table providing a four-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 an arrow representing the direction of movement. “NA” is included in the table when data were not available for prior years due to survey revisions. Extensive narrative sections found in past reports have been replaced with highlights that call out important features in the data. For 2014 results, institutional level questions (i.e, Institutional Facilities & Services, Student Affairs, 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. To assist in pointing out potential areas of improvement, measures with scores declining and/or below 80% Met or Exceeded Expectations for three or more consecutive years (as appropriate) have been highlighted in the tables.

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

Introduction and Methodology

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.

How are responses used for UNTHSC Performance Measures?

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

What are the next steps?

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

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 Continued Excellence

Eighty-eight areas have seen scores above 90% for three or more years (two years for SHP or clinical education areas). Areas within Student Affairs have traditionally stood out with scores consistently exceeding 90% meets or exceeds expectations. Stakeholders are encouraged to examine the operations in these and other areas and discover best practices that might apply to their own situations.

Institutional 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 social interaction
- 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

Highlighted Trends

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

- Availability
- Professionalism of Service
- Convenience of Hours

Highlighted Trends

Program-Specific Areas

TCOM 2014

- Clinical Rotations – Overall (both years above 90%)
- Clinical Sites – Quality (both years above 90%)
- Admissions
- Other Student Organizations
- Communication of Student Activities

TCOM 2015

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

MPAS 2014

- Clinical Sites – Quality (both years above 90%)
- Quality of Clinical Instruction (both years above 90%)
- Admissions
- Administrative Support
- Student Government
- Communication of Student Activities
- Communication of News Specific to Program/School

DPT 2014

- Relevance of Curriculum
- 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
- Communication of News Specific to Program/School

Highlighted Trends

Program-Specific Areas – continued

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
- Administrative Support
- Program Teaching/Graduate Assistants
- Admissions
- Student Services
- Communication of Academic Deadlines & Regulations
- Communication of News Specific to Program/School

GSBS – MS

- Administrative Support
- Program Teaching/Graduate Assistants
- Student Services

GSBS – PhD

- Administrative Support
- Admissions
- Student Services

SPH – PhD

- Administrative Support
- Program Teaching/Graduate Assistants

Highlighted Trends

Areas of Continued Improvement

While not exceeding scores above 90% for three or more years, the following areas have seen scores increase over that same period (two years of improvement for SHP programs). Areas such as the Availability of Classes within the SPH - MHA and DrPH programs demonstrate that low scores can be overcome through continual improvement.

Institutional Areas

Classrooms

- Classroom Temperature

Food Service

- Stairway Cafe

Founders' Activity Center

- Exercise Facilities

Program-Specific Areas

MPAS 2014

- Relevance of Curriculum
- Administrative Support
- Communication of Student Activities

GSBS – Medical Science

- Quality of Teaching
- Quality of Guidance Provided by Major Professor/Mentor

GSBS – MS

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

GSBS – PhD

- Quality of Teaching
- Course and Instructor Evaluations - Adequate Measure of Quality
- Program Teaching/Graduate Assistants

SPH – MHA

- Availability of Classes
- Other Student Organizations
- Communication of Academic Deadlines & Regulations

SPH – DrPH

- Availability of Classes

Highlighted Trends

Opportunities for Improvement

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. To assist in pointing out potential areas of improvement, measures with scores declining and/or below 80% Met or Exceeded Expectations for three or more consecutive years (as appropriate) have been highlighted in the tables. These measures include:

Institutional Areas

- Wireless Quality
- Parking Availability
- Parking Price
- Vending Machines
- Availability of Scholarships
- Founders' Activity Center – Hours of Operation
- Student Health Clinic – Quality of Medical Care

Program-Specific Areas

GSBS – PhD

- Relevance of Curriculum

MPAS (Both from the Class of 2014)

- Clinical Sites - Availability
- Career Counseling – Availability

SPH - DrPH

- Quality of Teaching
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

SPH – MPH

- Availability of Classes

SPH - MHA

- Career Counseling – Availability
- Career Counseling – Quality

Highlighted Trends

TCOM (All from the Class of 2014)

- Quality of Faculty Advising
- Course and Instructor Evaluations - Adequate Measure of Quality
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Clinical Sites – Availability
- Clinical Sites – Access to Preceptors
- Administrative Support
- Career Counseling – Availability
- Career Counseling – Quality

While some of these areas have experienced chronic poor scores, some, such as Wireless Quality, have seen 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 Measurement is positioned to assist key leaders with process improvement strategies in areas with the need or potential for improvement.

Institutional Facilities and Services - Summary

Table 2.1 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

Six measures with Met or Exceeded Expectations scores below 80%:

- Classroom Temperatures
- Classroom Network Connections
- Wireless Quality
- Parking Availability
- Parking Price
- Vending Machines

Four measures with scores increasing by 5+ points:

- Library Computers – Availability
- Java Lab Coffee Shop
- Four Star Café
- Vending Machines

Five measures with scores decreasing by 5+ points:

- Classroom Network Connections
- Printing/Copiers
- Wireless Quality
- Library Computers – Quality
- Library Network Connections

Comment Themes

Classrooms: Wifi accessibility, room temperature, electrical outlets, AV equipment – dead spots and batteries for wireless microphones, and inconsistent IClickers.

Student Lounges: Need for more lounge space around the campus and more/better furniture in existing lounges.

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

Institutional Facilities and Services - Summary

Lewis Library: Overall love and appreciation for the library, more study space, access to 3rd floor 24/7, Wifi accessibility, more computers and electrical outlets, and improved seating on the 3rd floor.

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, and ants in Luibel Hall.

Campus Police: 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 3rd/4th 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 and Services - Summary

Table 2.1 – Institutional Facilities & Services	2014		2013		2012		2011	
	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>								
Classrooms								
AV Equipment	91%	1155	91%	1084	94%	944	90%	828
Maintenance	96%	1204	94%	1116	96%	971	93%	845
Cleanliness	92%	1213	93%	1130	▲95%	979	90%	851
Classroom Temperature	78%	1193	▲77%	1120	72%	970	▼68%	837
Classroom Electrical Outlets	88%	1201	▼87%	1121	▲92%	967	NA	NA
Classroom Network Connections	▼70%	1197	▼83%	1113	▲93%	960	NA	NA
Outlets and Network Connections	NA	NA	NA	NA	NA	NA	▲87%	838
Student Lounges								
Adequate Lounge Space Across the Campus	86%	1096	83%	997	80%	876	NA	NA
EAD First Floor	91%	848	88%	761	89%	697	▲88%	603
EAD Fifth Floor	92%	653	92%	580	91%	519	NA	NA
Lounges in CBH	93%	597	93%	540	93%	558	90%	486
Lounges in MET	87%	815	85%	721	86%	686	NA	NA
Computing and Technology								
Printing/Copiers	▼84%	1140	90%	1078	▲87%	946	82%	814
Email	97%	1205	97%	1134	95%	975	▲92%	848
Wireless Quality	▼67%	1210	▼79%	1127	93%	966	▲93%	833
Student IT Helpdesk Support	95%	1088	95%	1015	96%	898	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Institutional Facilities and Services - Summary

Table 2.1 – Cont. Institutional Facilities & Services	2014		2013		2012		2011	
	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	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>								
Lewis Library								
Open sufficient hours	96%	1174	96%	1095	96%	948	▲98%	836
Building conducive to quiet study	94%	1169	▲90%	1098	84%	944	▲85%	855
Building conducive to social interaction	98%	1162	98%	1082	96%	919	96%	807
Building conducive to group work	97%	1166	98%	1089	NA	NA	NA	NA
Access to quality print and electronic resources	94%	1147	98%	1089	95%	931	92%	822
Staff able and willing to help me	98%	1136	96%	1086	98%	922	98%	801
Library Computers – Quality	▼91%	959	▲98%	1082	93%	832	94%	705
Library Computers – Availability	▲96%	974	90%	941	92%	828	93%	703
Library Electrical Outlets	95%	1151	92%	940	90%	869	NA	NA
Library Network Connections	▼84%	1156	95%	1077	98%	911	NA	NA
Laboratories								
Teaching Labs - Equipment Quality	97%	846	96%	761	95%	626	92%	530
Teaching Labs - Safety	99%	843	99%	760	99%	619	97%	519
Research Labs - Equipment Quality	97%	629	97%	577	97%	460	93%	353
Research Labs - Safety	99%	627	98%	567	99%	453	97%	354

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Institutional Facilities and Services - Summary

Table 2.1 – Cont. Institutional Facilities & Services	2014		2013		2012		2011	
	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>								
Campus								
Maintenance	98%	1200	95%	1114	98%	955	96%	844
Cleanliness	95%	1215	94%	1133	96%	961	94%	848
Handicap Access	95%	754	▼92%	655	97%	578	94%	467
Campus Police								
Security	97%	1070	96%	1009	▲97%	883	92%	755
Emergency Communications	98%	1040	96%	934	98%	808	95%	682
Parking								
Availability	53%	1155	▼49%	1087	▼61%	934	▲78%	797
Price	75%	1112	74%	1041	75%	906	▲77%	775
Food Service – Quality								
Stairway Café	82%	792	80%	716	79%	642	▲78%	569
Java Lab Coffee Shop	▲85%	1006	80%	920	84%	820	▲83%	727
Four Star Café	▲83%	1006	78%	928	▼77%	811	84%	629
Vending Machines	▲79%	961	72%	881	72%	777	69%	668

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

Introduction

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

Quality of Teaching and Quality of Education Results

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

Table 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
TCOM-DO	90%	85%
SHP-MPAS	81%	88%
SHP-DPT	97%	97%
GSBS-Med Sci.	87%	93%
GSBS-MS	78%	80%
GSBS-PhD	89%	82%
SPH-MPH	85%	78%
SPH-MHA	88%	96%
SPH-DrPH	50%	58%
SPH-PhD	87%	70%
SCP-PharmD	79%	93%
UNTHSC	86%	84%

Academics - Summary

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

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

Academics - Summary

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

2013 Results							
PROGRAM	<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

Academics - Summary

Table 3.2c - 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

Academics - Summary

Table 3.2d - 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

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

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 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

Two measures with scores increasing by 5+ points:

- FAC – Exercise Facilities
- FAC – Exercise Equipment
- Library Computers – Availability
- Java Lab Coffee Shop
- Four Star Café
- Vending Machines

There are no measures with scores decreasing by 5+ points.

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.

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.

Student Services and Programs - Summary

Table 4.1 - Student Affairs	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Student Affairs								
Registrar	99%	1014	97%	948	99%	855	97%	882
International Student Services	97%	499	96%	453	97%	380	94%	393
Center for Academic Performance (CAP)	94%	1031	94%	947	▲91%	822	84%	824
Student Development	97%	920	97%	892	95%	787	93%	818
Student Affairs - Career Services	93%	778	93%	790	91%	669	90%	690
Health Promotion	95%	830	94%	789	90%	715	89%	730
UNTHSC Catalog	96%	729	94%	690	96%	618	93%	637
Testing & Evaluation Services	94%	1011	95%	941	92%	793	92%	818
Student Affairs - Overall	96%	1019	97%	949	96%	857	93%	904
Financial Aid								
Financial Aid Office - Overall	96%	979	96%	909	96%	803	94%	864
Access to Loan Information	95%	910	94%	851	94%	754	▲94%	818
Availability of Scholarships	70%	924	70%	876	67%	762	65%	811
Debt Counseling	88%	634	86%	627	85%	479	NA	NA
Other Institutional Services and Offices								
Student Financials Office	97%	894	96%	909	97%	736	96%	800
Human Resource Services	97%	756	94%	851	97%	608	96%	637
Marketing & Communications - General UNTHSC News & Plans	98%	759	97%	711	96%	626	93%	658
Alumni Affairs	95%	531	96%	492	95%	430	91%	442

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Services and Programs - Summary

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

	2014 (n=1203)	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Never Used	63%	61%	67%	62%
Once a week	15%	16%	16%	18%
Twice a week	8%	9%	7%	11%
Three or more times a week	14%	14%	9%	9%

Table 4.3 - Founders' Activity Center	2014		2013		2012		2011	
	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>								
Hours of Operation	80%	440	82%	430	83%	319	▲86%	373
Activities & Programs	91%	363	▼88%	374	93%	292	▲89%	321
Fitness Classes	88%	299	85%	308	89%	244	▲85%	260
Exercise Facilities	▲82%	436	▲74%	424	▲68%	315	▲62%	367
Exercise Equipment	▲86%	435	77%	424	▼74%	319	▲90%	271

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Health Clinic

Table 5.3 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Medical Care

One measure with scores increasing by 5+ points:

- Convenience of Hours

There are no measures with scores decreasing by 5+ points.

Comment Themes

Praise for the doctor and staff, the need for better quality of care and better availability for appointments

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

	2014 (n=1207)	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Never Used	53%	46%	44%	36%
1 Time	23%	25%	26%	27%
2-5 Times	22%	26%	26%	33%
>5 Times	2%	3%	4%	4%

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

	2014 (n=672)	2013 (n=518)	2012 (n=434)	2011 (n=369)
Had no need to use clinic	83%	67%	76%	84%
Hours of Operation	4%	4%	9%	6%
Quality of Service	6%	8%	11%	3%
Range of Services Available	2%	3%	6%	4%
Other: Have own insurance/physician (most common answer)	13%	18%	18%	6%

Student Health Clinic

Table 5.3 - Student Health Clinic	2014		2013		2012		2011	
	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	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	88%	555	▲84%	597	▼73%	541	▲78%	646
Professionalism of Service	85%	551	▲82%	595	▼74%	542	87%	644
Quality of Medical Care	73%	548	70%	590	▼69%	535	83%	637
Convenience of Hours	▲87%	544	79%	585	▼75%	529	▲81%	628

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Assistance Program (SAP) Counseling Service

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 2011-2014.

Highlights

There are no measures with Met or Exceeded Expectations scores below 80%.

Two measures with scores increasing by 5+ points:

- Availability
- Convenience of Hours

One measure with scores decreasing by 5+ points:

- Quality of Mental Health Care

Comment Themes

Appreciation for services, more up-to-date listings of providers, hesitancy to share personal information, and requests for more sessions and longer hours.

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

	2014 (n=1207)	2013 (n=1288)	2012 (n=1085)	2011 (n=1034)
Yes	6%	6%	6%	4%
No	94%	94%	94%	96%

Table 6.2 - SAP Counseling Service	2014		2013		2012		2011	
	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>								
Availability	▲ 100%	72	94%	67	98%	53	▲ 95%	41
Professionalism of Service	94%	71	▼ 95%	66	▲ 100%	53	93%	42
Quality of Mental Health Care	▼ 85%	66	94%	64	▲ 98%	53	▲ 92%	36
Convenience of Hours	▲ 99%	67	94%	64	98%	53	▲ 95%	39

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

School Report

TCOM

Institutional Facilities and Services - Summary

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

Highlights

Six measures with Met or Exceeded Expectations scores below 80%:

- Classroom Network Connections
- Adequate Lounge Space Across Campus
- Lounges in MET
- Wireless Quality
- Parking Availability
- Parking Price

Table TCOM 2.1 –Institutional Facilities & Services	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>
Classrooms		
AV Equipment	89%	312
Maintenance	95%	323
Cleanliness	87%	326
Classroom Temperature	81%	315
Classroom Electrical Outlets	95%	318
Classroom Network Connections	66%	315
Student Lounges		
Adequate Lounge Space Across the Campus	78%	275
EAD First Floor	93%	169
EAD Fifth Floor	96%	114
Lounges in CBH	95%	107
Lounges in MET	71%	269
Computing and Technology		
Printing/Copiers	87%	315
Email	95%	332
Wireless Quality	64%	336
Student IT Helpdesk Support	92%	302

Institutional Facilities and Services - Summary

Table TCOM 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Lewis Library		
Open sufficient hours	94%	311
Building conducive to quiet study	93%	308
Building conducive to social interaction	98%	306
Building conducive to group work	96%	304
Access to quality print and electronic resources	94%	306
Staff able and willing to help me	98%	298
Library Computers - Quality	92%	237
Library Computers - Availability	96%	242
Library Electrical Outlets	94%	299
Library Network Connections	82%	302
Laboratories		
Teaching Labs – Equipment Quality	98%	221
Teaching Labs – Safety	99%	217
Research Labs – Equipment Quality	99%	139
Research Labs - Safety	100%	140

Table TCOM 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Campus		
Maintenance	98%	330
Cleanliness	94%	332
Handicap Access	95%	192
Campus Police		
Security	98%	296
Emergency Communications	98%	283
Parking		
Availability	36%	325
Price	68%	318
Food Service – Quality vs. Cost		
Stairway Café	82%	200
Java Lab Coffee Shop	88%	274
Four Star Café	80%	297
Vending Machines	81%	247

Academics - Summary

Introduction

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

Quality of Teaching and Quality of Education Results

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

Table TCOM 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
TCOM-DO	90%	85%

Academics - Summary

Table TCOM 3.2a - 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 – 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 3.2b - 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 – 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

Academics - Summary

Table 3.2c - 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 – 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 3.2d - 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 – 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

Academics - Summary

TCOM - DO 2014

Table TCOM 3.3a contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

Six measures with Met or Exceeded Expectations scores below 80%:

- Quality of Faculty Advising
- Course and Instructor Evaluations - Adequate Measure of Quality
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Program Teaching/Graduate Assistants
- Clinical Sites – Availability
- Clinical Sites - Access to Preceptors

Three measures with scores increasing by 5+ points:

- Quality of Teaching
- Administrative Support
- Clinical Rotations - Overall

Three measures with scores decreasing by 5+ points:

- Quality of Faculty Advising
- Course and Instructor Evaluations - Adequate Measure of Quality
- Program Teaching/Graduate Assistants

As shown in Table 3.2a, 78% of DO- 2014 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 3.84.

Academics - Summary

Table TCOM 3.3a - TCOM - DO 2014	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	n						
Curriculum, Relevance of	85%	61	▲84%	68	▼71%	115	87%	156
Quality of Teaching	▲89%	61	▲81%	69	▼69%	115	83%	155
Quality of Faculty Advising	▼48%	54	70%	64	▼73%	78	88%	129
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	81%	16	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▼72%	57	▲79%	63	▼69%	108	75%	149
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	71%	55	▲71%	59	▼55%	95	66%	137
Program Teaching/Graduate Assistants	▼72%	58	▲95%	39	90%	58	93%	125
Administrative Support	▲95%	38	82%	56	81%	84	NA	NA
Clinical Rotations - Overall	▲95%	55	90%	60	NA	NA	NA	NA
Clinical Sites - Quality	95%	56	92%	61	NA	NA	NA	NA
Clinical Sites - Availability	71%	58	68%	59	NA	NA	NA	NA
Quality of Clinical Instruction	82%	56	78%	64	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	75%	57	75%	60	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

TCOM - DO 2015

Table TCOM 3.3b contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

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

- Clinical Sites – Availability
- Clinical Sites - Access to Preceptors

Four measures with scores increasing by 5+ points:

- Relevance of Curriculum
- Quality of Teaching
- Course and Instructor Evaluations - Adequate Measure of Quality
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

No measures with scores decreasing by 5+ points.

As shown in Table 3.2a, 82% of DO - 2015 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 4.13.

Academics - Summary

Table TCOM 3.3b - TCOM - DO 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>	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n
Curriculum, Relevance of	▲94%	67	89%	110	88%	153	NA	NA
Quality of Teaching	▲92%	66	▲84%	109	79%	140	NA	NA
Quality of Faculty Advising	83%	65	▼83%	95	90%	121	NA	NA
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	85%	65	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▲86%	65	78%	103	82%	149	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲87%	62	▼74%	93	79%	131	NA	NA
Program Teaching/Graduate Assistants	93%	58	96%	72	94%	113	NA	NA
Administrative Support	98%	46	93%	98	92%	133	NA	NA
Clinical Rotations - Overall	87%	63	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	97%	62	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	72%	64	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	80%	65	NA	NA	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	72%	64	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

TCOM - DO 2016

Table TCOM 3.3c contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

No measures with Met or Exceeded Expectations scores below 80%.

No measures with scores increasing by 5+ points.

Three measures with scores decreasing by 5+ points:

- Relevance of Curriculum
- Quality of Faculty Advising
- Course and Instructor Evaluations - Adequate Measure of Quality

As shown in Table 3.2a, 85% 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 3.98.

Academics - Summary

Table TCOM 3.3c - TCOM - DO 2016	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	n						
Curriculum, Relevance of	▼ 80%	87	97%	152	NA	NA	NA	NA
Quality of Teaching	88%	86	89%	151	NA	NA	NA	NA
Quality of Faculty Advising	▼ 85%	72	90%	125	NA	NA	NA	NA
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	85%	80	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▼ 88%	78	93%	144	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	83%	80	91%	131	NA	NA	NA	NA
Program Teaching/Graduate Assistants	97%	76	97%	110	NA	NA	NA	NA
Administrative Support	98%	67	98%	133	NA	NA	NA	NA
Clinical Rotations - Overall	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	NA	NA	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

TCOM - DO 2017

Table TCOM 3.3d contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

No measures with Met or Exceeded Expectations scores below 80%.

As shown in Table 3.2a, 89% 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 4.15.

Table TCOM 3.3d - TCOM - DO 2017	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	n						
Curriculum, Relevance of	95%	115	NA	NA	NA	NA	NA	NA
Quality of Teaching	90%	115	NA	NA	NA	NA	NA	NA
Quality of Faculty Advising	92%	106	NA	NA	NA	NA	NA	NA
Advising Colleges (Beyer, Elko, Everett, Luibel, Richards, Zachary)	93%	111	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	94%	106	NA	NA	NA	NA	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	92%	93	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	92%	100	NA	NA	NA	NA	NA	NA
Administrative Support	96%	93	NA	NA	NA	NA	NA	NA
Clinical Rotations - Overall	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Quality	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Availability	NA	NA	NA	NA	NA	NA	NA	NA
Quality of Clinical Instruction	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Sites - Access to Preceptors	NA	NA	NA	NA	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Services and Programs - Summary

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

Highlights

No measures with Met or Exceeded Expectations scores below 80%.

The Founders' Activity Center was used twice a week or more by 22% of respondents, once a week by 14%, and not used by 64% of respondents (Table TCOM 4.2).

One measure with Met or Exceeded Expectations scores below 80%:

- Hours of Operation

Student Services and Programs - Summary

Table TCOM 4.1 - Student Affairs	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	n
Student Affairs		
Registrar	100%	273
International Student Services	99%	111
Center for Academic Performance (CAP)	93%	281
Student Development	96%	254
Student Affairs - Career Services	94%	223
Health Promotion	94%	226
UNTHSC Catalog	96%	179
Testing & Evaluation Services	93%	287
Student Affairs - Overall	94%	279
Financial Aid		
Financial Aid Office - Overall	99%	272
Access to Loan Information	97%	267
Availability of Scholarships	81%	259
Debt Counseling	87%	180
Other Institutional Services and Offices		
Student Financials Office	99%	237
Human Resource Services	99%	202
Marketing & Communications - General UNTHSC News & Plans	97%	196
Alumni Affairs	94%	144

Student Services and Programs - Summary

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

	2014 (n=326)
Never Used	64%
Once a week	14%
Twice a week	10%
Three or more times a week	12%

Table TCOM 4.3 - Founders' Activity Center	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	n
Hours of Operation	79%	119
Activities & Programs	94%	93
Fitness Classes	91%	74
Exercise Facilities	80%	117
Exercise Equipment	82%	117

Student Health Clinic

Highlights

The majority of respondents (57%) reported using the Student Health Clinic at least one time in the past year (Table TCOM 5.1).

Two measures with or Exceeded Expectations scores below 80%:

- Quality of Medical Care
- Convenience of Hours

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

	2014 (n=329)
Never Used	43%
1 Time	26%
2-5 Times	29%
>5 Times	2%

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

	2014 (n=156)
Had no need to use clinic	64%
Hours of Operation	6%
Quality of Service	13%
Range of Services Available	3%
Other: Have own insurance/physician (most common answer)	13%

Table TCOM 5.3 - Student Health Clinic	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	n
Promptness of Service	88%	184
Professionalism of Service	80%	184
Quality of Medical Care	62%	184
Convenience of Hours	79%	180

Student Assistance Program (SAP) Counseling Service

Highlights

The Student Assistance Program (SAP) Counseling Service was used by 9% of students (Table TCOM 6.1).

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

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

	2014 <i>(n=330)</i>
Yes	9%
No	91%

Table TCOM 6.2 - SAP Counseling Service	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	n
Availability	100%	28
Professionalism of Service	89%	27
Quality of Mental Health Care	81%	27
Convenience of Hours	100%	26

Student-Related Services Provided by Your Educational Program – Summary

Highlights

TCOM - DO 2014

As noted in Table TCOM 7.1a, respondents reported Met or Exceeded Expectations scores of 80% or more for six of 12 questions.

Six measures had Met or Exceeded Expectations scores below 80%:

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

Three measures with scores increasing by 5+ points:

- Student Government
- Communication of Student Activities
- Communication of News Specific to Program/School

Six measures with scores decreasing by 5+ points:

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

Student-Related Services Provided by Your Educational Program – Summary

Table TCOM 7.1a - TCOM - DO 2014	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>						
Admissions	98%	44	96%	54	98%	104	98%	145
Administrative Support	▼78%	50	91%	55	93%	91	95%	129
Career Counseling-Availability	▼62%	55	▼84%	56	91%	64	93%	70
Career Counseling-Quality	▼56%	55	86%	57	90%	61	92%	65
Student Government	▲96%	52	87%	56	▼91%	96	97%	129
Other Student Organizations	100%	50	98%	52	94%	97	95%	135
Communication of Student Activities	▲98%	53	91%	56	90%	93	91%	137
Communication of Academic Deadlines & Regulations	86%	56	88%	59	▼84%	99	91%	138
Communication of News Specific to Program/School	▲96%	52	▲91%	56	▼82%	90	95%	131
Office of Clinical Education - Policies	▼67%	57	85%	59	86%	76	NA	NA
Office of Clinical Education - Service	▼61%	59	85%	61	82%	77	NA	NA
Communication Specific to Clinical Rotations	▼63%	60	▼71%	62	78%	83	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2015

As noted in Table TCOM 7.1b, respondents reported Met or Exceeded Expectations scores of 80% or more on ten of 12 questions.

Two measures had Met or Exceeded Expectations scores below 80%:

- Career Counseling – Quality
- Communication Specific to Clinical Rotations

Four measures with scores increasing by 5+ points:

- Student Government
- Communication of Student Activities
- Communication of Academic Deadlines & Regulations
- Communication Specific to Clinical Rotations

One measure with scores decreasing by 5+ points:

- Career Counseling – Quality

Table TCOM 7.1b - TCOM - DO 2015	2014		2013		2012		2011	
Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of	Met/ Exceeded	<i>n</i>						
Admissions	98%	58	98%	107	95%	130	NA	NA
Administrative Support	96%	57	▲96%	93	91%	126	NA	NA
Career Counseling-Availability	83%	53	▼85%	79	95%	66	NA	NA
Career Counseling-Quality	▼74%	53	▼81%	78	95%	64	NA	NA
Student Government	▲98%	56	92%	97	90%	124	NA	NA
Other Student Organizations	98%	54	96%	100	95%	126	NA	NA
Communication of Student Activities	▲100%	56	93%	101	94%	128	NA	NA
Communication of Academic Deadlines & Regulations	▲95%	57	86%	98	87%	130	NA	NA
Communication of News Specific to Program/School	95%	59	93%	95	90%	126	NA	NA
Office of Clinical Education - Policies	86%	56	86%	84	87%	97	NA	NA
Office of Clinical Education - Service	88%	56	86%	83	90%	94	NA	NA
Communication Specific to Clinical Rotations	▲76%	63	▼60%	91	86%	78	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2016

As noted in Table TCOM 7.1c, respondents reported Met or Exceeded Expectations scores of 90% or more for all 12 questions.

One measure with scores increasing by 5+ points:

- Communication Specific to Clinical Rotations

One measure with scores decreasing by 5+ points:

- Career Counseling – Availability

Table TCOM 7.1c - TCOM - DO 2016	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>						
Admissions	99%	71	99%	134	NA	NA	NA	NA
Administrative Support	97%	68	97%	122	NA	NA	NA	NA
Career Counseling-Availability	▼91%	47	96%	72	NA	NA	NA	NA
Career Counseling-Quality	93%	42	97%	67	NA	NA	NA	NA
Student Government	96%	68	98%	129	NA	NA	NA	NA
Other Student Organizations	97%	67	98%	134	NA	NA	NA	NA
Communication of Student Activities	97%	68	96%	132	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	92%	71	90%	135	NA	NA	NA	NA
Communication of News Specific to Program/School	93%	71	94%	132	NA	NA	NA	NA
Office of Clinical Education - Policies	96%	54	97%	93	NA	NA	NA	NA
Office of Clinical Education - Service	96%	53	97%	90	NA	NA	NA	NA
Communication Specific to Clinical Rotations	▲ 90%	58	81%	64	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

TCOM - DO 2017

As noted in Table TCOM 7.1d, respondents reported Met or Exceeded Expectations scores of 80% or more for all 12 questions.

Table TCOM 7.1d - TCOM - DO 2017	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>						
Admissions	100%	107	NA	NA	NA	NA	NA	NA
Administrative Support	96%	99	NA	NA	NA	NA	NA	NA
Career Counseling-Availability	89%	54	NA	NA	NA	NA	NA	NA
Career Counseling-Quality	92%	49	NA	NA	NA	NA	NA	NA
Student Government	94%	100	NA	NA	NA	NA	NA	NA
Other Student Organizations	93%	106	NA	NA	NA	NA	NA	NA
Communication of Student Activities	95%	105	NA	NA	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	92%	106	NA	NA	NA	NA	NA	NA
Communication of News Specific to Program/School	92%	106	NA	NA	NA	NA	NA	NA
Office of Clinical Education - Policies	98%	61	NA	NA	NA	NA	NA	NA
Office of Clinical Education - Service	97%	59	NA	NA	NA	NA	NA	NA
Communication Specific to Clinical Rotations	85%	55	NA	NA	NA	NA	NA	NA

School Report

SHP

Institutional Facilities and Services - Summary

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

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Classroom Temperatures

Table SHP 2.1 – Institutional Facilities & Services	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>
Classrooms		
AV Equipment	92%	249
Maintenance	97%	262
Cleanliness	95%	262
Classroom Temperature	71%	260
Classroom Electrical Outlets	82%	262
Classroom Network Connections	84%	262
Student Lounges		
Adequate Lounge Space Across the Campus	93%	242
EAD First Floor	96%	180
EAD Fifth Floor	90%	195
Lounges in CBH	99%	117
Lounges in MET	96%	190
Computing and Technology		
Printing/Copiers	89%	244
Email	98%	255
Wireless Quality	81%	257
Student IT Helpdesk Support	97%	241

Institutional Facilities and Services - Summary

Table SHP 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Lewis Library		
Open sufficient hours	96%	250
Building conducive to quiet study	92%	250
Building conducive to social interaction	99%	246
Building conducive to group work	98%	250
Access to quality print and electronic resources	97%	246
Staff able and willing to help me	98%	248
Library Computers - Quality	98%	169
Library Computers - Availability	100%	174
Library Electrical Outlets	94%	250
Library Network Connections	84%	248
Laboratories		
Teaching Labs - Equipment Quality	99%	193
Teaching Labs - Safety	99%	193
Research Labs - Equipment Quality	98%	132
Research Labs - Safety	98%	131

Institutional Facilities and Services - Summary

Table SHP 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Campus		
Maintenance	100%	255
Cleanliness	98%	259
Handicap Access	92%	159
Campus Police		
Security	99%	231
Emergency Communications	100%	233
Parking		
Availability	57%	256
Price	77%	236
Food Service – Quality vs. Cost		
Stairway Café	91%	176
Java Lab Coffee Shop	91%	223
Four Star Café	89%	235
Vending Machines	88%	202

Academics - Summary

Introduction

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

Table SHP 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
SHP-MPAS	81%	88%
SHP-DPT	97%	97%

Academics - Summary

Table SHP 3.2a - 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*
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 3.2b - 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*
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

Academics - Summary

Table SHP 3.2c - 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*
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

Academics - Summary

SHP - MPAS 2014

Table SHP 3.4a contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

Three measures with Met or Exceeded Expectations scores below 80%:

- Quality of Teaching
- Quality of guidance/ mentorship by program faculty
- Clinical Sites - Availability

One measure with scores increasing by 5+ points:

- Administrative Support

Three measures with scores decreasing by 5+ points:

- Quality of Teaching
- Course and Instructor Evaluations - Adequate Measure of Quality
- Clinical Sites - Quality

Eighty-eight percent of Physician Assistant students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 3.96.

Academics - Summary

Table SHP 3.4a - MPAS 2014	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	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Curriculum, Relevance of	94%	48	▲93%	41	75%	48
Quality of Teaching	▼79%	48	▲88%	41	61%	49
Quality of guidance/ mentorship by program faculty	78%	46	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▼80%	46	▲93%	41	74%	47
Student feedback used in program curricular revisions	85%	47	NA	NA	NA	NA
Administrative Support	▲96%	47	90%	30	89%	44
Teaching enhancement through guest lecturers and lab assistants	91%	46	NA	NA	NA	NA
Clinical Sites - Quality	▼91%	46	96%	28	NA	NA
Clinical Sites - Availability	74%	47	72%	29	NA	NA
Quality of Clinical Instruction	96%	47	96%	28	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Academics - Summary

SHP - MPAS 2015

Table SHP 3.4b contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

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

- Quality of Teaching
- Clinical Sites - Availability

Three measures with scores increasing by 5+ points:

- Relevance of Curriculum
- Quality of Teaching
- Course and Instructor Evaluations - Adequate Measure of Quality

No measures with scores decreasing by 5+ points:

Eighty-four percent of Physician Assistant students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average response of 3.90.

Table SHP 3.4b - MPAS 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	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Curriculum, Relevance of	▲ 91%	58	72%	54	NA	NA
Quality of Teaching	▲ 76%	58	64%	55	NA	NA
Quality of guidance/ mentorship by program faculty	89%	54	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▲ 96%	55	69%	65	NA	NA
Student feedback used in program curricular revisions	91%	57	NA	NA	NA	NA
Administrative Support	100%	54	100%	51	NA	NA
Teaching enhancement through guest lecturers and lab assistants	93%	54	NA	NA	NA	NA
Clinical Sites - Quality	95%	19	NA	NA	NA	NA
Clinical Sites - Availability	61%	28	NA	NA	NA	NA
Quality of Clinical Instruction	89%	18	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Academics - Summary

SHP - MPAS 2016

Table SHP 3.4c contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

No measures with Met or Exceeded Expectations scores below 80%:

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 4.24.

Table SHP 3.4c - MPAS 2016	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	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Curriculum, Relevance of	97%	59	NA	NA	NA	NA
Quality of Teaching	86%	59	NA	NA	NA	NA
Quality of guidance/ mentorship by program faculty	96%	56	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	96%	57	NA	NA	NA	NA
Student feedback used in program curricular revisions	96%	52	NA	NA	NA	NA
Administrative Support	100%	57	NA	NA	NA	NA
Teaching enhancement through guest lecturers and lab assistants	100%	58	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**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Academics - Summary

SHP - DPT 2014

Table SHP 3.5a contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Clinical Sites - Availability

No measure with scores increasing by 5+ points:

One measure with scores decreasing by 5+ points:

- Course and Instructor Evaluations - Adequate Measure of Quality

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 4.54.

Table SHP 3.5a - DPT 2014	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	Met/ Exceeded	n	Met/ Exceeded	n
Curriculum, Relevance of	100%	13	100%	32	100%	100%
Quality of Teaching	100%	13	▲ 100%	33	91%	91%
Quality of guidance/ mentorship by program faculty	85%	13	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	▼ 85%	13	▲ 100%	33	90%	90%
Student feedback used in program curricular revisions	100%	13	NA	NA	NA	NA
Administrative Support	100%	13	100%	32	100%	100%
Teaching enhancement through guest lecturers and lab assistants	92%	13	NA	NA	NA	NA
Clinical Sites - Quality	100%	13	NA	NA	NA	NA
Clinical Sites - Availability	54%	13	NA	NA	NA	NA
Quality of Clinical Instruction	85%	13	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Academics - Summary

SHP - DPT 2015

Table SHP 3.5b contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

Three measures with Met or Exceeded Expectations scores below 80%:

- Clinical Sites - Availability

No measures with scores increasing by 5+ points:

No measures with scores decreasing by 5+ points:

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 4.58.

Table SHP 3.5b - DPT 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	Met/ Exceeded	n	Met/ Exceeded	n
Curriculum, Relevance of	95%	43	97%	34	NA	NA
Quality of Teaching	95%	43	97%	33	NA	NA
Quality of guidance/ mentorship by program faculty	89%	37	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	100%	43	100%	34	NA	NA
Student feedback used in program curricular revisions	95%	43	NA	NA	NA	NA
Administrative Support	97%	39	100%	33	NA	NA
Teaching enhancement through guest lecturers and lab assistants	98%	42	NA	NA	NA	NA
Clinical Sites - Quality	98%	41	NA	NA	NA	NA
Clinical Sites - Availability	78%	40	NA	NA	NA	NA
Quality of Clinical Instruction	95%	43	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Academics - Summary

SHP - DPT 2016

Table SHP 3.5c contains the percent of Met/Exceeded Expectations for each question in this section for 2012-2014.

Highlights

No measures with Met or Exceeded Expectations scores below 80%:

Ninety-two 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 4.34.

Table SHP 3.5c - DPT 2016	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	Met/ Exceeded	n	Met/ Exceeded	n
Curriculum, Relevance of	94%	36	NA	NA	NA	NA
Quality of Teaching	97%	36	NA	NA	NA	NA
Quality of guidance/ mentorship by program faculty	91%	32	NA	NA	NA	NA
Course and Instructor Evaluations - Adequate Measure of Quality	97%	36	NA	NA	NA	NA
Student feedback used in program curricular revisions	97%	31	NA	NA	NA	NA
Administrative Support	97%	32	NA	NA	NA	NA
Teaching enhancement through guest lecturers and lab assistants	85%	34	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**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Student Services and Programs - Summary

Tables SHP 4.1 and SHP 4.3 contain the percent of Met/Exceeded Expectations for each area in this section

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

The Founders' Activity Center was used twice a week or more by 26% of respondents, once a week by 16%, and not used by 58% of respondents (Table SHP 4.2).

As noted in Table SHP 4.3, the Founders' Activity Center Met or Exceeded Expectations scores over 80% in all questions.

Student Services and Programs - Summary

Table SHP 4.1 - Student Affairs	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>
Student Affairs		
Registrar	100%	202
International Student Services	99%	105
Center for Academic Performance (CAP)	92%	236
Student Development	100%	206
Student Affairs - Career Services	99%	153
Health Promotion	98%	185
UNTHSC Catalog	99%	147
Testing & Evaluation Services	96%	234
Student Affairs - Overall	99%	213
Financial Aid		
Financial Aid Office - Overall	95%	221
Access to Loan Information	94%	215
Availability of Scholarships	62%	212
Debt Counseling	87%	149
Other Institutional Services and Offices		
Student Financials Office	99%	187
Human Resource Services	100%	158
Marketing & Communications - General UNTHSC News & Plans	99%	171
Alumni Affairs	98%	125

Student Services and Programs - Summary

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

	2014 <i>(n=257)</i>
Never Used	58%
Once a week	16%
Twice a week	8%
Three or more times a week	18%

Table SHP 4.3 - Founders' Activity Center	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	n
Hours of Operation	86%	105
Activities & Programs	93%	90
Fitness Classes	89%	75
Exercise Facilities	83%	107
Exercise Equipment	85%	107

Student Health Clinic

Highlights

The majority of respondents (52%) reported using the Student Health Clinic at least one time in the past year (Table SHP 5.1).

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Medical Care

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

	2014 <i>(n=258)</i>
Never Used	48%
1 Time	23%
2-5 Times	26%
>5 Times	3%

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

	2014 <i>(n=128)</i>
Had no need to use clinic	77%
Hours of Operation	2%
Quality of Service	6%
Range of Services Available	2%
Other: Have own insurance/physician (most common answer)	13%

Table SHP 5.3 - Student Health Clinic	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	n
Promptness of Service	89%	133
Professionalism of Service	89%	132
Quality of Medical Care	78%	128
Convenience of Hours	93%	129

Student Assistance Program (SAP) Counseling Service

Highlights

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 percentages over 85% (Table SHP 6.2).

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

	2014 <i>(n=257)</i>
Yes	7%
No	93%

Table SHP 6.2 - SAP Counseling Service	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	n
Availability	100%	18
Professionalism of Service	94%	18
Quality of Mental Health Care	89%	18
Convenience of Hours	100%	18

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2014

Highlights

As noted in Table SHP 7.1, respondents reported Met or Exceeded Expectations above 80% in all categories.

Two measures with scores decreasing by 5+ points:

- Career Counseling – Availability
- Career Counseling - Quality

Table SHP 7.1 - MPAS 2014	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	95%	42	97%	37	93%	44
Administrative Support	93%	43	95%	38	93%	43
Career Counseling-Availability	▼88%	40	93%	29	95%	21
Career Counseling-Quality	▼88%	41	96%	28	95%	21
Student Government	98%	40	94%	36	94%	33
Other Student Organizations	97%	39	▲100%	34	89%	37
Communication of Student Activities	98%	40	97%	37	93%	41
Communication of Academic Deadlines & Regulations	88%	43	89%	38	85%	40
Communication of News Specific to Program/School	95%	42	97%	37	95%	37

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2015

Highlights

As noted in Table SHP 7.2, respondents reported Met or Exceeded Expectations above 90% in all categories.

Three measures with scores increasing by 5+ points:

- Student Government
- Other Student Organizations
- Communication of Academic Deadlines & Regulations

Table SHP 7.2 – MPAS 2015	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	100%	55	98%	51	NA	NA
Administrative Support	100%	56	100%	50	NA	NA
Career Counseling-Availability	96%	26	100%	21	NA	NA
Career Counseling-Quality	96%	25	100%	22	NA	NA
Student Government	▲ 100%	49	93%	44	NA	NA
Other Student Organizations	▲ 100%	54	94%	50	NA	NA
Communication of Student Activities	98%	56	96%	51	NA	NA
Communication of Academic Deadlines & Regulations	▲ 98%	55	88%	51	NA	NA
Communication of News Specific to Program/School	94%	54	92%	49	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SHP – MPAS 2016

Highlights

As noted in Table SHP 7.3, respondents reported Met or Exceeded Expectations above 90% in all categories.

Table SHP 7.3 - MPAS 2016	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	100%	57	NA	NA	NA	NA
Administrative Support	100%	54	NA	NA	NA	NA
Career Counseling-Availability	100%	34	NA	NA	NA	NA
Career Counseling-Quality	100%	32	NA	NA	NA	NA
Student Government	100%	40	NA	NA	NA	NA
Other Student Organizations	96%	47	NA	NA	NA	NA
Communication of Student Activities	98%	53	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	95%	55	NA	NA	NA	NA
Communication of News Specific to Program/School	98%	55	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% two or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2014

Highlights

As noted in Table SHP 7.4, respondents reported Met or Exceeded Expectations above 90% in all categories.

Table SHP 7.4 - DPT 2014	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	100%	10	100%	31	100%	10
Administrative Support	100%	10	100%	30	100%	9
Career Counseling-Availability	100%	8	100%	33	100%	6
Career Counseling-Quality	100%	8	100%	33	100%	6
Student Government	100%	9	100%	30	100%	9
Other Student Organizations	100%	10	100%	38	100%	10
Communication of Student Activities	100%	9	▲ 100%	30	90%	10
Communication of Academic Deadlines & Regulations	100%	10	100%	29	100%	10
Communication of News Specific to Program/School	100%	10	100%	32	100%	10

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2015

Highlights

As noted in Table SHP 7.5, respondents reported Met or Exceeded Expectations above 80% in all categories.

Two measures with scores increasing by 5+ points:

- Communication of Student Activities
- Communication of News Specific to Program/School

Two measures with scores decreasing by 5+ points:

- Career Counseling – Availability
- Career Counseling – Quality

Table SHP 7.5 - DPT 2015	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/Exceeded	<i>n</i>	Met/Exceeded	<i>n</i>	Met/Exceeded	<i>n</i>
Admissions	100%	40	100%	33	NA	NA
Administrative Support	97%	38	100%	33	NA	NA
Career Counseling-Availability	▼85%	27	100%	21	NA	NA
Career Counseling-Quality	▼92%	26	100%	21	NA	NA
Student Government	94%	35	90%	30	NA	NA
Other Student Organizations	97%	33	100%	25	NA	NA
Communication of Student Activities	▲100%	38	91%	32	NA	NA
Communication of Academic Deadlines & Regulations	97%	37	94%	32	NA	NA
Communication of News Specific to Program/School	▲100%	36	94%	32	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SHP – DPT 2016

Highlights

As noted in Table SHP 7.6, respondents reported Met or Exceeded Expectations above 90% in all categories.

Table SHP 7.6 - DPT 2016	2014		2013		2012	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	100%	34	NA	NA	NA	NA
Administrative Support	100%	34	NA	NA	NA	NA
Career Counseling-Availability	100%	17	NA	NA	NA	NA
Career Counseling-Quality	100%	17	NA	NA	NA	NA
Student Government	93%	27	NA	NA	NA	NA
Other Student Organizations	100%	29	NA	NA	NA	NA
Communication of Student Activities	97%	29	NA	NA	NA	NA
Communication of Academic Deadlines & Regulations	97%	32	NA	NA	NA	NA
Communication of News Specific to Program/School	100%	31	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

School Report

GSBS

Institutional Facilities and Services - Summary

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

Highlights

Four measures with Met or Exceeded Expectations scores below 80%:

- Classroom Temperature
- Classroom Network Connections
- Wireless Quality
- Parking Availability

Table GSBS 2.1 –Institutional Facilities & Services	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	n
Classrooms		
AV Equipment	87%	312
Maintenance	96%	320
Cleanliness	92%	326
Classroom Temperature	76%	321
Classroom Electrical Outlets	99%	320
Classroom Network Connections	55%	322
Student Lounges		
Adequate Lounge Space Across the Campus	90%	304
EAD First Floor	91%	267
EAD Fifth Floor	93%	148
Lounges in CBH	91%	223
Lounges in MET	95%	185
Computing and Technology		
Printing/Copiers	82%	298
Email	96%	324
Wireless Quality	56%	326
Student IT Helpdesk Support	97%	279

Institutional Facilities and Services - Summary

Table GSBS 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Lewis Library		
Open sufficient hours	98%	317
Building conducive to quiet study	94%	315
Building conducive to social interaction	99%	315
Building conducive to group work	97%	317
Access to quality print and electronic resources	94%	300
Staff able and willing to help me	99%	302
Library Computers - Quality	91%	284
Library Computers - Availability	97%	286
Library Electrical Outlets	97%	311
Library Network Connections	87%	312
Laboratories		
Teaching Labs – Equipment Quality	94%	263
Teaching Labs – Safety	100%	266
Research Labs – Equipment Quality	96%	219
Research Labs - Safety	99%	217

Table GSBS 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Campus		
Maintenance	97%	323
Cleanliness	95%	327
Handicap Access	98%	197
Campus Police		
Security	96%	285
Emergency Communications	98%	272
Parking		
Availability	66%	309
Price	80%	304
Food Service – Quality vs. Cost		
Stairway Café	84%	211
Java Lab Coffee Shop	86%	266
Four Star Café	87%	257
Vending Machines	81%	274

Academics - Summary

Introduction

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

Quality of Teaching and Quality of Education Results

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

Table GSBS 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
GSBS - Overall	86%	88%
GSBS-Med Sci.	87%	93%
GSBS-MS	78%	80%
GSBS-PhD	89%	82%

Academics - Summary

Table GSBS 3.2a - 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*
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 3.2b - 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*
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

Academics - Summary

Table GSBS 3.2c - 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*
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 3.2d - 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*
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

Academics - Summary

GSBS – Medical Science

Table GSBS 3.33 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

There are no measures with Met or Exceeded Expectations scores below 80%:

No measures with scores increasing by 5+ points.

No measures with scores decreasing by 5+ points.

Ninety-three 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 4.24.

Table GSBS 3.3 - GSBS - Medical Science	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Curriculum, Relevance of	97%	189	94%	175	▲96%	169	▲88%	90
Quality of Teaching	87%	187	86%	172	▲85%	201	▲37%	89
Course and Instructor Evaluations - Adequate Measure of Quality	97%	184	97%	165	▲93%	165	66%	80
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	93%	163	96%	158	▲93%	139	▲58%	69
Administrative Support	96%	182	94%	134	▲93%	162	▲67%	83
Program Teaching/Graduate Assistants	96%	173	96%	157	▲97%	150	▲84%	64
Quality of Guidance Provided by Major Professor/Mentor	93%	169	▲92%	157	▲86%	139	▲69%	78

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

GSBS – MS

Table GSBS 3.4 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Teaching

No measures with scores increasing by 5+ points.

Two measures with scores decreasing by 5+ points:

- Quality of Teaching
- Availability of Classes

Eighty 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 3.95.

Table GSBS 3.4 - GSBS - MS	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	<i>n</i>						
Curriculum, Relevance of	89%	65	85%	61	▲81%	47	▲70%	56
Quality of Teaching	▼78%	64	▲83%	60	▲74%	47	57%	56
Course and Instructor Evaluations - Adequate Measure of Quality	92%	61	▲91%	56	78%	40	80%	54
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	90%	49	88%	51	▲87%	47	73%	52
Administrative Support	97%	59	96%	53	▲95%	42	84%	49
Program Teaching/Graduate Assistants	95%	43	97%	40	▲93%	46	86%	44
Quality of Guidance Provided by Major Professor/Mentor	90%	58	▼87%	56	▲95%	44	76%	51
Availability of Classes	▼90%	50	▲96%	48	81%	47	83%	47

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

GSBS – PhD

Table GSBS 3.5 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Relevance of Curriculum

Two measures with scores increasing by 5+ points:

- Course and Instructor Evaluations - Adequate Measure of Quality Availability of Classes
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

No measures with scores decreasing by 5+ points.

Eighty-two percent of PhD students responded that, overall, they Agreed or Strongly Agreed they were satisfied with the quality of their education, with an average score of 3.99.

Table GSBS 3.5 - GSBS - PhD	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	78%	63	79%	76	75%	52	▼74%	70
Quality of Teaching	89%	63	86%	76	▲85%	53	▼66%	73
Course and Instructor Evaluations - Adequate Measure of Quality	▲95%	61	▲84%	74	76%	51	▼75%	72
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	▲89%	54	▼76%	72	▲92%	52	▼74%	68
Administrative Support	94%	64	96%	75	▲96%	47	▼88%	68
Program Teaching/Graduate Assistants	91%	55	88%	67	▲87%	54	▼76%	58
Quality of Guidance Provided by Major Professor/Mentor	89%	65	▲85%	79	78%	54	79%	71
Availability of Classes	84%	63	▲82%	76	75%	52	▼78%	65

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Services and Programs - Summary

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

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

The Founders' Activity Center was used twice a week or more by 25% of respondents, once a week by 19%, and not used by 56% of respondents (Table GSBS 4.2).

One measure with Met or Exceeded Expectations scores below 80%:

- Hours of Operation

Student Services and Programs - Summary

Table GSBS 4.1 - Student Affairs	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	n
Student Affairs		
Registrar	99%	286
International Student Services	100%	132
Center for Academic Performance (CAP)	97%	285
Student Development	98%	236
Student Affairs - Career Services	94%	191
Health Promotion	97%	218
UNTHSC Catalog	97%	203
Testing & Evaluation Services	93%	261
Student Affairs - Overall	98%	278
Financial Aid		
Financial Aid Office - Overall	100%	249
Access to Loan Information	99%	222
Availability of Scholarships	72%	221
Debt Counseling	94%	146
Other Institutional Services and Offices		
Student Financials Office	98%	241
Human Resource Services	97%	205
Marketing & Communications - General UNTHSC News & Plans	99%	195
Alumni Affairs	99%	124

Student Services and Programs - Summary

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

	2014 <i>(n=325)</i>
Never Used	56%
Once a week	19%
Twice a week	9%
Three or more times a week	16%

Table GSBS 4.3 - Founders' Activity Center	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	n
Hours of Operation	79%	141
Activities & Programs	90%	114
Fitness Classes	87%	89
Exercise Facilities	86%	137
Exercise Equipment	93%	137

Student Health Clinic

Table GSBS 5.3 contains the percent of Met/Exceeded Expectations for each question in this section.

Highlights

The majority of respondents (57%) reported using the Student Health Clinic at least one time in the past year (Table GSBS 5.1).

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Medical Care

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

	2014 <i>(n=325)</i>
Never Used	53%
1 Time	24%
2-5 Times	20%
>5 Times	3%

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

	2014 <i>(n=518)</i>
Had no need to use clinic	2%
Hours of Operation	3%
Quality of Service	2%
Range of Services Available	87%
Other: Have own insurance/physician (most common answer)	6%

Student Health Clinic

Table GSBS 5.3 - Student Health Clinic	2014	
	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	87%	149
Professionalism of Service	83%	148
Quality of Medical Care	76%	150
Convenience of Hours	86%	149

Student Assistance Program (SAP) Counseling Service

Table GSBS 6.2 contains the percent of Met/Exceeded Expectations for each question in this section.

Highlights

The Student Assistance Program (SAP) Counseling Service was used by 6% 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?

	2014 (n=325)
Yes	6%
No	94%

Table GSBS 6.2 - SAP Counseling Service	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	n
Availability	100%	18
Professionalism of Service	100%	18
Quality of Mental Health Care	80%	15
Convenience of Hours	94%	16

Student-Related Services Provided by Your Educational Program – Summary

GSBS – Medical Science

Highlights

As noted in Table GSBS 7.1, the majority of respondents reported Met or Exceeded Expectations in all categories.

One measure with scores increasing by 5+ points:

- Admissions

Table GSBS 7.1 - GSBS - Medical Science	2014		2013		2012		2011	
	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	▲97%	183	▼91%	163	96%	171	92%	83
Student Services	99%	177	97%	158	▲98%	167	85%	80
Communication of Academic Deadlines & Regulations	96%	178	94%	159	▲97%	170	▼88%	82
Communication of News Specific to Program/School	97%	181	97%	161	▲96%	168	▲87%	77

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

GSBS – MS

Highlights

As noted in Table GSBS 7.2, the majority of respondents reported Met or Exceeded Expectations in all categories.

One measure had Met or Exceeded Expectations scores below 80%:

- Communication of Academic Deadlines & Regulations

Two measures with scores decreasing by 5+ points:

- Communication of Academic Deadlines & Regulations
- Communication of News Specific to Program/School

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

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

GSBS – PhD

Highlights

As noted in Table GSBS 7.3, the majority of respondents reported Met or Exceeded Expectations in all categories.

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

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

School Report

SPH

Institutional Facilities and Services - Summary

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

Highlights

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

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

Table SPH 2.1 – Institutional Facilities	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>
Classrooms		
AV Equipment	96%	219
Maintenance	97%	230
Cleanliness	95%	230
Classroom Temperature	86%	228
Classroom Electrical Outlets	68%	232
Classroom Network Connections	77%	229
Student Lounges		
Adequate Lounge Space Across the Campus	86%	214
EAD First Floor	84%	178
EAD Fifth Floor	89%	160
Lounges in CBH	93%	115
Lounges in MET	92%	125
Computing and Technology		
Printing/Copiers	81%	215
Email	97%	226
Wireless Quality	73%	224
Student IT Helpdesk Support	94%	205

Institutional Facilities and Services - Summary

Table SPH 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Lewis Library		
Open sufficient hours	97%	228
Building conducive to quiet study	95%	228
Building conducive to social interaction	97%	227
Building conducive to group work	96%	227
Access to quality print and electronic	91%	227
Staff able and willing to help me	97%	223
Library Computers - Quality	84%	222
Library Computers - Availability	92%	221
Library Electrical Outlets	94%	225
Library Network Connections	86%	227
Laboratories		
Teaching Labs – Equipment Quality	94%	108
Teaching Labs – Safety	97%	107
Research Labs – Equipment Quality	96%	96
Research Labs - Safety	97%	96

Table SPH 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Campus		
Maintenance	98%	224
Cleanliness	94%	228
Handicap Access	95%	160
Campus Police		
Security	94%	198
Emergency Communications	97%	197
Parking		
Availability	46%	196
Price	73%	187
Food Service – Quality vs. Cost		
Stairway Café	70%	148
Java Lab Coffee Shop	76%	179
Four Star Café	77%	155
Vending Machines	65%	177

Academics - Summary

Introduction

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

Quality of Teaching and Quality of Education Results

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

Table SPH 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
SHP - Total	84%	78%
SPH-MPH	85%	78%
SPH-MHA	88%	96%
SPH-DrPH	50%	58%
SPH-PhD	87%	70%

Academics - Summary

Table SPH 3.2a - 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*
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 3.2b - 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*
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

Academics - Summary

Table SPH 3.2c - 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*
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 3.2d - 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*
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

Academics - Summary

SPH – MPH

Table SPH 3.3 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

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

- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)Quality of guidance/ mentorship by program faculty
- Availability of Classes

Two measures with scores increasing by 5+ points:

- Quality of Teaching
- Availability of Classes

One measure with scores decreasing by 5+ points:

- Culminating Experience (e.g., comprehensive exam, capstone courses)

Seventy-eight percent of MPH students responded that, overall, they Agreed or Strongly agreed they were satisfied with the quality of their education, with an average score of 3.85.

Academics - Summary

Table SPH 3.3 - MPH	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Curriculum, Relevance of	93%	167	89%	168	▲ 91%	139	84%	157
Adequacy of Curriculum Integration	86%	164	NA	NA	NA	NA	NA	NA
Quality of Teaching	▲ 85%	167	▼ 76%	177	▲ 81%	140	▼ 74%	157
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	84%	156	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	86%	161	NA	NA	NA	NA	NA	NA
Administrative Support	93%	163	▲ 93%	175	85%	136	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	▼ 80%	123	93%	104	93%	71	83%	59
Program Teaching/Graduate Assistants	85%	157	87%	166	83%	121	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	79%	143	▲ 82%	140	74%	104	77%	136
Availability of Classes	▲ 74%	165	66%	173	69%	140	70%	156

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

SPH – MHA

Table SPH 3.4 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Seven measures with scores increasing by 5+ points:

- Relevance of Curriculum
- Quality of Teaching
- Administrative Support
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
- Availability of Classes

No measures with scores decreasing by 5+ points:

Ninety-six 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 4.24.

Academics - Summary

Table SPH 3.4 - MHA	2014		2013		2012		2011	
	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>								
Curriculum, Relevance of	▲ 100%	25	▼ 71%	24	▲ 84%	31	▼ 63%	19
Adequacy of Curriculum Integration	100%	25	NA	NA	NA	NA	NA	NA
Quality of Teaching	▲ 88%	25	▼ 50%	24	▲ 81%	31	53%	19
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	87%	23	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	91%	23	NA	NA	NA	NA	NA	NA
Administrative Support	▲ 100%	25	▼ 81%	21	86%	29	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	▲ 89%	19	▼ 73%	15	▲ 87%	15	▲ 80%	5
Program Teaching/Graduate Assistants	▲ 90%	21	76%	21	79%	28	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	▲ 78%	18	▼ 65%	20	▲ 82%	22	▼ 63%	16
Availability of Classes	▲ 83%	24	▲ 78%	23	▲ 63%	30	▼ 44%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

SPH – DrPH

Table SPH 3.5 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

Eight measures with Met or Exceeded Expectations scores below 80%:

- Relevance of Curriculum
- Adequacy of Curriculum Integration
- Quality of Teaching
- Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum
- Culminating Experience (e.g., comprehensive exam, capstone courses)
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
- Doctoral Residency

One measure with scores increasing by 5+ points:

- Availability of Classes

Four measures with scores decreasing by 5+ points:

- Relevance of Curriculum
- Program Teaching/Graduate Assistants
- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
- Doctoral Residency

Fifty-eight 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 3.33.

Academics - Summary

Table SPH 3.5 - DrPH	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	<i>n</i>						
Curriculum, Relevance of	▼ 75%	12	▲ 85%	13	▼ 55%	20	74%	42
Adequacy of Curriculum Integration	58%	12	NA	NA	NA	NA	NA	NA
Quality of Teaching	50%	12	54%	13	▼ 50%	20	80%	41
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	70%	10	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	92%	12	NA	NA	NA	NA	NA	NA
Administrative Support	92%	12	91%	11	89%	19	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	50%	8	NA	NA	NA	NA	NA	NA
Program Teaching/Graduate Assistants	▼ 73%	11	▲ 78%	9	72%	18	NA	NA
Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)	▼ 64%	11	73%	11	▲ 74%	19	▼ 69%	39
Availability of Classes	▲ 83%	12	▲ 62%	13	55%	20	52%	42
Doctoral Residency	▼ 20%	5	100%	6	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

SPH – PhD

Table SPH 3.6 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Four measures with scores increasing by 5+ points:

- Relevance of Curriculum
- Quality of Teaching
- Administrative Support
- Availability of Classes

One measure with scores decreasing by 5+ points:

- Culminating Experience (e.g., comprehensive exam, capstone courses)

Seventy 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 3.65.

Academics - Summary

Table SPH 3.6 - PhD	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following institutional facilities and services. Comparison to My Level of Expectation:</i>	Met/ Exceeded	<i>n</i>						
Curriculum, Relevance of	▲87%	23	▼70%	10	100%	16	NA	NA
Adequacy of Curriculum Integration	86%	22	NA	NA	NA	NA	NA	NA
Quality of Teaching	▲87%	23	▼60%	10	100%	17	NA	NA
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum	85%	20	NA	NA	NA	NA	NA	NA
Adequacy of Course Evaluation Process	82%	22	NA	NA	NA	NA	NA	NA
Administrative Support	▲95%	22	90%	10	93%	15	NA	NA
Culminating Experience (e.g., comprehensive exam, capstone courses)	▼81%	16	▲86%	7	80%	10	NA	NA
Program Teaching/Graduate Assistants	100%	22	▲100%	10	92%	12	NA	NA
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	71%	21	▼70%	10	94%	16	NA	NA
Availability of Classes	▲67%	21	▼50%	10	88%	16	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Academics - Summary

SPH – Online Courses

Results

Table SPH 3.7 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

No measures with Met or Exceeded Expectations scores below 80%:

One measures with scores increasing by 5+ points:

No measures with scores decreasing by 5+ points:

Table SPH 3.7 - Online Courses	2014		2013		2012		2011	
	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	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>								
Faculty availability (e.g. online office hours)	85%	128	81%	68	NA	NA	NA	NA
Level of interaction with the online instructor	▲80%	128	73%	66	NA	NA	NA	NA
Adequate software support to accomplish course assignments	84%	128	84%	64	NA	NA	NA	NA
Adequate technical support for completing course assignments	87%	126	88%	64	NA	NA	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student Services and Programs - Summary

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

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

The Founders' Activity Center was used twice a week or more by 15% of respondents, once a week by 10%, and not used by 75% of respondents (Table SPH 4.2).

One measure with Met or Exceeded Expectations scores below 80%:

- Hours of Operation

Student Services and Programs - Summary

Table SPH 4.1 - Student Affairs	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	n
Student Affairs		
Registrar	97%	199
International Student Services	89%	126
Center for Academic Performance (CAP)	93%	168
Student Development	92%	169
Student Affairs - Career Services	82%	169
Health Promotion	92%	156
UNTHSC Catalog	90%	161
Testing & Evaluation Services	94%	165
Student Affairs - Overall	92%	192
Financial Aid		
Financial Aid Office - Overall	89%	176
Access to Loan Information	86%	145
Availability of Scholarships	61%	175
Debt Counseling	84%	124
Other Institutional Services and Offices		
Student Financials Office	90%	173
Human Resource Services	90%	149
Marketing & Communications - General UNTHSC News & Plans	96%	154
Alumni Affairs	88%	112

Student Services and Programs - Summary

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

	2014 <i>(n=227)</i>
Never Used	75%
Once a week	10%
Twice a week	6%
Three or more times a week	9%

Table SPH 4.3 - Founders' Activity Center	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	n
Hours of Operation	79%	56
Activities & Programs	83%	53
Fitness Classes	86%	49
Exercise Facilities	80%	56
Exercise Equipment	82%	56

Student Health Clinic

Table SPH 5.3 contains the percent of Met/Exceeded Expectations for each question in this section.

Highlights

A relatively small percentage of respondents (25%) reported using the Student Health Clinic at least one time in the past year (Table SPH 5.1).

The Student Health Clinic met or exceeded expectations for 90% or more of students who used its services in all categories (Table SPH 5.3).

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

	2014 <i>(n=228)</i>
Never Used	75%
1 Time	13%
2-5 Times	10%
>5 Times	2%

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

	2014 <i>(n=180)</i>
Had no need to use clinic	77%
Hours of Operation	4%
Quality of Service	2%
Range of Services Available	2%
Other: Have own insurance/physician (most common answer)	15%

Table SPH 5.3 - Student Health Clinic	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	n
Promptness of Service	98%	54
Professionalism of Service	94%	53
Quality of Medical Care	90%	52
Convenience of Hours	96%	53

Student Assistance Program (SAP) Counseling Service

Table SPH 6.2 contains the percent of Met/Exceeded Expectations for each question in this section.

Highlights

The Student Assistance Program (SAP) Counseling Service was used by 3% of students (Table SPH 6.1).

All SAP questions had Met or Exceeded Expectations percentages of 100% 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?

	2014 (n=228)
Yes	3%
No	97%

Table SPH 6.2 - SAP Counseling Service	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	n
Availability	100%	6
Professionalism of Service	100%	6
Quality of Mental Health Care	100%	4
Convenience of Hours	100%	5

Student-Related Services Provided by Your Educational Program – Summary

SPH – MPH

Highlights

As noted in Table SPH 7.1, the majority of respondents reported Met or Exceeded Expectations in all categories.

One measure had Met or Exceeded Expectations scores below 80%:

- Career Counseling – Quality

Three measures with scores decreasing by 5+ points:

- Career Counseling – Quality
- Student Government
- Communication of News Specific to Program/School

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

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SPH – MHA

Highlights

As noted in Table SPH 7.2, the majority of respondents reported Met or Exceeded Expectations in all categories.

Two measures had Met or Exceeded Expectations scores below 80%:

- Career Counseling – Availability
- Career Counseling – Quality

Five measures with scores increasing by 5+ points:

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

One measure with scores decreasing by 5+ points:

- Communication of Student Activities

Table SPH 7.2 - MHA	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n	Met/ Exceeded	n
Admissions	95%	22	96%	24	▲100%	30	▼86%	22
Administrative Support	▲96%	23	90%	21	90%	31	89%	18
Career Counseling - Availability	▲76%	21	▼65%	20	76%	25	NA	NA
Career Counseling - Quality	▲75%	20	▼60%	20	72%	25	NA	NA
Student Government	85%	20	87%	23	▲84%	25	▼77%	13
Other Student Organizations	90%	20	86%	22	▲85%	27	▼77%	13
Communication of Student Activities	▼82%	22	87%	23	▲87%	31	▲81%	16
Communication of Academic Deadlines & Regulations	▲91%	22	86%	22	▲84%	31	79%	19
Communication of News Specific to Program/School	▲95%	21	▼82%	22	▲87%	30	▼78%	18

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SPH – DrPH

Highlights

As noted in Table SPH 7.3, the majority of respondents reported Met or Exceeded Expectations in seven of nine categories.

Four measures had Met or Exceeded Expectations scores below 80%:

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

Three measures with scores increasing by 5+ points:

- Student Government
- Other Student Organizations
- Communication of Student Activities

Four measures with scores decreasing by 5+ points:

- Administrative Support
- Career Counseling – Availability
- Career Counseling – Quality
- Communication of Academic Deadlines & Regulations

Table SPH 7.3 - DrPH	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>	Met/ Exceeded	<i>n</i>
Admissions	100%	9	▲ 100%	13	95%	20	97%	36
Administrative Support	▼ 73%	11	▼ 92%	13	▲ 100%	20	91%	33
Career Counseling - Availability	▼ 33%	6	▲ 80%	10	62%	13	NA	NA
Career Counseling - Quality	▼ 33%	6	▲ 80%	10	62%	13	NA	NA
Student Government	▲ 88%	8	▼ 80%	10	▲ 100%	16	▲ 93%	29
Other Student Organizations	▲ 88%	8	▼ 80%	10	▲ 100%	15	89%	27
Communication of Student Activities	▲ 100%	11	▼ 82%	11	▲ 95%	19	80%	35
Communication of Academic Deadlines & Regulations	▼ 75%	12	▲ 92%	12	83%	18	▲ 86%	36
Communication of News Specific to Program/School	▼ 75%	12	▲ 92%	12	84%	19	86%	35

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

Student-Related Services Provided by Your Educational Program – Summary

SPH – PhD

Highlights

As noted in Table SPH 7.4, the majority of respondents reported Met or Exceeded Expectations in all categories.

One measure had Met or Exceeded Expectations scores below 80%:

- Communication of Academic Deadlines & Regulations

Seven measures with scores increasing by 5+ points:

- 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

One measure with scores decreasing by 5+ points:

- Administrative Support

Table SPH 7.4 - PhD	2014		2013		2012		2011	
<i>Please indicate your overall level of satisfaction with the following program facilities and services. Comparison to my level of expectation:</i>	Met/ Exceeded	<i>n</i>						
Admissions	100%	19	100%	8	100%	13	NA	NA
Administrative Support	▼ 84%	19	89%	9	92%	13	NA	NA
Career Counseling - Availability	▲ 82%	17	▲ 75%	8	70%	10	NA	NA
Career Counseling - Quality	▲ 92%	13	▲ 86%	7	70%	10	NA	NA
Student Government	▲ 92%	13	▼ 86%	7	100%	12	NA	NA
Other Student Organizations	▲ 93%	14	▼ 86%	7	92%	12	NA	NA
Communication of Student Activities	▲ 94%	17	89%	9	93%	14	NA	NA
Communication of Academic Deadlines & Regulations	▲ 72%	18	▼ 56%	9	100%	14	NA	NA
Communication of News Specific to Program/School	▲ 89%	18	▼ 78%	9	86%	14	NA	NA

Increases/decreases of 5 percentage points or more from previous year are in **BOLD**, with the arrow (up = ▲, down = ▼) denoting direction of movement. Results in decline or below 80% three or more consecutive years are highlighted in yellow.

School Report

SCP

Institutional Facilities and Services - Summary

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

Highlights

Seven measures with Met or Exceeded Expectations scores below 80%:

- Classroom Network Connections
- Adequate Lounge Space Across the Campus
- Printing/Copiers
- Wireless Quality
- Library Network Connections
- Parking Availability
- Four Star Café

Table SCP 2.1 – Institutional Facilities & Services	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>
Classrooms		
AV Equipment	89%	63
Maintenance	97%	69
Cleanliness	90%	69
Classroom Temperature	80%	69
Classroom Electrical Outlets	97%	69
Classroom Network Connections	70%	69
Student Lounges		
Adequate Lounge Space Across the Campus	79%	61
EAD First Floor	91%	54
EAD Fifth Floor	94%	36
Lounges in CBH	89%	35
Lounges in MET	91%	46
Computing and Technology		
Printing/Copiers	76%	68
Email	97%	68
Wireless Quality	64%	67
Student IT Helpdesk Support	97%	61

Institutional Facilities and Services - Summary

Table SCP 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Lewis Library		
Open sufficient hours	99%	68
Building conducive to quiet study	97%	68
Building conducive to social interaction	100%	68
Building conducive to group work	100%	68
Access to quality print and electronic resources	96%	68
Staff able and willing to help me	100%	65
Library Computers - Quality	96%	47
Library Computers – Availability	98%	51
Library Electrical Outlets	97%	66
Library Network Connections	72%	67
Laboratories		
Teaching Labs - Equipment Quality	100%	61
Teaching Labs - Safety	100%	60
Research Labs - Equipment Quality	100%	43
Research Labs - Safety	100%	43

Institutional Facilities and Services - Summary

Table SCP 2.1 – Cont. Institutional Facilities & Services	2014	
	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>		
Campus		
Maintenance	96%	68
Cleanliness	94%	69
Handicap Access	100%	46
Campus Police		
Security	100%	60
Emergency Communications	100%	55
Parking		
Availability	72%	69
Price	84%	67
Food Service – Quality vs. Cost		
Stairway Café	81%	57
Java Lab Coffee Shop	81%	64
Four Star Café	76%	62
Vending Machines	82%	61

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

Table SCP 3.1

School/ Program	Overall Satisfaction with Quality of Teaching (Met/Exceeded Expectations)	Overall Satisfaction with Education (Agree and Strongly Agree)
SCP – PharmD 2017	79%	93%

Table SCP 3.2 - 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*
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

Academics - Summary

SCP – PharmD 2017

Table SCP 3.33 contains the percent of Met/Exceeded Expectations for each question in this section for 2011-2014.

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Teaching

As shown in Table 3.2, 93% of PharmD 2017 students responded that, overall, they Agree or Strongly Agree they were satisfied with the quality of their education, with an average rating of 4.14.

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

Student Services and Programs - Summary

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

Highlights

One measure with Met or Exceeded Expectations scores below 80%:

- Availability of Scholarships

The Founders' Activity Center was used twice a week or more by 18% of respondents, once a week by 12%, and not used by 71% of respondents (Table SCP 4.2).

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

- Hours of Operation
- Exercise Equipment

Student Services and Programs - Summary

Table SCP 4.1 - Student Affairs	2014	
	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>		
Student Affairs		
Registrar	100%	54
International Student Services	100%	25
Center for Academic Performance (CAP)	100%	61
Student Development	100%	55
Student Affairs - Career Services	98%	42
Health Promotion	96%	45
UNTHSC Catalog	100%	39
Testing & Evaluation Services	98%	64
Student Affairs - Overall	98%	57
Financial Aid		
Financial Aid Office - Overall	98%	61
Access to Loan Information	97%	61
Availability of Scholarships	67%	57
Debt Counseling	94%	35
Other Institutional Services and Offices		
Student Financials Office	100%	56
Human Resource Services	100%	42
Marketing & Communications - General UNTHSC News & Plans	100%	43
Alumni Affairs	100%	26

Student Services and Programs - Summary

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

	2014 <i>(n=68)</i>
Never Used	71%
Once a week	12%
Twice a week	6%
Three or more times a week	12%

Table SCP 4.3 - Founders' Activity Center	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	n
Hours of Operation	74%	19
Activities & Programs	92%	13
Fitness Classes	92%	12
Exercise Facilities	68%	19
Exercise Equipment	67%	18

Student Health Clinic

Highlights

The majority of respondents (55%) reported using the Student Health Clinic at least one time in the past year (Table SCP 5.1).

One measure with Met or Exceeded Expectations scores below 80%:

- Quality of Medical Care

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

	2014 <i>(n=67)</i>
Never Used	45%
1 Time	36%
2-5 Times	18%
>5 Times	1%

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

	2014 <i>(n=30)</i>
Had no need to use clinic	81%
Hours of Operation	6%
Quality of Service	0%
Range of Services Available	0%
Other: Have own insurance/physician (most common answer)	13%

Table SCP 5.3 - Student Health Clinic	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	n
Promptness of Service	83%	35
Professionalism of Service	82%	34
Quality of Medical Care	74%	34
Convenience of Hours	91%	33

Student Assistance Program (SAP) Counseling Service

Highlights

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

All SAP questions had Met or Exceeded Expectations percentages score 100% in the limited responses ($n=2$).

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

	2014 ($n=67$)
Yes	4%
No	96%

Table SCP 6.2 - SAP Counseling Service	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	n
Availability	100%	2
Professionalism of Service	100%	2
Quality of Mental Health Care	100%	2
Convenience of Hours	100%	2

Student-Related Services Provided by Your Educational Program – Summary

Highlights

SCP – PharmD 2017

As noted in Table SCP 7.1, respondents reported Met or Exceeded Expectations scores of 90% or more for all questions.

Table SCP 7.1 – PharmD 2014	2014	
	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%	64
Administrative Support	98%	60
Availability of Career Counseling	95%	41
Quality of Career Counseling	95%	39
Student Government	88%	60
Other Student Organizations	96%	54
Communication of Student Activities	92%	60
Communication of Academic Deadlines & Regulations	92%	60
Communication of News Specific to Program/School	97%	60
Experiential Education - Service	95%	58

Student-Related Services Provided by Your Educational Program – Summary

SCP students participated in additional questions regarding their stress levels, with 45% of students agreeing or strongly agreeing that their level of stress since starting the program markedly interfered with their learning (Table SCP 7.2)

Table SCP 7.2: 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.

	%	<i>n</i>
Strongly Agree	12%	8
Agree	33%	22
Neutral	40%	27
Disagree	15%	10
Strongly Disagree	0%	0

Of those responding to the above question with Agree or Strong Agree, 20% indicated they sought assistance for their stress (Table SCP 7.3)

Table SCP 7.3: Did you seek assistance for your stress? (Question only viewed by those who responded "Agree" or "Strongly Agree" on previous question)

	%	<i>n</i>
Yes	20%	6
No	80%	24

Those indicating “yes” to the above question, were asked to indicate where they sought assistance. Of those, 67% indicated Center for Academic Performance personnel (Table SCP 7.4). When asked if the assistance sought was beneficial, 84% indicated the assistance sought was beneficial or very beneficial (Table SCP 7.5).

Table SCP 7.4: Please indicate who provided the assistance. Select one or more of the answers below, as applicable.

	%	<i>n</i>
Center for Academic Performance personnel	67%	4
Associate Dean for Academic Affairs	17%	1
Faculty member	17%	1
Student Assistance Program	0%	0
UNTHSC staff	0%	0
Other	67%	4

Table SCP 7.5: Was the assistance beneficial?

	%	<i>n</i>
Very Beneficial	17%	1
Beneficial	67%	4
Neutral	0%	0
Not Beneficial	17%	1

Appendix A: Comments

Institutional Facilities and Services

Classrooms

Common themes in the comments about classrooms included:

- *Wifi accessibility*
- *Classroom temperatures*
- *Electrical outlets*
- *A/V equipment – dead spots for wireless microphones, training for faculty, batteries for microphones*
- *IClickers inconsistent*
- *cleanliness*

A better thermostat or better vents. In the summer time or even when it is warm outside it gets very warm in our classroom. / The wifi is fast at times but still is very slow at time

A few of the rooms have only a couple electrical outlets. This hasn't been an issue for me, but some in my cohort find it disconcerting.

A lot of floor issues. It looks like pieces of panelling just needs to be glued back down. Please, please fix the lighting bulbs have been out all academic year in 124. I hate taking test in the dark area.

A more stable Internet connection would be lovely.

A stronger wifi connection

A video recording, or camtasia (a software that lets you capture the on-screen activity) of lectures would be helpful.

A/V equipment is not consistently responsive, nor do lecturers/professors know how to use it.

AC deflectors were never installed, and we had internet connectivity issues the entire year.

Add more electrical outlets

Add more routers or something. There are over one hundred students with tablets, phones, and computers connected to the internet and it makes it unusably slow.

Add outlets in EAD 7th floor area and rooms

Adding additional outlets for students to charge their laptops

Adding electrical outlets in the middle of the room to allow students to charge computers without moving to the back of the room and interrupting lectures for others.

Adjust the thermostats appropriately according to the season. I'm always freezing and know that you can't please everyone, but I do believe the AC shouldn't be on full blast when it's below freezing outside.

air vent diffusers

All of these items are acceptables

allow for in class temperature control

Although we have a beautiful facility, we have experienced some difficulty using the microphones in the MET 125. They frequently cut out while we are speaking and the teaching faculty has difficulty hearing our responses due to feedback.

Ant infestation on the first three rows of Liubel Hall needs maintenance.

Ants in EAD Luibel Hall recently.

At times the classroom can get REALLY cold. Personally I don't know who to go to to ask to see if they can warm it up a little bit so we aren't freezing. The internet connection has improved but I still sometimes have trouble. I think the main thing I would like to see is more study areas in the EAD building; areas like the 7th floor Maybe. It's nice to have a change in scenery. The first and second floors have a lot of chairs could some tables be added so students can work there?

AV equipment does not allow presenter to view his or her slides in presentation mode, so whenever I give a tutoring presentation for CAP, it's not great b/c I have to use my laptop for my notes, and remember to advance the slides for the audience. Sometimes it's obvious that the desk surfaces weren't wiped between class days, which I think it risky during flu season. Sometimes it takes a really long time and several attempts to get onto the student wireless.

AV equipment has many technical difficulties that lead to not being able to utilize them fully.

AV equipment in luibell hall could be updated. / Cleanliness - there are always dead roaches in the hallway behind Luibell hall. This may be due to the constantly overflowing trash bins in the same hallway. / Classroom network connections - the wireless internet in Luibell hall is extremely slow.

AV Equipment is good but it would be better if the lectures had an option for video. At the very least, the audio should be uploaded by the time class is over and not two days before the test. I cannot blame the volunteers because I do not pay them to provide this service. Please do not misunderstand I am very happy with all aspects of the program.

AV equipment not user friendly. Our professors have to call the AV people all the time.

AV Equipment should probably be the same in all classrooms so that students can practice whenever they have upcoming presentations in any room and get confidence that technical difficulties can be avoided once actual presentation is conducted.

AV equipment: wireless microphones in MET 124 constantly cut in and out, with certain areas in the classroom being "dead zones". It is very distracting to our education, often resulting in missed information because we can't hear the professor. It also has to be a huge annoyance to guest lecturers, who are forced to move around and who can't stand behind the podium because of a dead zone there.

because of the large student class, it could be helpful to have an internet setup just like in the TCOM auditorium. With more routers, internet connection will be much better. / / Air conditioning should be improved so that the room is not overheated while over 200 people are sitting in the room while taking exams and listening to lectures multiple hours at a time. / / iClicker equipment and software should be updated and improved since they have almost failed every time we have attempted to use

Better classroom temperatures based on the weather outside, stronger network connection.

Better internet connections, and regular cleaning checkups of heavily used bathrooms is needed.

Better Internet connectivity.

Better network connections to meet the needs of 200+ students who are all in the same room trying to download lectures/ppts/etc. / Also, better video and audio recordings of lectures to be made available for students.

Better pest control in the classroom. A better system for teaching introduction to clinical research. A better system for teaching epidemiology.

Better temperature control because some areas are very cold.

Better wifi

Better wifi

Better Wifi connection

better wifi connections to all computers - Macs and Windows

Better WiFi in Luibel

Better wifi in the classrooms.

Better, more reliable wifi throughout

big trashcan in the back of the room. temperature is usually VERY cold. and the noises in the ceilings are pretty loud especially during tests

Bigger trash cans.

Bong everything meets my standards and is great

Can get really cold in the classroom, adjust the thermostat to appropriate temperatures according to the season.

CBH 220 and 230 are always freezing probably because the room was built to hold a certain capacity and it is ventilated assuming full capacity where many classes only fill 1/2 or 1/3 of the

room with students. Could a programmable thermostat which accounts for actual occupancy (based on course registration for the hour) be installed?

CBH could be warmer

Cell service poor

Change the ugly carpet in the EAD building. It makes the beautiful building look unclean.

Changes are being made and the temperature and internet are improving.

class rooms are too cold, Personally, would have appreciated if the class room temperatures better regulated

Class to class thermostats?

Classroom always seems to be warm.

Classroom connection can get very slow at times. It might help to add more networks to connect to.

classroom is sometimes on the "chilly" side, but for the most part everything else is good

Classroom network connections can be inconsistent. This becomes inconvenient when we are unable to download the appropriate powerpoint presentations for lecture.

Classroom temp should be able to be controlled from inside the classroom. / Not enough outlets in PT class rooms

classroom temperature in summers is too cold its set at 69 degree, I believe 72 would be more appropriate

Classroom temperature is more on the colder side.

classroom temperature is too cold especially towards the front of the class / need more microwaves in break rooms

Classroom temperature should be able to be controlled by the class. Sometimes our room is absolutely freezing. Overall, wifi is good but sometimes it runs really slow

Classroom temperatures should be adjusted according to the weather and season.

classrooms are always too cold! and wireless networks do not work on cellphones

Classrooms are either too hot, or too cold. Everett feels muggy and damp

Classrooms are very cold, and teachers/students have not access to change temperatures in room when entire class agrees the temperature is uncomfortable. Allow profs/students in rooms the ability to change temperature. / There are very few outlets for computers. We need more outlets along the walls, but also in the middle of the room or lounges. Desks that allow

you to pug computers in. / Increase signal strength for wifi; it cuts out or is non-existent 50% of the time.

Classrooms on 7th floor EAD have limited access to wall plugs for laptops, if possible having more outlets would be ideal however I know that the classrooms are often rearranged to best suit the lecture style.

clean library tables. I have repeatedly seen tables on 3rd floor very dirty with food marks and dust

Cleaner library. Warmer classroom temps

Cleaning the classroom desks on the weekends and changing the trash on a regular basis.

Cleanliness in the library bathrooms and most bathrooms are terrible. They smell weird and look like they haven't been mopped in ages. This is embarrassing, especially when students are visiting campus to interview and is a health hazard

Cleanliness of the library facilities is lacking. The general smell of the restrooms is terrible. I've suggested that urinal cakes in the male restrooms could help improve the smell substantially. Also, more frequent cleaning of the restrooms should take place.

Cleanliness of the library, specifically the men's rooms and water fountains.

Clearer projector, effective internet access/speed, ant infestation in front of room, not all outlets work, the thermostat only works when maintenance is told repeatedly to alter the temperature and isn't consistent with the weather (i.e. too hot in summer and too cold in winter, then when changed, goes way beyond hot)

Computer outlets on tables.

Computer speeds in the lib labs can be very slow, especially during exams when many simultaneously are accessing the same material. Given that exams are timed, this can be a very frustrating situation and potentially impair performance.

Consider having the people who turn on the A/V equipment in the morning check the microphones. We have had numerous days where the microphone doesn't work and it is frustrating to our class.

Daily rounds to check classrooms are suitably clean.

don't make it so cold!!

Due to construction there is often a lot of dust around as well as leaks and bathrooms in need of cleaning.

During my most recent exam, I was in Luibel hall, third row from the front, at either the 2nd or 3rd outlet from the right as you face the front of the room. I had 20-30 ants crawl out from under the outlet casing onto the table during my exam. There are also dead roaches weekly in the locker hall immediately west of the hall.

During test days it is too warm (esp. in the summer time) and the proctors notify us that they are "adjusting the temperature." It is important to realize during test days there will be more people in the room and the temperature should be adjusted on these days in advance. / / The network connection has been exceptionally faulty in both Luibel Hall and in the library throughout the year. I do not know what adjustments need to be made to fix this but it is exceptionally important this be addressed.

EAD classrooms are in desperate need of more electrical outlets. Laptops are a student staple nowadays. However, EAD classrooms only have a few outlets, sometimes only on 1 wall. Students seated in the middle of the room or the opposite side are left without access to outlets. I've resorted to bringing my own extension cord to class.

Effort should be made to get stronger wireless modems in place.

Electrical outlets are a big problem in our class, but honestly I don't think there is a better solution!!! Y'all have done great providing us with what y'all can!

electrical outlets at each seats

Electrical outlets at the desks for the laptops. The A/V equipment in our classroom 5th floor MET never works right away, class is always delayed at least 5-10 minutes until the IT guys come and fix it. After so many times it has become routine and it really should not be this way.

Electrical outlets built into the floor would have been ideal, but it probably isn't feasible now. My suggestion would be to run extension cords with multiple plug-ins along the bottom of the table that plug in on one end to the wall outlet. This way the tables are still easily moveable. I always have authorization problems when trying to log in to the network which I have been with IT about. It works for a while and then at some point always happens again.

Electrical outlets in floors or closer to student desks. We always have an issue with the AV equipment

Electrical outlets in MET are not all functioning. Ethernet plugs are not all working-- this becomes really frustrating during an exam when I am trying to upload my exam results. Also, the desks get really sticky and the floors have never been vacuumed. XXXXX is awesome.

Electrical outlets in tables for laptop use.

Electrical outlets: We do have the charging carts, but these are difficult to manage through the classroom inconspicuously since they are so big. We were given an extension cord outlet last semester, but no one seems to know where that's disappeared to. We borrow a different extension cord as needed & return it directly after class; these are much easier to use as needed, even during class if our computers are dying.

Environmental temperatures should be closely monitored to adjust the classroom temperatures accordingly. Classrooms get really cold in the summer because of very low setting of the air conditioners.

Ethernet connections for laptops in classrooms, or improved wireless internet signals in classrooms.

Everything is great

Everything works well when I am on campus once a month.

expanded wifi access/bandwidth

Facilities and Maintenance: I would like to see the water leak camp bowie that flows day and night across Clifton street. Ice builds up in the winter and algae grows in the summer.

Faculty need to be educated on how to run the computer/projector.

Faster classroom connections

faster internet

Faster internet

faster internet and more plug points.

Faster Internet connection; without Ethernet cable.

Faster internet service.

Faster internet service. Projector screen is too small or find a way to accommodate students in the back of the classroom.

Faster network

Faster server without so many interruptions in network connectivity (due to upgrading servers, maintenance and otherwise) during classroom hours.

FASTER WIRELESS

Faster, more competent internet. The restrooms and classroom always have trash littered throughout and never seem to be clean.

Few classes still need more electrical outlets. It is very common to have the internet connection drop to a less than satisfactory speed, even when the IT desk did not announce any changes.

Find a way to have working microphones in MET 124. The bathrooms on the fourth floor of the library always smell and there were two pieces of chewed gum in one of the urinals for months.

Find some way to regulate the temperatures in MET 124-125. The hot/cold spots need to go.

Fix network connections in library study rooms, conference rooms etc.

Fix th internet problems. Also, cell service is HORRIBLE on the whole floor due to the film on the windows. looking at another type and removing the current would be helpful.

Fix the connection to wifi in Luibel hall and the library. It is a very slow connection, and it often goes out.

Fix the internet connectivity and the ant problems in Luibel. For YEARS it has been next to impossible to have a consistent internet connection in Luibel.

Fix the network connections. Improve the bandwidth. The internet is terribly slow and drops connections very frequently. I have not been enrolled at an institution with worse internet connections since I have been a student.

Fix the temperature regulation system you have! Sometimes labs are extremely hot or extremely cold on the 3rd floor EAD. It's annoying when you have to do experiments in spastic temperature conditions.

For MET 125: / / There should always be a large supply of new batteries for the microphone (since it is always running out), as well as keeping a large laser pointer on hand for the professor to use during lecture. / / The tables are not wiped frequently and neither is the floor vacuumed, which leads to numerous greasy stains and spills over the surface of the tables, as well as crumbs and dirt on the floor, making it distracting in class.

For the AV equipment the speakers/sound system need to be updated. The temperature in Luibel could be better regulated especially on exam days. As well as increasing bandwidth in classrooms.

For the AV equipment, most of the professors do not know how to use it half of the time. For example, most of them don't know how to turn the volume on when watching school related videos.

Gain more wireless AP for students to connect (research faster!!!)

Get a better internet connection to account for the increasing study body.

get rid of the ants in luibel hall

Get the sound of the ocomputer working, without changing the settings everyday.

good networking in all rooms

Have a student organization wipe down the desks to assist the custodians. Just supply the wipes for them like at the library. We should be more responsible for cleanliness of our desks.

Have a video cameral to film lectures so that students can go back and watch instead of just listening to the recordings.

Have adjustable thermostat in lecture hall or have it higher than 68.

Have better or more easily accessible AV equipment for the instructors. Pest control needs to be consulted for the resident colony of ants in Luibel Hall. Classroom temperature is far too easily fluctuated by outside temperature. An HVAC unit that can maintain a consistent 70 degrees would be ideal. By and far the biggest nuisance for any student is an unreliable WiFi connection. Having more routers with stronger output signals would likely solve this issue.

Have more electrical outlets for laptops in EAD 7th floor classrooms!

Have more outlets in some of the classrooms

Have the AV staff check microphones daily - many times the wireless microphone is dead and professors don't like to stand behind the podium and so they walk around and talk. Many times this leads to people not being able to hear well.

Having more outlets on the walls of the 7th floor EAD classrooms would be helpful. Table outlets are also handy.

Holograms :)

I am a 3rd year student and I am hardly on campus at this point of my training.

I am an online only student

I am no longer in the classroom so I cannot impart accurate impressions.

I am no longer in the classroom, and therefore do not have an opinion on the current state of the facilities.

I am not a tech savvy person but the wifi needs major improvement. Also, I would likee microphones at desks (like TCOM has) so that we are heard when we ask/answer questions in class. Finally, I am happy the heater works, but when you get 200 students packed into a room the temperature rises.

I am thankful for what we have

I believe a goal needs to be set for at least 3 devices can be connected to the network per person. I admit it seems to be getting better, however, there are often times where i'm unable to get any form of reasonable bandwidth to do work.

I believe the school should have an automatic recording for the lectures. Apparently our peers can't be trusted with this task. Also, the wifi needs to be expanded to accommodate the large amount of technology we use.

I do not think much can be done to improve the connection. We have been provided with ethernet cables and access to plug ins that are effective when wi-fi is not accessible.

I don't feel like the desk tops are being cleaned in the MET. Same food stains will be there for awhile.

I don't know if the bathrooms need updated or if they are really always dirty, but you always get the sense that they are dirty and old. Renovations, especially to the bathrooms in the library. Connection to the internet tends to be a problem, but I don't know how to fix that one.

I don't know the underlying cause, but my laptop is occasionally dropped from the internet and then struggles to reconnect.

I feel that our classrooms in the PT department have ample classroom electrical outlets. I am never without a network connection. Classroom temperatures are fine.

I feel the library bathrooms are constantly problematic. They either aren't working or are under repair frequently, but it never seems to get better. Is it possible to install new plumbing?

I find that the classroom is often extremely cold even with a sweater/jacket on

I have no complaints with the previously mentioned items with the exception of classroom network connections. There have been multiple occasions where the iClicker malfunctioned. Also, the internet is subpar in the classroom where Med Sci spent more of our time.

I have trouble connecting in EAD compared to the Library. EAD classrooms do not have enough outlets. Every room is freezing.

I haven't really been on campus for over a year.

I know its for security reasons the AV equipments are locked in. but sometimes its annoying to call the AV people and get it open.

I listed the network connections low due to a frequent inability to obtain a sufficient wifi connection. I want to note that the internet usage in this case refers to the basic navigation of school-related pages and documents, and not an outside/extracurricular site.

I realize you guys have taken efforts to improve the electrical outlet problem, especially in the EAD building, however, those seats closest to the outlets go quickly and I believe the tables that the library has may be a better option, with the outlet on top of the table.

I really feel like we need video recording of our lectures at the MET, there are times I need to re-listen to a lecture and I don't know what the professor is referring to. Also most of the time its either too cold or too hot in the room, so better temp management would help. Our class has a lot of issues with connecting to the network, especially at the beginning of the year; it has gotten a lot better but I think we need more help on that as well.

I spilled coffee at my desk and the stain remained for at least 3 weeks. That's really scary that our desks do not get cleaned for 3 weeks at a time! The network connections were frustrating at the beginning of this year but have gotten a little better. I think it just gets slow when 500 people are trying to login at one time.

I suggest having a thermostat in the classroom, that way it can be changed by the instructor or testing monitor instead of having to call someone and waiting.

I suggest that extension cords should be provided close to the classroom sitting tables, because making use of a laptop during classes without power outlets, makes it hard for concentration. So having a close by power outlet would be good.

I suggest that there be outlets on the tables for the students to plug in their laptops. The tables in the anatomy lecture halls are the ones that are very convenient :).

I think that classroom temperature, especially on exam days, needs to be regulated better. Also the internet connection in the room is poor with the number of students in our class trying to log on at the same time.

I think that our technology should be at least comparable to the technology in the MET. I don't really understand why we are not provided the same quality of advanced technology that the DO students receive.

I think this has already been resolved, but I wish the temperature in the rooms were better. I like that we have so many outlets at our bench desks.

I understand work has been put into network connections, but in certain areas on campus, such as the fish bowl in the library, connectivity is spotty and slow.

I usually think that it's cold in the buildings on campus

I will suggest temperature control be de-centralized, so that each room temperature can be adjusted. I remember haing to take some classes shivering and others also complaining of the cold but we couldn't make alter the room the room temperature.

I would like if classrooms in EAD 7th floor had more electric outlets.

I would like if the recordings were automatically done, as this would provide a great service during times where getting to class might be difficult (i.e: during ice storms, etc). Sometimes our student recordings cannot be done for this reason despite class still being held.

I would suggest spending more time familiarizing the professors with the electronic equipment so as not to stall class time.

I would suggest to analyze the outcome of the survey and implementation of appropriate strategy.

iClicker almost never works. The system needs troubleshooting and to be fine tuned before being used often in lectures or for any activity that could result in points toward the final grade.

iClicker equipment for teachers sometime messes up still. Sometimes there are problems connecting to the internet wifi in our pharmacy classroom. I also feel like this happens when all of us log in at the same time for some reason.

If network service maybe had more bandwith it could cope with approximately 200 people online in the same room at the same time.

If the EAD CLASSROOM tables had usb outlets installed like at the common area tables.

I'm freezing in lab so a little heat would be nice.

I'm not sure how often our desk tables get wiped down in the MET rooms 124 & 125. I would appreciate having them wiped down 1x/week -- I've come to my desk days in a row (on several different occasions) with a weird stain/substance on the desk. Of course I took the liberty of cleaning it up myself (quick trip to the bathroom for a wet towel) but it made me me wonder how often these tables get cleaned...

I'm not sure how the network connections could be improved but there are some places within the room don't provide constantly acceptable internet capabilities.

I'm not sure what can be done to improve network connections. It seems they are better than they seemed to be during the summer. I have heard various students on different occasions complain that they cannot pick up WiFi.

Improve bandwidth to networks

improve cleanliness in MET classrooms. Tables and floors in the classrooms never appear to be cleaned and I have had to take it upon myself to Clorox wipe down my row almost weekly because it is never ever cleaned.

improve internet access

Improve internet connection in Luibel Hall.

Improve lighting of the room

Improve network connections in ALL classrooms

improve network so that when large amounts of devices are connected the internet is not slow and/or not working at all.

Improve the internet connection across campus.

Improve the microphone, iClicker, and WiFi

Improve the network connections

Improve the strength of network connections in classrooms

Improve the Wifi availability .

Improve the wifi network, sometimes it is too slow

Improve the wifi. Sometimes it takes 45 minutes to download one powerpoint from Lubel Hall.

Improve WiFi connection in Luibel Hall and also in 4th floor of library

Improve Wiki in Luibel Hall. iClicker doesn't work sometimes

Improving the internet connection when the whole progra, is in Luibel would be very helpful. It makes it difficult to download notes.

In Beyer Hall, there are several electrical outlets that get stuck in the closed position, making it difficult or impossible to open them.

In EAD more electrical outlets need to be added to the rooms and the network connections could be improved to make the internet faster.

In terms of cleanliness, all the classroom should be cleaned after all classes are finished because sometimes desks are so dirty in the morning. Microwaves need to be cleaned more often. Internet connection is not stable often times, needs to be fixed.

In the 2nd year PA Classroom, the volume is NEVER on for the projector, so short video clips instructors have for lecture are rarely ever played with audio, when audio would have been preferable.

In the classroom that Med Sci students have all their classes, it always seems to be in the extreme ends. It will be either extremely cold or extremely hot!

In the hallway near the lockers behind Luibel, there have been dead roaches that stay there for days and sometimes weeks. The garbage in the can in the same hallway is not changed on a daily basis and it tends to pile up, smell, and get buggy.

In the library several times I changed tables on 3rd floor 6 and 7 times due to outlets not working. Perhaps weekly or bimonthly or monthly - some sort of routine- checks on the outlets.

In the Luibel hall the sound system is very grainy and its difficult for the professor to project clearly and evenly into the room. The lighting is terrible. Its often a struggle to read information off of the one screen especially if you happen to be in the very back of the class.

In the PT classrooms it would be nice to have some sort of power source near our desks because our computers do not last the full day.

Increase the bandwidth in lecture halls. When we are required to get online everything freezes up.

increase the heat

Increased extension cords in EAD 7th floor (703); outlets in the floors.

Initially there were lots of issues with the internet. After all the updates, it seems to be doing better. Simply bringing our ethernet cable during exam times seems to solve the problem.

Inside temperatures are usually colder than it would be comfortable

Install more outlets in the EAD classrooms, possibly have sockets connected to the tables.

Install tables with built in electrical outlets or install outlets onto the floor.

Intermittent network problems in class especially when trying to upload files after a quiz. Perhaps a bigger network?

Internet can be hard to connect to with apple products in the back half of the class.

Internet can become very temperamental.

Internet connectivity is a problem across campus

Internet connection at times is sluggish.

Internet connection could be improved but more than that MORE OUTLETS IN EAD 7th floor. even if it's some sort of power strips installed. impossible to use laptops for many students if they don't get an end seat.

Internet connectivity

Internet has been a problem throughout the year. Service is not strong enough for the amount of students who need to take advantage of the network. Also there are random dead spots throughout the classroom. The bathrooms need to be cleaner, especially in the library.

Internet is sometimes in and out in the classroom.

Internet is very slow sometimes. Please try to expand the wifi

Internet loses connection too quickly

It could be due to the size of the class but when there are close to 200 students in Luibel Hall the wifi connection is nearly impossible to connect to. Downloading files takes on average of close to an hour. Not really sure what could be done other than improving the network speed.
/

It has been difficult to hear several instructors, despite their use of a lapel microphone. / The floors in the EAD stairwell, bathrooms and bathroom floors in the library do not appear to have been mopped in quite a while, or at least not regularly that I can tell.

It has gotten better, but internet speed should still be faster. The difference between library internet and Luibel is substantial. Also recently YouTube has been blocked which is ridiculous. Every student uses this site as a learning tool. The videos on this site are extremely helpful for many classes.

It is extremely cold in the MET all the time! There are only a few spots in the building where the heater blows.

It is just awfully cold in the classrooms and the student lounge.

It is very difficult to connect to the internet in Luibel Hall. Therefore downloading powerpoints or opening/submitting TBL assignments from Canvas is nearly impossible with all the students needing to use the internet. Furthermore, the recording machinery could be improved, so that it was easier for professors to use and easier for students to hear the lecture.

it is way too cold in the classrooms!

It seems like the WiFi on campus has been really bad ever since the big switch was made to create the different networks (student, staff). Before the switch was made, I never had any problems with the internet. Now, there is not a day where I don't lose internet. It is especially bad in the library in the afternoons.

It seems that faculty could use a course on how to use all of the equipment in the classroom. The panel that controls the projectors and sound seems to be confusing to most instructors. /

There have been days during a freeze that the classrooms seemed to have no heat at all. It was uncomfortably cold and I had to bring a blanket to class.

It seems that our lecturers have a difficult time with the audio in our classroom.

It seems that the portable microphone is ALWAYS malfunctioning, perhaps invest in better equipment.

It seems that the wifi was decent when we started and has just gotten worse as time goes on. Connectivity is often very bad and slow.

It was online class

It would be better to control the temperature in the classrooms. I have always found it to be too cold inside the classrooms

It would be great if the older rooms in the EAD had a few more outlets. It would be wonderful if they were in the middle of the room like the other main rooms such as those in the RES. Because we are required to have laptops, I think this would be a beneficial improvement. I'm not certain if you mean internet by network connectivity, specifically UNT, or something else, so I made my comments in the next section that said wireless.

It would be great to have tables with electrical outlets so that students can plug in laptops.

It would be helpful to expand the broadband so we don't have so many issues when it comes to over 200 students trying to upload quizzes, RAMs, etc.

It would be nice to see more power outlets available.

Its always cold in CBH building. Especially in CBH 220. Can you please increase the temperature in the classrooms. Thank you :-)

It's always freezing in the classroom

It's entirely too cold in the CBH..

It's too cold in the MET classrooms.

It's too cold indoors!

It's usually too cold in the classroom.

Just the restrooms: It is possible to have maintenance done more frequently for the restrooms in the library. I have enter the restrooms on the 3rd and 4th floor and have seen the sinks look filthy and no paper towel in the dispenser. This has occur on several occasions.

keep battery operated presentation tools working. keep room temperature reasonable and internet optimal.

Keep up the good work!

lab rooms TEMPERATURES on the 3rd floor of EAD, east side of the building are EXCEEDINGLY POOR REGULATED - bounces between excessive heat and cold throughout the day - this is not only uncomfortable and (probably) expensive, but it is bad for a lot of the lab equipment that relies on steady temperatures and humidity levels in order to stay properly calibrated. If this could be addressed, it would be absolutely wonderful and much appreciated.

Library bathrooms are continually dirty.

Lots of the outlets embedded in the desktop are broken and cannot be opened for electrical or ethernet use. Wireless network is often slow and undependable, particularly in the library. No problems with ethernet connection when we are able to access the port (when they aren't broken).

Lubel hall is always hotter than any other part of campus.

Luibel Classroom is too cold most of the time. If I sit in certain parts of Luibel, I cannot get an internet connection.

Luibel Hall

Luibel hall could use a larger screen for the projector. Text is sometimes hard to read from the middle/back of the room.

Luibel hall has a significant issue with available bandwidth. When 50 students are in the room, there is no appreciable slowdown, but beyond that there is a progressive decrease in upload and download speeds which can make it difficult to, for example, download the powerpoint for the next lecture. This can be circumvented with a little planning and preparation. However, it would still be nice if all users could have adequate speeds when the room is at capacity.

Luibel Hall has terrible WiFi connections. When you fill it with 200 people, the internet gets extremely slow. Some of our classes require us to submit assignments online during class, so a slow connection makes this difficult to accomplish. I'm not all that tech savvy but I'm sure there's something that could be done to improve the speed.

Luibel hall is notoriously hot

maintain classroom temperatures more consistently

maintain more comfortable temperatures inside classrooms based on outside temperatures. Increase the performance of network connections in all buildings. Internet connection drops so often which disrupts work.

Make internet reliable.

Make projector larger in luibell hall, pick up dead bugs in back hallways, stock bathrooms with toilet paper

Make sure the iclickers work and air ventilation be improved

make the classroom warmer

Many times there are ants on the tables of the first row. Also it would be much more helpful to have video playback instead of just audio.

Maybe a few more routers in the class room to improve speed of internet.

Med Sci Lecture Hall has miserable network connection. This can significantly hinder our ability to participate in some of the courses.

MET 125 needs to be better cleaned; wipe down tables, vacuum, etc

MET is generally kept very clean. The table/desktops in the large MET classrooms are sometimes not clean in the morning. The library restrooms are unsatisfactory. I avoid them if possible.

Microphone dead spots in MET 125 are unacceptable. Needs to be fixed. Occasional wireless failure is also really annoying.

More wireless router in classrooms.

More attention should be focused on keeping the library tables wiped and clean. The bathroom on the 3rd floor in the library has had a sewage smell for the past 2 weeks but I am not completely sure if that is due to the cleanliness.

More bandwidth for the classroom would be great.

More batteries for the mike.

More classroom connections, specially on the seventh floor.

more electrical outlet connection needed to keep laptop charged

More Electrical outlets are needed in EAD classrooms and LIB400.

More electrical outlets in class rooms.

more electrical outlets in classroom need to be implemented. Possibly under the tables?

More electrical outlets would benefit students with computers in EAD 719.

More electrical outlets, or alternatively, some power bars.

More extension cords could help the outlet situation. Also the podium always has problems, maybe a protocol could be written to help fix problems.

More extension cords to charge laptops.

More network connections coverage

more network connertors needed

More oulets or extension cords

more outlets

more outlets in the EAD.

More outlets. Better internet in some areas.

More plugs since we have to charge our laptops, while some people are charging iPads for the ridiculous power charged rule, then others are taken by phones. Internet sucks, spend 10 minutes refreshing to turn in a quiz is a waste of everyones time. Think about the ten extra minutes the testing service have to be in the room for a quiz times 3 or 4 of them equates to lost money.

more routers or bandwidth in the room. I had several problems downloading lectures. Toward the end of the winter semester these problems seemed to go away.

More wireless routers?

Most classes start at 8 AM. The classroom where medical science students have the majority of our classes is ALWAYS hot at that time. I don't know why; maybe the AC is shut off during the night and turned back on at 8 AM, business hours. Regardless, the room is always very hot. Maybe turning on the AC an hour earlier than school starts are keeping the temperature lower than its already kept. AV equipment always has faults.

Most of the classrooms are too cold. I would like them to be warmer by at least 5 degrees. Plus it seems like there's some sort of lock on the thermostats on the 4th floor of the MET so that they can't be turned off permanently or raised to a sufficient temperature. It makes it a challenge to study there because every 30 seconds I have to manually tun the fan off to keep myself from freezing.

Multiple times, the internet in the classroom (Luibel) was insufficient.

Multiple instructors have issues with the technology at the podium at different times of the semester. I feel this might be a combination of lack of training provided for the instructors and occasional unforeseen issues with the technology itself. An example is that the I-Clicker goes down when Dr. XXXXX is logged on. Multiple instructors sometimes have issues with getting both screens to work, full screen video format to play, or the volume to work for videos. This has slowly been resolving.

My only complaint about AV equipment is the dead spots in the TCOM 2016 classroom. It is extremely disruptive to have the presenter constantly cutting in and out. Our wireless network in the classroom is also very spotty and if everyone needs to get on at the same time to do a quiz or check attendance then it is very difficult to remain connected.

My only issue with the cleanliness is the library. Many times I will go in one of the rooms on the fourth floor or a table on the third and they are always very dirty with food remnants, dust, trash.

need better wifi in Luibel hall. During class it becomes almost impossible to download a powerpoint or any document due to the load on either the router or lack of bandwidth.

Need more electrical outlets in the rooms in EAD for students who bring laptop computers

Need more outlets! Having outlets only on one side of the room is a bad design.

Need to spray class rooms more often due to too many ants crawling all around the tables and chairs. Making sure rooms are clean and all the speakers are working if not replace them. Also too much feedback in the lecture rooms need to insulate figure out a way to reduce it. Need to bring back leather couches and reclining chairs to relax and rest on.

Needs upgrade or the service company should be changed

Network connections should be improved throughout campus. I believe it is something being worked on and has been addressed throughout the semester.

Network connectivity can be limited at times while in Luibel. At other times, sometimes even in the library the bandwidth can be low and/or network can be difficult to connect to (especially in a Mac).

Network quality is horrible throughout the campus and specially in CBH. Make wireless access more available since most of us use mobile devices and not necessarily computers.

Neutral environment that suits everybody.. Not too hot or cold

Newer technology; free printing.

No matter how much we complain, it is always freezing in EAD 506

Not enough electrical outlets for classrooms especially on the 7th floor, where most are against the wall. It would be nice to have some in the floor where the desks are. / / At times it can be very difficult accessing the school internet and when you do connect to it, it kicks you off later.

Not much is needed to improve the items above.

not only recording the lectures but also providing video. Also having someone other than a student record lectures would be more reliable.

Not overbooking classrooms, it is difficult to set up for class when another class is right before yours . Also using rooms that have more outlets or at least additional extension cords

Nothing everything is in good condition

Nothing I can think of to improve any items from above.

Nothing needs any improvement.

Nothing, feel comfortable. /

Nothing, it's all good.

Nothing. I think that the classrooms are fantastic.

occasionally it is difficult to connect to the wireless internet

Often times, the technology in the classroom cannot be used during class times because it fails to function. Also, the internet during class can be extremely slow and kick students "off." More recently, there have issues with ants which have been distracting during clastime.

Oftentimes the bathrooms in RES right across from the elevators on the first floor, and also the bathrooms in the library on all floors look like they have not been cleaned in awhile. / /

On some of the floors in EAD, cell phone network signal is non-existent. Despite numerous complaints from different people spanning my tenure at this institution, nothing has been done to fix this. I consider it a safety issue, as I have family whom I am responsible for and cannot be in contact with in case of emergency. It seems that as soon as the "green" windows were installed to aid in climate control within the building these issues arose. Please restore cell phone signal.

On weekends: clean the bathrooms in the library (more frequently, if at all) /

Only improvement of AV equipment would be to either make it more user friendly or better educate the users on how to operate - never fails that we always have trouble getting Iclickers to work or the audio to work on a video, etc. and have to call tech support or spend 5 minutes on our own trying to get it to work

optimum temperatures. rooms either or too cold or too warm. for the last 5 years this has been my only suggestion. and to this day our school has the worst temperature regulation. especially in CBH

Our classroom is always very cold

Our classroom is never cleaned, especially when other organizations or programs have meetings in our classroom. Sometimes, I arrive for class next day only to find food crumbs all over the tables.

Our WiFi gets worse and worse.

outlets at desks for computer charging

outlets at our desks!

Outlets built into tables in all classrooms

outlets in the floor

People eat lunch in the classrooms but sometimes do not clean up after themselves. Encouraging students to be more responsible and also having custodial wipe down the tables often would solve this problem.

Perhaps deeper clean and a thorough maintenance check on small things such as microphone covers and desk molding in the MET classrooms about once a month would more than suffice. As far as network connectivity, the system appears to be overloaded at times of peak use- perhaps a bandwidth issue?

Perhaps provide a more updated wifi modem to combat how slow the connection is when there are 200+ students in the room

Please add more electrical outlets to EAD 7th floor classrooms. As our class sizes begin to grow the need for electrical outlets increases.

Please discuss with the Janitorial Staff that cell phone usage be minimized so as to further improve the cleanliness of the school. The areas that need closer attention in the library include: the cleanliness of the tables, women's restrooms (especially the 3rd floor). The water pressure in the women's restroom in the library on the 3rd floor is very high and the water splashes all over the counters, the mirror, and myself. Also, the ant and roach infestation in Luibel Hall hasn't been resolved.

Please higher the temperature - it's freezing in CBH 220!

Please install new AC the room is very warm during the summer months. Thanks

Please provide cleaning wipes for the classrooms in MET 124 and 125. The desk tops are usually dirty from people eating their lunches.

Please sanitize the rooms because people easily get sick

Please turn on the heat by the doors or maybe just the classroom. Thank you

Power outlets should be included in the tables for easier access for computers

Pretty satisfied with everything

Professor's microphones and laser pointers are constantly cutting out and batteries dying. The internet speeds and connectivity are absolutely unacceptable for a higher institution. That needs to be addressed.

Provide better internet coverage in certain areas on campus such as the third floor in the library, 4th floor EAD (Room 406 to be exact) and top floors of taller buildings...evaluate rooms that have projectors but don't have lights to dim for better viewing (EAD Room 406)...a number of times I've been to the independent men's bathrooms and the toilets are a little disgusting, mop the floor more often in RES mens bathroom of the first floor because it always smells disgusting in there....in love.

provide more electric outlet outlet in the classroom in the 7th floor especially, and provide a microphone to help teachers and student in case that their voice are not high

Provide more electrical outlets in the classrooms on the 7th floor of the EAD building.

Put electrical outlets closer to the tables to that they can be utilized during class. The network connection is often weak

Put power outlets where the tables are

raise the temperature

Refresher course or better teacher training on equipment. Any time a professor tries to use something with sound, the camera projector, or iClickers - IT has to be called to help them get it started.

Regarding AV Equipment, please teach instructors how to operate the equipment. Many of them rely on PowerPoints from 1997 and forgo the many interactive advantages afforded to them by the dual screens and the annotation software, which would be a tremendous tool, particularly for image-heavy lectures.

regulate cold temperatures

Repair microphones and Ethernet connection.

RES 434 has moldy carpet that's popped up in places. This is the room where potential hires go to meet with students and it smells awful and has really bad carpet.

review productivity of existing staff members, consider new hires

Rooms are too cold, turn up temp

Rooms often too hot this winter, not enough electrical outlets for everyone

routine maintenace

Simply providing working power strips in older classrooms would be helpful. (But they have to work, and there has to be >1 of them.)

Since our classroom tables are mobile, we do not have outlets at each student seat. It would be helpful to either have a mobile charging device or something since we are in class using our laptops approximately 8 hours each day.

Small rooms on 4th floor of MET always hot (~79 degress) for clin med

Some classrooms don't have enough port for laptop charging.

Some hallways and stairs (particularly in the RES and EAD buildings) look like they have not been cleaned in years.

Some of our buildings are old, I don't think anymore can be done with them.

some of the EAD laboratories have not so good wifi access.

Some of the ethernet ports in the MET 124 & 125 are broken and is difficult to plug our ethernet cables in

Some of the plugs and internet jacks in the room need to be replaced

Some times it too hot or cold. There are many days where the internet is extremely slow.

Sometimes it's too cold during test days

sometimes its too cold in the classrooms

Sometimes minimal internet connectivity during class time, makes it difficult to reference online webpages.

Sometimes spotty internet connections, especially when the classroom is full and everybody else is trying to get on too.

Sometimes the microphone does not function well enough for the whole class to hear lecture.

sometimes the monitor doesn't turn on and we waste class times waiting for maintenance people to come check. more plug outlets in the 7th floor classrooms. there is not many except for in the SPH lounge.

Sometimes we have problems with internet connectivity in the classroom.

Sometimes, the network for the school will become very slow. I do not know if it is because too many people are using the network, but when I am studying in the library, there is hardly any students in there. And it happens usually at night time, so classes are not going on either.

Sound is ALWAYS off of projector equipment, so that professors are never able to show video clips WITH sound. It's an EVERYDAY thing. Can someone show the professors how to turn the sound on...or find out why it is ALWAYS off in the PA 2nd yr classroom?

sound NEVER works for videos in the classroom.

Stop setting the thermostat so hot in the winter. Guys come to class wearing shorts and it's still too warm.

Strengthen network connections

Strengthen the wireless Internet connection in all buildings.

Students need to be encouraged to keep classrooms cleaner. Also, custodial staff should vacuum floors more often and clean desktops. I am not sure if the desks/tables have ever been cleaned

Students should be reminded to keep the desk areas clean, since other students share the same space. If possible, a daily wipedown of all desk surfaces in the lecture halls as well as the library should be completed.

Surfaces of tables, and chairs need to be cleaned regularly

Survey room temperatures to ensure they're comfortable.

TCOM lecture halls still have supercold "polar vortex" regions that need A/C shields to redirect the cold air. / / - TCOM lecture halls continue to have Wifi issues / /

Technology needs to be more user friendly for each professor.

temperature always too cold /

Temperature control is ridiculous CBH / Wireless network connections especially in the downstairs classes on the 2nd floor CBH need to be improved on

Temperature in MET lecture hall is constantly too cold, especially under the vortexes. Please raise temperature or lower airflow of vortexes.

Temperature in the core classroom (CBH 220) is always very cold. A suggestion would be to increase the temperature by at least three degrees from average (raise to 70-72 deg. F).

Temperature is set at too cold in Fall

Temperature needs to be warmer. It's cold and distracts us from what is going on

terrible cell phone signal PA buildings

The 2nd year classroom is very cold. It would be nice to have the classroom a little warmer, especially since we are in lab a lot which requires less clothing. In addition, there are plenty of electrical outlets around the room. However, if you need to charge your laptop during class, you have to sit on the back row and fight for a seat. It is also sometimes hard to hear the professor from that back row.

The ac is too cold in the summer and too hot in the winter! Also, the internet is pretty bad all over campus.

The acoustic is horrible.

the air conditioner in summer needs to be adjusted to make the classroom warmer - it is very cold in classrooms in summer!

The air conditioning appears to always be on, even on cold days. It is also too cold in the summer.

The AV equipment is either not working or the faculty doesn't know how to work it at least once a week. Videos NEVER work with adequate volume, if they work at all. The classrooms are FILTHY. I'm not sure how often they vacuum the carpet but spills and food particles linger. Also it appears that the chairs aren't wiped down in their nooks.

The AV equipment is great, however, the staff training on the equipment is not. It is always disappointing when professors are attempting to turn up the sound or switch between the screen and the monitor and are unable to without causing a huge delay and at times even having to call support. Better instruction/training for the professors would greatly enhance our learning

The AV equipment: Some issues with the overhead camera which is vital for lab instruction. System sometimes freezes up. /

The AV in the 2nd year room still cuts out and has for 1.5 years. The internet is lousy at best.

The bathrooms in the library struggle with cleanliness. I've noticed several people have written complaints, including myself, but nothing seems to change. The floor is always sticky and filthy. Fixing this problem would promote a better study environment.

the bathrooms in the library tend to get very dirty. I think the school as a whole needs to take a collective and personal effort to keep our facilities cleaner. There are parts of the lecture hall in the MET that are cold, and hopefully something can be done about that. I don't really know how to get 240 computers up and running any faster during quizzes etc, but it'd be great if something could be done about that too.

The class is always freezing, even during winter. The common areas are warmer than the classroom at times. / / Phone reception isn't very good in the classroom.

The class room (CBH220) temperature is always very cold, people are always wearing coats because it is so cold. It has been brought up before, but nothing has been changed.

The class room is too cold in the summer

The class rooms are always really hot or really cold, maybe keep it at a steady temperature.

The class temperature is not very constant and there are "vortex" that localize either hot or cold.

The classes on the 7th floor in EAD only have a few outlets on the walls. This makes it difficult, if not impossible for anyone to plug in their now required laptops, unless they happen to be sitting at the table's ends. Tables with outlets, as utilized in other buildings, would be better. If laptops are going to be required, there should be more outlet availability.

The classroom electrical outlets should be increased especialy in EAD building, during class time we have to keep moving from one corner to the other to look for outlet hence disrupting the class. From EAD 703 to 719 the outlets are extreemly below expectation way below. there are no outlets at the tables. very dissapointing

the classroom is always freezing - we tell people and nothing is done. Every PA class on the 5th floor has some technical issue and i-clickers never work

The classroom is very very cold. I bring a blanket and coat to class every day. It's better than it was at the beginning of the year, but by no means fixed. / / Also, there have been many times this year when the recordings of lectures did not work out. Sometimes this was a mistake by the students recording, but many times there have been issues with it not recording properly. This is a big problem on days that we can't make it to class for some reason.

The classroom needs to be cleaned more than it is. The desk surfaces are almost always dirty, and I clean it myself. The desks in the study rooms in the MET are also dirty more times than not. The clocks in these study rooms rarely work.

The classroom temperature in CBH 220 gets colder throughout the morning and everyone is bundled up. Please increase the temperature in that room

The classroom temperature is always too cold in the summer and too hot in the winter - I do not know if y'all are keeping it at a single temperature all year but if you are not then that is

what I would recommend - 70 degrees or something like that. Furthermore the classroom does not seem to be cleaned at all - there are always crumbs everywhere and the tables can be quite disgusting after lunch meetings and remain that way for quite a while.

The classroom temperature is usually very cold, and the network connections have improved throughout the semester. I'm not sure how to improve network connections, in our classroom and in parts of the library. The temperature can be turned up a couple of degrees, especially in the winter.

The classroom temperatures are too cold. The library trash bins are not taken out on a daily basis. Network connections always have intermittent outages.

The classroom temperatures this year have been extremely low (67 or less), whereas last year they were maintained around 70. I am not sure why there has been a change, especially since it is currently winter.

The classroom which the med. science students used was great! Easy access and very conducive to learning. Unfortunately, the internet connection in the room would typically be limited or slow because of the large number of students using the internet at the same time.

The classrooms are always too cold. EAD 524

The classrooms are either too hot or too cold.

The classrooms are too cold and there are not enough outlets to charge computers.

The classrooms are typically uncomfortably cold.

The classrooms but be warmer. It is simply way too cold when students have to bring blankets to stay warm while trying to learn. The Wifi is also not very good for a university.

The classrooms in CBH have been set lower than normal (around 67-68) where as during the fall they were set around 70. Could this be adjusted to a warmer temperature, especially during the winter/colder weather.

The classrooms in the MET need electrical outlets. In order to charge our computers during the day we have to go sit in the back or along the side of the room.

The classrooms were very cool at the beginning of the year, but leveled off as winter came. Now they are great. Power strips have been implemented to increase outlet number and that is helpful.

The ead building on the first floor had no reception. It makes things difficult when you are expecting a call.

The electronics rarely work it is always cold

the equipment is good but it frequently has glitches and prevents us from seeing the demonstrations in la in lab sometimes

The iClicker apparatus in Luibel Hall is embarrassingly inconsistent.

The internet connection in Luibel hall is bad. It's hard to pull up canvas & other websites.

The internet connection in the MET 124 needs to be improved. When the entire classroom is in there on their computers, the internet is very slow and it makes downloading lectures and trying to take online quizzes very difficult.

The internet connection is often poor in class. This normally is not an issue, but sometimes when we have to submit an assignment DURING class, it causes problems.

The internet connection is sometimes very slow. It may take more than an hour to download a powerpoint.

The internet connection needs to be improved.

The internet connections are slow in both the library and luibel hall. There have been times where I have not been able to download the lectures for class that day.

The internet in Luibel hall and in the internet can be very slow at times. Maybe change/add more routers.

the internet in our classroom was extremely slow and it would take a really long time to download documents while in class.

The internet in the classroom (and the library) go out frequently, so anything that can be done to improve the connection would be good. The temperature in the classroom is either a freezer or a sauna, but overall it is not too bad.

The internet in the school is very poor. It cuts out all the time.

The internet is not very good. When the classroom is full with students the internet becomes very slow and it becomes impossible to download the lectures.

The internet is really slow whenever there's a lot of people in the Lewis Library.

The internet is sometimes very slow. It can take up to an hour to download a powerpoint.

The internet is very finicky ... sometimes I can connect and sometimes I can not. This is very frustrating especially when I am trying to download slides and stuff in class.

The internet service needs to be improved campus wide. The school charges us tuition for such things and provides subpar service.

The internet service was hit or miss daily in class. Everywhere else was fine but in class it would literally crawl at times making it impossible to download ppts for the lectures.

The laptops provided for this class are horrible. I constantly lose connection with wifi, which I assume to be because of a defective wireless card. Also my screen constanly goes out. Faculty should be trained on how to operate classroom tech, instead of calling Mr. XXXXX all the time

The lecture halls for TCOM have sound systems that are constantly having issues. There are large "dead spots" throughout lecture halls MET 124 and 125. When the professor walks around using the lapel microphone it cuts out and makes it very hard to understand what the professor is saying. The dead spots need to be fixed in order to provide a good learning environment. Also, the recordings often glitch and do not end up recording.

The lecture recording equipment malfunctioned a lot throughout the year. Sometimes it would cut off lectures, sometimes it would record static noise, and sometimes it just wouldn't record.

The library and classrooms are almost always cold, even during harsh weather.

The Library bathrooms are always filthy especially on test nights, it would be nice if they were cleaned sometime. The floors never get cleaned. / My laptop always has internet problems. It's probably a little of the wifi and a little of my junky computer that was bought for me. / It's so annoying to typically have connection problems especially on test nights.

The library bathrooms are usually in need of cleaning/restocking and I'm not sure why. The computer labs have a definite lack of power supplies.

The library is always freezing! Temperature can really affect how focused I am on studying and taking exams.

the library restrooms need to be cleaned more often.

The medsci classroom frequently has issues with the internet speed. During classes the speed of the internet slows down dramatically when everyone is online together. What if the school put cisco routers on every 3rd row like the main classroom for med students. Maybe this would increase the internet speed.

The MET 124 and 125 need a more regular cleaning. The carpets and tables are very dirty.

The MET is a fantastic building. It is modern, well put together, everything works, clean, etc. I don't have any suggestions.

The MET temperature was more of a problem last year. There were definite cold spots that made tests and class miserable if you were unlucky enough to sit in those seats. I have not set in those sections this year and do not know if it is still an issue.

The microphone still cuts out during lectures in the large MET lecture halls. Also, the tables are rarely cleaned- there are stains from weeks before in there.

The microphones always cut out in the MET when speakers use the wireless mic.

The microphone's don't work all the time. Also, the AV equipment is not user friendly for new instructors. It would be useful to have some sort of shortened instruction sheet directing how to use this equipment.

The network connection broadband needs to be increased. There is a lot of lag on the server because of bottlenecking.

The network connection can use some improvements.

The network connection in EAD Luibel Hall could be improved. The classroom temperature has improved since last semester.

The network connection is often very weak or not available. For a classroom like CBH220, I think the IT should be way better.

The network connections in Luibel can be incredibly sub-par at times, especially at the beginning of class periods when students are trying to access class materials online. Often times, retrieving notes documents and PowerPoint files is almost impossible. There should be additional routers installed in the classroom. There is no reason internet reception in a classroom should be this shoddy.

The network connections in the class room is constantly lacking and could use improvement.

The network was always very slow and had problems of kicking people off randomly. I have multiple experiences where I couldnt log in or had no internet access during lectures. Updated the systems would be the best option.

The only concern I have with the classroom is the temperatures in the rooms. Often times the rooms are too cold. Other than that everything else has been great.

The physical therapy rooms do not have a lot of access to electrical outlets. It would be beneficial to have access to outlets at our desk in stead of trying to run an extension cord.

The professors sometimes want to be able to freehand draw on a slide they have up on the screen. I am not sure if the device they want to use is not working, or fi they just aren't familiar with how to use it, but it would be nice if we could make it work.

The rooms are always freezing

The rooms with several windows tend to be colder. Something to correct that would be nice.

The sound on our AV devices never work. Either we need to assign a student to trouble-shoot, have printed instructions on how to fix problem or teach faculty how to use the sound.

The sound system in Liubel Hall is pretty terrible. An upgrade to the speakers/speaker placement should be considered a necessity, half the time the audio is garbled and poor if you have to sit in the back of the room. / / Secondly, the university should invest in a better projector/screen for Luibel Hall. Histology image exams were more difficult due to subpar equipment. / / Lastly, cell phone reception is terrible in Luibel Hall and the adjacent student lounge.

The student WiFi is at time faulty and unpredictable.

The tabletops in met 124 are always really dirty from people's lunches--grease, crumbs, etc. They should be cleaned a lot more often.

The temperature in CBH 220 is always very cold. Please raise the temperature a few degrees. The internet connection in the same room sometimes drops. I'm not sure how to address this issue, but this should be a point of attention.

The temperature in the buildings seems to be set for meat storage. This seems like a huge waste of money and makes the classrooms uncomfortable. / / In the last year, the network connection was reset and the new connection will randomly lose connection. I think some kinks still need to be worked out of the new system.

The temperature in the room always seems to be pretty cold. I don't think we have much control over the temperature, so if we were able to adjust the classroom temperature, that would be great. Also, we have been having technological difficulties on a regular basis, which can delay the start of our class time.

The temperature is not good and the room does not appear to be cleaned daily. Just today I sat at a seat at 8am and there was a coffee ring on the table.

The temperature is too hot even in the winter and especially during the summer. This makes going to afternoon classes extremely difficult and contributes to the low attendance of health disparities lectures in the fall. I personally had to leave every 15 minutes to get a cold drink or an ice pack. Students who feel that it is too cold can bring a jacket but I wore a T-shirt and shorts and that is my limit. The hot temperature only encourages falling asleep and waking up irritable.

the temperature is too low.

The temperature needs to be adjusted weekly, it is extremely cold in our classroom at times. The library study rooms do not get their trash out daily; the trash is piled up. Also the 3rd floor women's bathroom has a very foul sewage odor that needs to be addressed.

The temperature of Luibel hall fluctuates between being too cold and too warm, whereas the library is generally too cold year round.

The temperature of PA main classrooms are slightly too cold.

The temperature varies depending on your location in EAD 514 so I don't know what might help.

The toilets should be cleaned more often if possible. The computers in the classrooms are almost too slow. Maybe they could be updated or the RAMs changed.

The trash in the hallway on the north side of liubel hall is often overflowing and there are often dead cockroaches on the floor over there as well.

the two things that I think should be addressed are the temperature of the classroom specially during the spring semester closer to summer. The rooms are extremely cold. The other is the WIFI connection, but I do there have been some measures to address that already.

The Wifi connection continually will go in and out, and kick me off of the connection, which can be frustrating.

The wifi connection is subpar and very spotty. This needs to improve.

The wifi connections for Lubiel hall could be improved

The wifi does not support the number of people in the classroom and internet is very slow during lectures.

The wi-fi of the university is really slow. It is difficult when we have to take online exams. I would prefer a better wifi range.

The wifi often disconnects.

The wifi on campus is very unreliable which is very frustrating. Also, there are so many dead spots for the microphone that the professors use in MET124 that it merits being looked into. It is very frustrating for both students and professors that the microphone cuts out so regularly. Sometimes the professors notice, but often they do not and we have to interrupt and ask them to repeat of when it happens too often we often just hope that we are not missing crucial information.

The wi-fi signal in certain areas on campus need to be stronger.

The wireless capacity for the entire campus should account for at least 3 wireless devices per person on campus. The TCOM program gives a laptop, an ipad, and many put their phones on the wireless network. IT should account for this.

The wireless connection around campus sucks. Yes, we have ethernet cables, but we cannot use those with the iPads we were required to buy. Also, more outlets should be available, we can only charge one thing at a time, but are expected to have the iPad charged every week.

The wireless connection in Lubell Hall could be improved. When the classroom is full, the wireless connection is very slow. /

The wireless internet connection in Lubell Hall has been unreliable. I would suggest contacting the internet provider and seeing what needs to be done to provide a consistent and reliable connection.

The wireless internet connection was not very good. It was always slow.

The wireless networks needs improved in MET 124 and 125.

There always seems to be some sort of issue w/ AV equipment during PT classes (1-2/week). Is there a basic "how to" that could be given to faculty so we don't waste time trying to use the system? / Outlets are readily available in the PT rooms, however with our movable furniture it is difficult to always have access. Provide power cords/retractable system for charging? / Network can be slow when everyone tries to access the system.

There are a lot of dead spots in MET124. The use of the a different mic (a headset type) has helped a lot and would like if all faculty used it.

There are ants EVERYWHERE in the AED. Internet is often slow during class

There are ants everywhere on the tables in the EAD building where we have our class. / I use my Mac and always have problem connecting to the internet in our classroom. To download

our powerpoint presentations, I usually can not do it in that room, because the expected download time is "1 hour" due to the slow internet.

There are ants in Luibel lecture hall. I have emailed several times to get this taken care of, but there are still ants. For network connection I keep getting kicked off the internet and I don't know why

There are ants in the classroom. This is not okay. Esp near the front of the room. Luibel hall

There are ants in this room, and I also don't want to pick up dust bunnies with my back pack. Also not mentioned, but the room is honestly too small. It would be better to rip out the seating and provide more room for people to move around.

There are ants on the tables in the front of the classrooms, they should be exterminated. Network signal is slow, improve. Temperatures are cold when it is still cold outdoors.

There are many cockroaches in our hallways outside of Luibel hall. The temperate is often very cold for my personal taste. The wifi connections are often very slow.

There are many times that the library has very slow network connections

There are network outlets in the MET classrooms that do not work.

There are not always enough outlets for everybody to charge their computers so some people need to sit at awkward angles during lecture. A power strip may help.

There are several dead spots with the wireless microphones, the classroom can be very cold, especially since the lobby does not retain any heat in the winter.

There are several palces with in MET 124 and 125 that are "dead spots" for the microphones that the professors use. This is often very distracting and time consuming because the professors will cut in and out during the lectures making it hard to follow them.

There are some serious issues with the internet connectivity in Luibel Hall when the classroom is full. Internet speeds are slow, especially when attempting to download files from Canvas.

There are times when the AV equipment fails but there has not been a major hiccup overall -- maintenance would be nice. There are constantly dead roaches in the back hallway behind Luibel which isn't overly distressing but noticeable. There are times, especially when the class is full, that the network lags terribly. Perhaps a more powerful network?

There continue to be some network connection problems at various parts of the classroom, also the microphone sometimes has a buzzing quality that is not the lecturer's fault (quite irritating during lectures). Maybe routinely check the equipment at the end of each day or couple of lectures to ensure good quality.

There definitely needs to be more available electrical outputs in the EAD classrooms. They are positioned in a that you have to sit in a particular area in order to get a charge. Also, there are times when some of the outlets are not working.

There is a lack of electrical connections in EAD 703. The electrical outlets are only on the sides of the room, which makes students who need to charge laptops sit at the end of each row.

There is an alternative solution to the electrical outlet problem in MET 510 and 520, the computer selection committee could start selecting computers that will last all day on one battery charge. We would not need as many outlets if they would do this, thank you.

There is an extreme ant problem in luibel hall, especially the hall and first few rows.

There is literally no internet connectivity on the 7th floor of the EAD. Also the SPH classrooms on the 7th floor of EAD are very inconvenient for learning purposes. There are not many electrical outlets and the few that there are, are on the walls and not on the tables which makes it very very difficult for us to constantly use our laptops during class time. We have to literally fight to get our plugs in. It would be very generous of the school to install more plugs and fix the network.

There needs to be a point of contact for students if they face electrical outlet issues. My seat's outlet has been out of order for the past year and I still can't find anyone to fix it.

There needs to be improved network connections in Luibel Hall. Sometimes we have to walk down to the Pharmacy hall to get enough wifi to download our lectures which makes some of us late to class

There needs to be more outlets in our classroom near our desks- they are all on the outer walls.

There needs to be more routine cleaning of the North and South lecture rooms in the MET. There is quite a bit accumulation of dirt since these are high traffic areas.

There seems to be problems connecting to the internet via wi-fi on a weekly basis.

there should be the ability to video record lectures. MET, no excuse in a building this new...

there's been a problem with iClicker all year long, so i feel like some learning that can be done through participation (through iClicker) was missed a little bit. It seems like a technical issue that can be fixed through a program expert.

There's sometimes sound problems using the classroom projection & sound system if the professor is trying to play a video clip. I know that depends on the source of the video clip, but it seems to have a low potential ceiling for some videos that play fine on personal computers. Also, some reference placards would be nice to have with the projector/podium equipment for those professors who don't know how to troubleshoot. That would save from constantly calling on the IT people.

Toilets should be clean, and temperature is too cold

too cold

train faculty on troubleshooting with the equipment in the classrooms. often there is a 5-10 minute wait as a faculty member has to call for help. Some of the outlets in the classroom are

pinned down or stuck with no way to pull them back up (or stuck up with no way to put them back down). Class network connections were less reliable last semester, however, in my experience have greatly improved since then.

turn the temp up

Turn up the temperature, even in the summer it is beyond freezing in those rooms.

Updated equipment, access to tech support for students.

Upgrade whatever technology is necessary to keep WiFi outages from occurring. Larger universities with significantly higher student populations are able to do this, so there is no excuse for the subpar internet connection that we have.

Use another format for recording lectures. iTunes is often unreliable and slow. Not to mention even to download the files, one needs to log into iTunes and then difficulty arises when it is exported. My solution would be to post all lectures on Canvas. Also, having the lecture videos would be a huge plus. Network connections are often unreliable.

Use less toxic chemicals in "green building" maybe we should be using vinegar. / / I sneeze a lot less in third year.

Vacuum and wipe down the desks, or provide us with antibacterial wipes like those in the library.

Video recording

Vortexes in the MET 124/5 can render some seats as uninhabitable, let's divert those vortexes. There are also a fair number of outlets that do not work in the MET 124, they need replacing along with the mics that don't work. Also the internet on campus is frequently terrible, I realize this is a difficult issue to overcome, but perhaps a look at a more suitable ISP and router network would help.

We do not have enough plugs in our classroom to charge the laptops and there are no plugs at our desks so we have to spread out along the walls in order to charge.

We have experienced minor technical issues with the AV recordings of lectures- but it is infrequent.

We need more electrical outlets in the classrooms. Some of the rooms like EAD 600 has very few. We can't charge more than 2 or laptops.

We need more outlets near our desks. The room temperature is too cold.

We need more power strips and the 5th floor of the MET is too cold. We have to remove clothing for palpation/evaluation/treatment and educational purposes and it causes removal of clothing is difficult.

When sitting at the back of the classroom, the screen in Luibel Hall is sometimes hard to read. This is problematic during histology exams when one has to actively look to the screen in order to identify tissues. Maybe a bigger screen or wider screen could make this better.

When the Luibel hall gets filled, the wifi doesn't work too well. If more routers are added to the room, perhaps it may improve the signal.

While classroom connections have been upgraded since we first started the program, the iClicker system is still very inconsistent. As such, it would be nice if this could be fixed, or another system implemented in its place.

Why are the PA students tucked away among research labs on the 5th floor of the EAD? In the future, I hope that PA students get their own facility that is as nice as the MET. It would be great if the PA program had more of a physical presence on campus.

Wifi connection

Wifi connection in class rooms could be improved.

Wi-fi connections are very weak at certain locations. For example at room 719 EAD.

WiFi is "hit and miss." Sometimes it works, but it is usually slow.

Wifi is not the best in our classrooms

wifi service is worst.

Wireless internet in Luibel is horrible. It should not take 15 minutes to download an average sized powerpoint for a lecture. It works well in the library, but since Med Sci spends the majority of time in Luibel, we have issues when the internet works slower than molasses. I have tried getting in touch with the IT department about this but they have not responded. For AV, half the time we try to use iClickers, the system does not work. Very annoying.

Wireless internet remains poor

Wireless network is often lagging and has unreliable connectivity

You are doing great, if anything look for budget cuts. Overall the above items are like a logistic curve. I would be just as happy with them exceeding expectations and if they were meeting expectations. There is basically no difference!

You need to fix the dead spots for the mic. Who thought it was a great idea to have a dead spot if you stood at or near the podium? Also, the rooms are never clean. Please for put up a dispenser with wipes so we can clean off our own desks. I had to sit and take a test today with coffee stains and sticky stuff all over the place. This is unacceptable.

Please identify any classroom by building and room number where electrical outlets and/or network connections are a concern

1st & 2nd floor southwest corner of EAD building. Signal is very weak unable to connect or get on.

2nd floor library

2nd floor library table outlets were out here and there.

4th floor of the library facing the parking garage and met. Internet hardly ever works.

510 and 520- it would be more convenient if there were outlets on the desk for each student so we can sustain the battery life on our computers in lecture.

510-520

520 MET

5th floor DPT classrooms of the MEmt

5th floor EAD

5th floor PA rooms

703 /

719 703

7th floor

7th floor classes

7th floor classrooms

7th floor EAD

7th floor EAD classrooms

AED, Luibell

All 7th floor

all EAD rooms

all of the 6th and 7th floor classrooms in EAD

All of them

All of them for the internet, especially the 4th floor.

All rooms in MET but especially 105-4

Almost all EAD rooms used in classes

Anatomy lab has very poor network connection.

any classroom in the EAD 7th floor

AS stated - the library computer labs. I would also say that in areas of EAD, cell phone connections are difficult to establish though this has improved somewhat in recent months.

Beyer Hall - RES

Beyer Hall - RES 114

Beyer hall - some (very few) electrical outlet covers stick preventing use / Library entrance and that entire floor - Numerous disconnections of wireless signal /

Beyer Hall 114 has several of the electrical/ network outlets stuck in the closed position.

Beyer Hall has some outlets that will not go down into the space they are supposed to fold into.

Beyer hall is where we have all our classes and most of the time the internet connection works but it still has it's moments where it doesn't want to work.

Beyer hall, temperature greatly fluctuates from day to day.

Beyer's Hall and also library

Both PT classrooms need accessible outlets in the rows. Charging outside of class/during breaks and only running one application, as proposed by Dr. XXXXX, are not viable options. We multi-task, we look stuff up during lectures, we collaborate with each other. Asking us to simply take notes in class is a step backwards, you may as well give us a spiral notebook and a pen for our tech package if that's what you expect us to do.

CBH

cbh 220

CBH 220

CBH 220

CBH 220

CBH 220 /

CBH 220 wifi always kicks people off

CBH 220, RES 4th floor

CBH 240

CBH 372 has some issues connect to the wireless internet at times.

CBH and Library

CBH building

CBH in general, but CBH220

cbh-220

Cell phone reception is a problem inside the building in general. You need to stand next to a window in the hallway to make a clear call. It also has an effect on battery life due to the more frequent cell signal searching. This refers to the EAD building (we're on floor 5 but I believe it holds true for most of the building).

Cellular connectivity in Luibel Hall is mostly non-existent past the first 2 rows, but is much more bearable now that wifi in the room has been improved.

Certain classrooms in EAD and the third floor of the library.

classrooms on the 7th floor of the EAD building

EAD

EAD

EAD

EAD

EAD 100

EAD 108

EAD 108 LUIBEL

EAD 125- Internet connection is lost when a lot of students are trying to access the internet.

EAD 310 and EAD 314 have an extremely weak WiFi connection, and CBH 220 can be intermittent depending on the day.

EAD 406, Library GIS lab, third floor study rooms, EAD 7th floor classrooms (students that sit in the center of the rows do not have access to electrical outlets)

EAD 504 (1st year PA room)

EAD 506

ead 506

EAD 506

EAD 506 and library

EAD 506 does not always have good network .. this is the wifi ... i do not plug into the ethernet cables

EAD 506 is where I spend most of my time (for class) and have experienced the most issues.

EAD 510

EAD 514

EAD 514

EAD 514: fix the last row's outlets (jammed) / - Library, 4th floor: network connection problems in OMT/OMM practice room and surrounding study rooms

EAD 524. library.

EAD 5th floor

EAD 5th floor (not certain the specific classroom)

EAD 5th floor and library is where I have had wifi issues.

EAD 5th floor, internet

EAD 600

EAD 702 and EAD 719

EAD 703

EAD 703

EAD 703

EAD 703

EAD 703

EAD 703, 714, 719 and lounge area

EAD 703, 714, and 719

EAD 703, EAD 714, which there were electrical outlets more easily accessible for me.

EAD 703,714,719 and the lounge study area near the elevators.

EAD 703,719

EAD 703.

EAD 714

EAD 714

EAD 714

EAD 714 and EAD 703

EAD 714, 703

EAD 714, 719

EAD 714, EAD 703

EAD 719

EAD 719 has very less number of electrical outlets for the students to use.

ead 719, 703

EAD 719, 703

EAD 719, EAD 703

EAD 719, EAD 703, EAD 714

EAD 719, EAD 714 (external wall).

EAD 719,703

EAD 7th floor

EAD 7th floor

EAD 7th floor

EAD 7th floor

EAD 7th floor - 703-714-lounge area-etc.

EAD 7th floor classrooms

EAD 7th floor classrooms

EAD 7th floor classrooms!

EAD 7th floor classrooms.

EAD 7th floor classrooms.

EAD 7th floor lobby

EAD 7th floor lobby area

EAD 7th floor, all classrooms.

EAD 7th floor.

EAD 7th floor.

EAD 7th floor.

EAD 7th floor; all class rooms and lounge

Ead and pa class rooms

EAD classroom on the seventh floor

EAD classrooms

EAD Luibel Hall sometimes has issues with the internet

EAD main Med Sci classroom has a horrible/nonexistent wifi connection during class.

EAD on the fifth floor has patchy network service.

EAD room 108A (Luibel Hall) and Lewis Library (all floors).

EAD would benefit from more outlets

EAD, 7th floor in general

EAD.

EAD116

EAD703

EAD-Luibel Hall: poor network connectivity

Electrical outlets at the desks for the laptops.

electrical outlets from EAD 703- EAD 719. The situation is pretty bad really bad. It is at a point whereby you feel stressed incase the laptop charge runs low.

Electrical Outlets: Both PT Classrooms. We need additional electrical outlets near our tables. We have brought up this issue in the past, and the purposed solutions are not the most practical. I believe the best long term solution would be to install floor outlets at the end of each row, and power strips under each table that connect to each other (like those found on a x-mas tree.) The tables would still be mobile by unplugging adjacent table power strips from each other.

Everett Hall

Everett Hall

Everett Hall

Everywhere in both Gibson D. Lewis Library and EAD.

Fishbowl in the library

hallways 2nd floor MET

I actually have the most difficulty maintaining internet connection in the library.

I frequently get kicked off the internet during high-usage hours (4-7 pm)

I have difficulty connecting to the internet very often on the Library 3rd floor and EAD 506.

I have had no problems with these.

I know EAD 703 has multiple electrical outlets. Some of the other classrooms on the 7th floor of EAD have very few.

I never get a great connection on the 3rd and 4th floor of the library the private study rooms - which is a huge bummer since that's a great place to study. I wish the internet would be better up there.

I take ROME classes in MET 214 and there are not enough outlets for us to plug in our computers. I also take public health classes in the EAD 7th floor and there do not seem to be outlets as easily accessible in those classrooms.

I think most of the network ports in the TCOM 2016 classroom have been repaired, but the wireless is spotty when many devices are connected.

I usually don't get internet on the 3rd floor of library in the very last room past the elevators.

In EAD 714, where usually EOHS class takes place. There are less electrical outlets. So, sometime it's difficult to get an electrical outlet for charging laptop.

In EAD 719...or almost every lecture hall on that floor.

In EAD fifth floor, I don't remember the room number, it is next to physical exam room, the desks don't have outlets like the other classrooms. Not that I have noticed anyhow. If you need to charge your laptop you have to move to get close to the outlets.

In every building I have to restart my computer every now and again in order to get the wifi. In the library 4th floor even after trying everything on my laptop I'm still often not able to get online. I've told staff about it and they don't have much they can offer.

In regards to the 5th floor physical therapy room: (520) / 1. Something needs to be done about the ceiling noise/whistling - it is very distracting during testing / 2. There is a lack of outlets to charge laptops - it causes wires to be across walking spaces

In the EAD, room 524, and all classrooms on the 7th floor need more electrical outlets.

Increasing the internet signal would greatly improve Luibel Hall, so that all 200+ students in the Specialized Masters program could connect at the same time.

Internet connection drops randomly in most areas of CBH.

It was online class

Lib 3rd floor study rooms, MET conference rooms

LIB 410, EAD 716. /

Libel hall

library

Library

library

Library

library

Library 225, 400 and EAD big lecture hall (network issues)

Library 3rd floor

Library 400 has very poor wireless internet connection, few available ethernet ports.

library and Lubiell

Library and MET as a whole.

Library and RES building

Library first floor, Luibel hall

Library floor 4 and conference rooms. At time MET 125

Library, CBH n2nd floor.

Liubel Hall 108

Lubeil Hall

lubeil hall

Lubiel hall

Lubiel Hall

Luibel Hall

Luibel hall

Luibel hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel Hall

Luibel hall - Internet connectivity

Luibel Hall (EAD)

Luibel Hall (I think it's EAD 108) has abysmal WiFi signal. Outlets are plentiful, though! But it is a good day if you can download a 30 slide powerpoint in under 5 minutes.

Luibel Hall / Library

Luibel hall and in the library. (Network problems)

luibel Hall and Library

Luibel hall and the EAD lounge have poor connections

Luibel Hall at times has questionable connections to the HSC student network.

Luibel Hall connections can be slow often

Luibel Hall EAD 108

Luibel Hall EAD 108

Luibel hall has a bad wifi connection. It goes in and out.

Luibel hall has always had unreliable web access.

Luibel Hall has terrible internet access

Luibel hall in the EAD

Luibel Hall in the EAD building (Network connection is poor)

Luibel Hall is where almost all our lectures took place. That is were the wifi was terribly slow

Luibel hall needs network connections to be improved.

Luibel Hall network connections have some concern.

Luibel Hall network, the library network is very shaky when crowded as well.

Luibel Hall network/internet is incredibly slow.

Luibel hall of the EAD

Luibel Hall tends to have some difficulties with network connection

Luibel Hall, EAD

Luibel hall.

Luibel hall.

Luibel Hall. 4th floor of Library.

luibel hall. the internet connection is awful. the internet connection everywhere is kind of awful. disconnects, very slow. obviously over-extended

Luibel Hall: EAD108

Luibel lecture hall

Luibel- the outlet on the second row to the right sometimes start smelling like they are burning

Luibell Hall had several network connection problems

Luibell Hall has great accessibility to electrical outlets but the wireless internet connection is unreliable.

Luibell hall internet connection is slow

Luibell Hall internet goes in and out all the time and is not very reliable. Furthermore, we don't get any cell phone reception within the classroom.

Luibell hall phone reception is terrible. My phone service is with AT&T and my classmates who have T-mobile, Verizon and Spring do not have service in the classroom. This can be a safety concern.

Luibell Hall, Everett building.

Luibil Hall has a poor internet connection during classtime when all students are trying to access the internet

Luiebell Hall has limitted network speed

MET

MET

MET

MET

MET

MET 124

MET 124

MET 124

MET 124

MET 124

MET 124 network connections

MET 124 (the North room), network connections are frequently a problem.

MET 124, 125, 4th floor MET.

MET 124, MET 125, and the Fourth floor of Gibson library have unreliable network connections

MET 124/125

MET 124/125

MET 124/125

MET 124/125

MET 124/125

MET 124/125

MET 124/125 and the library in particular have extremely slow connectivity during high traffic times of the day

MET 124/125 has bad network connection when all of 1st and 2nd years are simultaneously in class.

MET 124/125- internet

MET 124/125. The library also has poor service

MET 124-125

MET 124-125 a little better from July or it could be our computer that don't work well.

MET 125

MET 125 & MET 124 when all of the 1st and 2nd year TCOM students are in class.

MET 125 and library network connections not that great sometimes.

MET 125 has network connection problems sometimes when all students are using it.

met 125 has some intermitet internet connectivity issues.

MET 125 has sporadic network connection problems.

MET 125- network connections are a concern

MET 125, Library

MET 125/124

MET 210

Met 4th floor table outlets

MET 510

MET 510

MET 510

MET 510 & 520 could use some more outlets, perhaps in the floor throughout the rooms.

MET 510 and 520

MET 510 and 520

MET 510 and 520

MET 510 and MET 520

MET 510 and MET 520

MET 510 needs electrical outlet access closer to desks since laptop battery life is short.

MET 510 network connections were good last semester, but this semester (spring '14) I'm constantly having to reconnect and alternate between student and guest networks.

MET 520

MET 520

MET 520

MET 520

MET 520

MET 520

MET 520 - lack of outlets at student work tables

MET 520 is a room designed to be functional for PT, so the desks can be moved. Since the desks can be moved, they do not have integrated plugs. Battery life of the laptops is around 5 hours, I think we could get some surge protectors put up there to allow students more options for plugging in?

MET 520 needs more extension cords since our battery life is soo bad

MET 520 sometimes has an inadequate number of outlets in the needed locations. Power strips could help alleviate the situation.

MET 5th floor (510)

MET 5th floor classrooms

MET 5th floor classrooms

MET 5th floor classrooms

MET 5th floor classrooms do not have enough electrical outlets. It is understood that the tables/plinths need to be moved around, however, this remains an issue every single day. There is no problems with laptop battery lives, but we need a place to plug in our laptops!!!

MET and library

MET building and sometimes in the library.

MET Building, Library

Met classrooms

MET floor 5 classrooms

MET lecture halls.

MET room 521

MET rooms, 5th floor

Met, 4th floor of Library

MET, PTR, some of the library table power outlets do not work.

MET-124

MET124 & 125, net work connections are poor in most places

MET124 & MET 125

MET124 and 125

MET124 and the library 4th floor often have slow internet. ESPECIALLY the 4th floor of the library

MET125

MET-125 has a few non-functional outlets towards the top of the room.

MET520

Most of the 7th floor does not have enough electrical outlets. The lecture rooms on the 5th floor are a good example of what would be ideal. The network connections are more an issue in the library.

My laptop is fairly new and fast, but a few of my friends who had older laptops and tablets would have slow wifi connection in Luibel Hall.

net work connections - Alcon Auditorium in CBH

Network connection and cell phone reception in Luibel Hall are poor to obsolete at times

Network connection in Luibel is often bad when the room is full

Network connection in MET 125 is not always efficient, particularly when most students are present in class and everyone is trying to use the internet at the same time.

Network connection is often a problem in Luibel Hall

network connections / Luibel

Network connections are sometimes problematic in MET 124/125, but only when there are a lot of devices trying to connect wirelessly.

Network connections fail all over campus and run too slowly

Network connections in CBH 220: the wireless network using kicks you off periodically.

Network connections in the library are terrible

Network connections throughout the campus can be weak/non-existent at times. My problems usually occur on the 4th and 5th floor of EAD

Network connections: MET 124, 125, PTR.

Network connectivity in Luibel hall is consistently weak

network problem in library

none of the class rooms i have been in so far.

None that particularly stand out

None, The Wifi in Luibel Hall gets spotty at times though.

Occasionally the signal is weak in MET 124.

On the fourth floor of the Lewis Library in the study rooms, namely the OPT practice room, and the 3rd floor (multiple study rooms) have poor network connection the majority of the time.

Only network issues are the wireless issues, which happen in every building. RES, EAD, Library, MET.

Outlets are needed throughout the physical therapy lecture rooms on the 5th floor of the MET.

PA classrooms

PA classrooms

Pharmacy classroom wifi.

physical therapy classroom

Please add more electrical outlets to EAD 7th floor classrooms. As our class sizes begin to grow the need for electrical outlets increases.

RES

res 100

RES 114

RES 114

RES 114

Res 114 and library

RES 114 has problem connecting to internet sometimes

RES 114 has some electrical outlets on the tables that are stuck closed.

RES 4th floor has poor WIFI connectivity.

Res-114

Rm 703, 714, 719

Room 510

See above

See above for outlets. / Network, the last 3 times I've been on campus the network has been incredibly slow. I've updated the computer and the connection is still slow. It is even slow on my iPad, so it's not my computer that is slow. Bldg: Library, all floors, EAD 4th/5th floor

Small group rooms in MET. May have been fixed by now as I haven't used the rooms in 6-12 months.

Some areas of CBH (2nd floor lecture hall) have had spotty wifi access this year.

Some Ethernet connections are broken in MET 125.

Some of the electrical outlets in Beyer Hall (RES 114) get stuck when you close them and people cannot open them back up. These outlets are now just sitting there being wasted and no one can sit in the seats next to those outlets. I would hope that someone could fix those soon so they can be utilized. The internet connection in Beyer Hall is pretty bad sometimes.

When our entire class is trying to use the internet at once, for example during exam reviews when trying to download exam soft files.

Sometimes in the pharmacy room RES 114, the wireless internet has bad connection.

Sometimes it happens that I am not able to connect through net when I am in library.

sometimes the internet is slow in met 124

Spotty on 5th floor EAD and in MET especially one met patio

The amount of outlets in the MET 125 needs to be increased.

The electrical outlets are good throughout campus. The Luibel hall has issues with the network connection but it has improved.

The entire library has terrible connection. So many times I have had trouble simply connecting to the internet and most times, the internet speed is terrible after you have connected.

The fifth floor of EAD has frequent internet connection problems.

The internet is often not working.

The internet often does not work in the library. Many other students I speak with have the same connection problems. I rarely choose to study in the library because I know I will encounter some sort of internet connection problem there, which I believe is unacceptable for an academic campus. However, it does always work in the classroom.

The library has a terrible internet connection right now, particularly in the afternoons. We have added too many students to sustain the current connection and it makes studying in the library horrible and ineffective. It is a medical library and is far below expectations. Changes need to be made ASAP as the purpose of the library is to help people effectively study. I use pathoma to study (videos) and it is frustrating to watch and continually refresh with a terrible connection.

The library internet!! I've noticed it on the 4th floor but I'm not sure of other areas

The library, especially the 4th floor. There are no phone-cord outlets accessible to us. We have to buy or already have a USB converter to obtain direct internet access.

The main classroom for MS students in the EAD. I forget which number it is though.

The main classroom for pharmacy

the main Luibel hall classroom where all the MedSci classes are held

The Met needs more connections in the small rooms on the 2nd and 4th floor. There are 8-10 students in the rooms on the 4th floor during clin med and interviewing but only 6 spots to plug into. The second floor only has outlets along the walls but the tables are arranged differently, so it can be hard to connect to the outlets sometimes. It would also be nice to have more outlets in the café in the MET, there are only 2 outlets for the entire area.

the microphones in the MET 125 do not work well,

The network can often be an issue in parts of the EAD building, specifically Luibel Hall.

The network connection in the 4th floor (quiet area) of the library is very slow and it makes downloading simple documents very difficult. Sometimes the network connection in Luibel hall is also bad.

The network connections in Library 304 are below average.

the network in the library

The outlets are very inconvenient in EAD 714.

The outlets in the MET rooms on the second floor are in the ground and there aren't very many, so it would be nice if those were more convenient.

the student wireless network in CBH 220 often has connectivity issues.

The wifi connection in the library, especially the 4th floor, is very weak and slow. It often kicks you off the internet. Several times I have left in frustration to go study at home because of internet issues.

The wifi connections for Lubiel hall could be improved

The wifi was improved and works much better. Thanks! There is sometimes problem with sound in EAD 506.

The wireless networks needs improved in MET 124 and 125.

There are no concerns.

There are no outlets on the window side of room 719. Other rooms on the 7th floor need more outlets aswell (room 719 being the worst offender). I have been bringing a power strip to all of my classes so that I do not have to share an outlet with those next to me.

There is a busted electrical outlet at the far right seat of the back row (facing the front) of the PA classroom. Please ensure that the alcohol dispenser in the PE skills room is filled - it always seems to be empty.

There is terrible wifi in Luibel for some people using mobile devices, though this may depend on the carrier.

there need to be way more outlets within the cafe area!

There needs to be more electrical outlets available for students in study areas such as EAD 5th and 7th floor lobbies.

There was a period of time during the early Fall semester when everyone came back to school that the network in Liubel hall was EXTREMELY slow for a period of 2-3 weeks. I contacted technical support, and it was eventually fixed, but I would either recommend an upgrade to the

bandwidth of the room, or an expectation of increased traffic during the start of each class term.

There must be more in EAD 719

Unable to connect to the network in almost any room in CBH.

We have had some issues with the Internet connection when all of us are on at once. This appears to be better now.

Westward-facing EAD--especially the 3rd floor.

We've had a few network problems in Luibel hall in the EAD during the fall semester, but so far there haven't been any issues.

When I am in classroom at CBH 220, the network are poor.

Wifi across campus is patchy. CBH 220 doesn't have a faculty connection. Inside the labs on RES 3rd floor there is no wifi.

Wifi in MET 124

Wi-Fi in the MET can be slow and unpredictable.

you need to place outlets at the seats not where you only the end seats have access and tripping on cords is a concern

Student Lounges

Major themes regarding student lounges included:

- *need more of them, especially for Pharmacy students, PA students, in the MET, CBH, and RES*
- *more couches and chairs*
- *more tables and chairs for eating, studying, etc.*
- *more ping pong tables*
- *more vending machines*
- *more microwaves and refrigerators*
- *smell in the MET student locker area*

5th floor student lounge is always over run with PA students, it's unusable to anyone else

A designated space for quiet study on the 2nd floor in CBH would be nice.

a lounge like the first floor EAD in the MET. / ping pong tables, vending machines

Add a toaster over to the lounge in EAD and other student lounges if one is not present.

Add lounge furniture in CBH 4th floor lobby.

Add more chairs/sofas to allow for more students to use space.

add more napping areas.

Adding more couches and rooms for students to study quietly.

adding tables and study space to the EAD 5th floor would be nice...possibly by making it like the 7th floor with booths

all of the lounge rooms in the school are really small comparing to the number of students

Alls good

An area to relax in the met similar to what's found in ead would be nice

an area to relax similar to the one in the EAD would be nice in the MET.

And in RES?

As many students play table tennis, I miss having tables on the upper floor to eat / study. Additionally, as the tables have been replaced by a desk and computer that are not available for students (and never seem to be in use by anyone), the space seems further wasted.

Bring back leather couches and need to added filtered water in all lounges or have filtered water dispensers

cbh lounge is too cold please adjust temperature

CBH student lounge have vending machines only on some floors

Cell phone reception (Verizon and sprint) is terrible in Liubel Hall and the adjacent student lounge. I have a child in elementary school and it is frustrating to have to walk outside the EAD bldg between classes just so my phone can connect to the network. If there was an emergency at my child's school, there would be no way for me to respond to it due to the dead zone that is Liubel Hall.

cheaper healthy vending machine

Clean down everything with strong disinfectants. Throw away stored food in refrigerator.

clean the fridge

Compared to the breakrooms in the EAD vs the MET, our locker room is a joke, it smells of old food all the time, and the air circulation is terrible, I wouldn't be surprised if we get mold in there. I'd like to see part of the locker room turned into a lounge, where there are couches and cable television. Furthermore, TCOM and PT students should get 24 access to the building. Despite being a LEED certified building, the AC is still constantly running so there wouldn't be a change in electricity

Couches / comfortable chairs more frequently located throughout CBH than only the student lounge.

create a space big enough to accommodate the number of students on campus.

Create a student lounge in the MET, similar to the one in the EAD first floor.

Desire additional quiet study areas in MET.

Didn't know there was a student lounge in MET.

Do not get rid of the ping pong tables. Perhaps replace the nets every year.

Does MET have a lounge? The locker room/kitchen area in the MET smells foul. No one wants to be in there.

Don't have any

EAD 5th floor needs a much bigger breakroom to eat lunch

EAD 5th floor needs better breakers. If we use a microwave and another appliance the electricity goes out. More microwaves would always be great.

EAD 5th floor student breakroom needs an additional microwave to reduce wait time. Also, another outlet or table would be helpful. The coffee machine constantly throws the breaker on one of the microwaves. A vending machine would be nice on the 5th floor.

Even though EAD 7th floor was not mention, I feel obligated to mention that the electrical outlets for the lounge area are unacceptable. The tables are tailored to fit at least 6 people but only have 4 outlets. Granted, this is an improvement from last semester because there was only 2.

From what I have experienced, there is not much to be done to improve the student lounges across campus.

Get new ping-pong paddles and pool sticks

Have a defined lounge area in the MET- there may be free space, but there is not a designated lounge area, and most of us don't want to leave our building to go to another one

Have a student lounge with vending machines on 7th floor

Have an actual lounge in the met and not just a partial locker room.

Have more couches spread across the campus to allow for a more relaxed student lounge. Having a place where students could nap would also be amazing.

Have some more lounge chairs in the MET since the lockers take up most of the room in the student lounge

Having access to more seating would be nice.

Having more study-friendly furniture on the EAD 5th floor would be nice (tables/booths like EAD 7th floor)

healthy vending machines -back to nature products-partially hydrogenated oil and dye free food

Higher tables in the lounge areas would be great to increase writing and computer use in the lounge areas. I enjoy sitting there already but if I am going to be there for extended periods of time a taller table would be more efficient while sitting in those super comfy chairs!

I actually have no idea where student lounges are. 7th floor of EAD has limited seating

I actually think we have a little too much lounge space. The money spent on the third floor in the library could have been spent on nicer chairs or computers or something. During board studying I was at the library for 13 hours/day for 6 weeks, and I would have really enjoyed having an actual computer/desk chair to sit in instead of those wooden chairs. We all ended up taking computer chairs out of the conference rooms because we couldn't sit in the green ones all day.

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

I am not aware of the student lounge inside the MET. It would be nice to have a lounge like the one on the first floor of EAD in the MET for medical student to relax and destress during lunch time or study breaks.

I am not sure if anything can be done about this, but there is no cell signal in the EAD first floor lounge.

I am not very aware of some of these other lounge spaces. Also, the area of the student lounge in EAD 1st floor is constantly getting encroached upon by other offices including one that is simply partitioned off from the rest of the lounge. Ping-pong balls constantly enter this area.

I didn't even know we had a student lounge in the MET building.. I usually go to the balcony on the second floor, or our break room on the 5th floor.

I do my best to not use the locker room in for MET 124/125 due to the smell

I don't know what's considered the Student Lounge, if it's the locker room or if it's something else. There's not many places for students to study in my opinion in the MET.

I enjoy having the lounges and a places to put our lunch and heat it up as well. Thank you!!

I feel that space for students to congregate is quite limited. I know that it is a project that will take time, but I do wish the cafeteria and other lounge spots were more accommodating.

I go to play pool in the student lounge. I have stopped playing as the pool sticks are really old. I hope we some new ones.

I had no idea we had a student lounge in the MET. Where is this? It can't be where the microwaves/refrigerators are, and I don't consider the tables and chairs in the café a lounge.

I notice that part of the lounge space is being taken over by "office space" which limits the amount of area that the students have to gather and congregate. More space would be appreciated. There is not much space available to sit down and relax. The couch area is encroaching on office space and the small tables are crammed against the back wall near the trash. There is also not an active need for a piano.

I really like the student lounge by Luibel. Ping-pong games make great stress releivers during breaks and after exams. One thing I can suggest is that before they did work in there, there used to be a cable we could hook our iPod's up to and play music. It'd be nice to have that back.

I think it would be good to create more lounge space, and perhaps, even increase the number of table tennis tables available to students.

I think the student lounges are very dated and need a major upgrade. It would be nice to have a starbucks on campus with a mini bookstore that sells supplies (i.e. index cards, pencils) that is strictly a lounge area rather than "the area outside the library or the couch inside the library"

I think the water station in CBH should be in the lounge where it is more convenient. The current location is inconvenient to anyone not in the core classes.

I think they are okay.

I wish the CBH area had an outdoor area for students.

I would enjoy more table lounge space in the EAD. I do enjoy the 7th floor tables in the Public Health area, but it would be nice to have some large tables to sit at on the 5th floor if possible.

I would like to see more workbenches or tables in EAD fifth floor for studying.

I would love to see one more lounge or thought area, just where we could relax and distress or perhaps catch up on some light work. I really like the couches on the fifth floor of the EAD and their abundance.

I would say exceeds expectations for student lounge on EAD first floor, but recently you have taken out the stereo playing system and removed the TV? Adding offices by taking away the one room we have to play ping pong does not help anyone when we spend all of our time here studying.

I would suggest more musical equipments be added.

I would suggest more study spaces and also a better location for recreational activities.

I'm happy with the way things are.

I'm not aware of a lounge area in the MET...the 4 star cafe? a lounge area would be really nice--there's some couch area on the 4th floor, that would be nice if it was bigger.

I'm not aware of any real "lounge spaces" on campus. When I think Student Lounge I envision a large space with couches, games for rent, maybe a ping-pong table (I've seen this on other campuses and loved it!), several snack/drink machines ... / / To this date I have never seen a place like this on campus specifically made for students.

I'm not even sure where there's a student lounge on EAD 1st Floor. I feel that I was only told about the 7th Floor EAD for SPH. I don't feel that I had a very adequate campus tour during orientation or the first week of school during my first semester (in terms of knowing all about EAD floors/offices, etc.)

I'm not sure what the lounge listed in the met is but it would be nice to have an actual lounge in met.

In the EAD, although there are lounges, there are absolutely no food options aside from vending machine junk food. We have 3 hours classes--9-12 and 12-3, typically with as little as a 7 minute break. There is no time to go to another building for a healthy snack, meal, or coffee. A small concession on the first floor would be nice.

In the student lounge EAD first floor, sometimes there are no more balls or ping pong pads tomorrow play.

Increase the temperature in the MET student lounge.

Increasing number of working microwaves. Cleaning the microwave in the library more often

It is always nice to have (cost effective) food options available at odd hours. / I'm not sure what is meant by "lounge" for the MET. There are common areas I know of but nothing lounge-like. Still a great building. Maybe add some more seating areas, as I like to sit by a sunny window when it's freezing outside.

It is usually pretty cold in the lounge and it would be nice if the vending machines took cards as well as cash.

It would be great to have a breakroom for res 1st floor

It would be helpful if the vending machines were equipped with card paying facilities like the vending machines near the stairway cafe.

It would be incredibly useful to have additional study space across campus as well as more food options. During the winter months the MET is quite cold and uncomfortable to work in.

It would be nice if there were more areas in the EAD building for people to study. This might be simply improved by putting study tables in the fifth floor lobby.

It would be nice to have a recreational room in the MET, but there doesn't seem to be any space available to make that a possibility.

It would be nice to have running water in the student lounge/locker area in the MET

It's just a little chilly in the lounge.

it's OK.

XXXXX has told us they are getting rid of the student lounge on the EAD 1st floor. That is the opposite of an improvement, that is the best lounge on campus. Keep the lounge please.

Keep the student lounge in EAD first floor.

Let students be more aware of other student lounges. It seems that the student lounged on EAD 1st floor is the most popular so maybe somehow extend that?

Lounge on EAD First Floor- would be nice to have newer equipment (ie. piano, paddles falling apart) / Locker/Lounge in MET could use a sink! / Would be nice to have a refrigerator on the 1st floor of the library by the microwaves.

lounge space in Library building, ground (2nd) floor, seems like students are using the library space to hang out and chat/laugh over coffee and other conversations. Makes it hard to study for an hour or two to not have to go to the 4th floor.

love the lounge area on the 7th floot

Make cubicles for ehenced private study.

Make the student lounge in the MET more homey

Maybe adding breakfast serving to the research building where we have classes. With the start of all classes at 8 am, serving breakfast before then would generate more business.

Maybe update the fooseball tables. They are a little tilted and missing parts. Maybe add a table and more sofas. Maybe paint the walls UNT green to get a student feel.

MET can get overcrowded sometimes, especially around lunchtime.

more back resting chairs should be provided for students to have more comfortable lounging experience.

More comfy seating in MET lounge

more couches

More couches!

more facilities should be provied

More lounge space in the MET

More options in the vending machines.

More outlets and more space for students to sit in.

more outlets at tables in lounges

More outlets.

More plugs in the CBH student lounge

more quiet study areas

more refrigerators and microwaves

More seating

more seating needs to be available

More seats and tables for students

More sofas for lounging. A nap room would be really welcomed especially considering that many students are here from dawn to dusk and are more than an hour from home.

More space maybe make it more of a relaxing place. We are all very stressed out and are in school all day it would be nice if we could have a slightly nicer place like the MET in the EAD to relax eat meals and destress.

More space should be created if possible and more seats added

More study areas would be nice.

More tables and chairs

More tables in the lounges would be nice.

More tables with electrical outlets and chairs.

More vending machine options, perhaps a printer in each lounge.

More workspace tables like the 7th floor

Most of the lounge chairs outside the EAD 506 room are torn and ripped. Not only are they less comfortable, but they look bad for visitors and guests. All of the PA students use this area everyday, so it would be nice to have new chairs, or at least chairs that are not ripped.

napping pods :)

Need more microwaves on EAD 5th floor

need student lounge with microwaves and fridge in library

Needs to be warmer in the CBH student lounge

Never been in these buildings.

Not enough room. Don't know if this refers to four star or locker room. Way to large of student volume for small space. Cannot walk through this area due to line during lunch "traffic jam"

nothing I barely use them but never hear any complaints about them either.

Nothing they are great!

Nothing, all of the lounges mentioned above are very good for both studying and taking a break.

One of the foosball tables in the EAD first floor lounge needs to be repaired. It is missing some players

Our lounge is too small for so many students

Pharmacy program wants their own lounge.

Pharmacy students have no lounge area like other programs.

Pharmacy wants a lounge

Ping Pong table in the MET like there is in the EAD.

Please add some seating outside the Met 5th floor classrooms.

Please have utensils available in the student lounge on EAD first floor.

Please keep the student lounge in CBH

Provide more dispensing machines with healthy options

Put the TV back in the lounge in EAD. Also the ping pong table could use a little work. These tables are always in use and would benefit a lot of people if improved.

Relocate the offices being constructed in the EAD First Floor lounge.

renovate student lounge to be more technologically relevant. more TV's/gaming consoles. i really like the pingpong tables, vending machines, and pool table. I would also have liked a christmas tree inside during the seasons.

Replace the microwaves in EAD First Floor lounge, they don't heat as well as microwaves in first floor of the library.

RES does not have a student lounge.

Should have more student study areas. Library is small and should be expanded to accomodate the vast number of programs and students using the library.

Snack/drink machines in the MET.

Sound system is broken. It's just tiny

Student lounge for pharmacy students.

Student lounge in met, esp 7floor, is not spacious

Students need more space to study that is comfortable and adequate

Study benches that can be found on the 7th floor of the EAD should be added in other floors of the EAD (especially the 5th floor where there is room).

the 7th floor of EAD student study area could use some more outlets.

The break room by the locker rooms needs more microwaves and needs a separate area for coffee, especially since it is a "safety" hazard to have the coffee stations in the classrooms.

The break room is awfully small for 140+ students who get out for lunch at the same time and only have 1 hour

the CAFE SHOULD HAVE OPTIONS MAKE THIS A HOLISTIC SCHOOL PLAYGROUND WITH JAVA , SMOOTHIE COMPANY, LOUNGE CHAIRS AND SMALLER AREAS TO CONVERSE ABOUT SCHOOL. tHINK "THE bREWED" IN FORT WORTH / /

The cafeteria is not a student lounge since it is constantly filled with faculty or other programs to use the lunch options.

The counter backsplash is coming loss from the wall in 5th floor EAD lounge.

the electrical appliances can be changed, so that they work properly

The lounge furniture in the MET is very uncomfortable.

The lounge on EAD first floor was great until they took away the auxillary cord and tv. The ping pong table needs new nets, and the foosball tables need some work.

The lounge spaces were a little small, particularly the one on the first floor of EAD. There are over 200 students in the medsci program and many times there wasn't room for everyone. I'm assuming this is probably a fairly difficult problem to fix given there are a limited number of spaces in which to put the lounge, but perhaps there is a way to add additional space somewhere else.

The lounge/locker room in the MET is small and doesn't have much in it. I think it could use a sink and maybe some lounge sofas. The lounge in the EAD is much more spacious and feels more like an actual lounge. The lounge in the MET only functions as a food storage area.

The lounges are adequate, but more comfortable seating would be nice.

The lounges in CBH don't have enough electrical outlets. This makes it difficult for students to stay in those rooms to study because they tend to have to move to a classroom whenever their laptops need recharging. Also, it would be great if there were more lounge areas in the CBH building. Students often have to use the conference rooms for their breaks and study sessions.

The lounges need to be a bit bigger and more promoting of socialization

The MET 1st floor is beautiful and new but small. I don't think there is anything that could be done.

The MET should have more outlets in the cafeteria area.

the new tables and chairs put in during the winter break were good but too small to accommodate the 200+ people who use Luibel Hall the entire year just across the hall.

The offices in the Student Lounge on the EAD 1st floor need to be removed! Its probably very distracting for them to wok in that environment and a nuisance for students!

The outlet one of our microwaves is plugged into always blows and then roughly 100 students have to warm up their lunch with only one microwave.

The Ping-Pong paddles are often replaced, but the pool sticks aren't.

The smell in the student lounge is terrible.

The SPH students could use a bigger lounge. Many times other students from other schools come up to the 7th floor and use our lounge, leaving no room for the SPH students.

The student lounge in EAD on the first floor should be bigger

The student lounge on EAD First Floor often has a foul smell. Would it be possible to insert something to get rid of the smell?

The student lounge on the first floor is in dire need of upgrades.

The student lounge/locker room always smells a little strange. It would help if there was some sort of freshener.

The student lounges are clean and well maintained.

The student lounges do no feel like "lounges"

The student lounges in CBH are not equally furnished. If some have couches, other only have tables and chairs. It would be nice to have at least one couch per lounge room.

The TCOM lockerroom in the MET always has a bad smell. It is probably our fault, because people bring food, etc. There is not adequate space to change clothes between Clin Med and OMM in the locker rooms on the 4th floor. It is very crowded and hectic in there every Tuesday.

The wireless connection in the student lounge is absolutely insufficient. Especially in EAD first floor!

There are many torn chairs on the 5th floor of the EAD, along the windows. Numerous students use these chairs and it would be nice to have intact chairs.

There are student lounges on EAD fifth floor and CBH?!

There aren't many chairs to lounge in around the MET, so it would be nice if there were more.

There could be more room in the MET. Most of the time we are in the classroom.

There is a backlog at microwave ovens (2 for 75 students) on lunch breaks. We have found others on different floors, but there is room for another in the kitchen, were it to be rearranged a bit.

There is a student lounge in CBH? Student lounge in the MET would be better with coat racks for white coats. MET student lounge is more of just a place to heat up your food can not really lounge in there. It would be nice to have an area more like the EAD lounge for the MET building.

There is a student lounge in the MET?

There is never enough space and it smells of old food

There is no lounge space in the MET

There is no real student lounge on the 5th floor EAD. Seating is extremely limited and the chairs by the windows by the elevator are in poor repair.

There is not enough room for students to sit and study. I realize that this is not an easy change, however, so we adjust. But it would be nice to have more room, if possible in the future.

There is not enough space for students to gather and discuss group projects or work together on class material. More group study/congregation spaces would be much appreciated and frequently used.

There isn't really a lounge area for pharmacy students.

There just isn't enough room to improve, so I cannot provide any suggestions

There needs to be more sitting space in the student lounge and more microwaves to decrease the time having to wait to heat up food.

There should be more lounge space in addition to the break rooms around campus.

There should be more seats in the four star café area and more places to sit on the 2nd floor of the MET. There are two classes of TCOM students in that building most of the time and usually not enough places to sit during breaks

there should be some other indoor games such as chess or some other musical instruments like guitar, drums etc.

There should not be an office in a student lounge. That makes no sense.

There's a lounge on the fifth floor? I thought that was just couches. Maybe a TV?

There's just so little in the met lounge

these are not the main hubs for students to hang out

They are fine. Sometimes smell due to the table games. Sometimes vending machines do not have water.

They are just simply bland and boring. There needs to be something more in those rooms to relieve stress etc.

They are very comfortable.

TV with cable

Update electrical capacity in 5th floor MET/PT student lounge, we have 80-some students who all take lunch at the same time and we can only use 2 microwaves without tripping the breakers. We have more microwaves, but can't use them without risk of knocking out power to the fridge or printer.

Update the lounges

Vending machines on the fifth floor would be nice.

Was not aware that there was a student lounge in the MET.

We don't need lounge space, we need study space. Most of us don't like being cooped up in the library with everyone else in the school. We also don't like lounging around on couches or booths when we need to get work done.

We have a student lounge in the MET? Where?

We have about 150 people trying to squeeze into a tiny kitchen and a tiny area during breaks, seems like this wasn't thought through that well. Expand the area is my only suggestion, it becomes a sad analogy of "sardines in a can" during breaks and lunch.

We need more lounge space especially with all the new students on campus

We need more seating provided in the lounges, along with tables; especially in the MET. The lockers are helpful but I feel as if we can improve the lounge by adding sofas or other recreational activities. It should be comfortable place to sit and relax. The lounge in MET could definitely use a closet to hang our clothes when we have classes that require changing outfits.

We need more student lounges in CBH

We need pool tables or table tennis tables or something

Where is the student lounge in the MET? Do you mean the locker room? If not, what/where is the student lounge?

Where is the student lounge in the MET???

Wish MET had a student lounge like EAD first floor

Wish we also had a water filter in the CBH 2nd floor instead of walking down the hall.

Would be great to have some student space in RES building.

Would be nice to have a vending machine on the fifth floor (rather than the fourth floor). also we need a stapler and hole punch by the printer.

Computing & Technology

Major themes expressed in the comments on Computing and Technology included:

- *cost of printing*
- *availability/accessibility of printers*
- *Wifi accessibility*
- *Both praise and frustration for the HelpDesk and IT support*
- *Email (Outlook)*

A printing allowance would be a nice perk.

Absolutely way too many auto-emails received per day. Makes it difficult to pinpoint important class-related emails. Wireless is very spotty.

Add another printer to MET 4th floor, closer to the elevators

Add some sort of automatic or online option for adding \$ to our printer/id cards. /

Add unlimited printing/ copying into the tuition. Figure out the reasoning for the drop in wireless connection.

Adding printer software to iPads.

After upgrading to Windows 8.1 I have not been able to print through Pharos.

Again, the network connection in various areas (especially the 4th floor of the library) is poor and should be improved

Again, the wireless is very poor

All students here have a significant amount of printing to perform. It would be nice if we were given a number of printing pages free. / / Also, network connection is very poor in the library when there are many students in Gibson. It would be nice to know there is a reliable connection on campus.

Although the classroom is rarely full due to people skipping lecture, when it is, wireless is at a crawl and internet is unavailable. Luibel Hall

Anything that would make the internet stronger and more stable

Apple products maybe. The IT helpdesk is great, but I'd rather not go.

As I mentioned above the wireless quality has gone downhill since I've been here. Connectivity seems to come and go.

As I said earlier, the Wifi is less than ideal because I either have poor quality or get kicked off most of the time.

As I said previously, the wireless connection goes in and out randomly and needs to be fixed.

As mentioned before, the internet in Luibel Hall could be better.

As much as we pay for tuition, free printing should be allotted to students up to a certain number of pages.

As stated above, there are areas on campus which have slow and spotty internet.

At UNT we were able to have free printing, this enabled learning. Wireless causes frustration and difficulty sometimes. So free printing and better internet would be great.

B&W + Color copier on the fifth floor

Better internet connection. Sometimes the internet never connects in EAD. Its super slow on the fourth floor of the library.

Better internet connectivity!!!

Campus email could easily be handled through gmail as it is at UT Austin for example. All addresses are still at the utexas.edu domain, so I'm certain unthsc.edu would be workable as well. Gmail has a superior GUI, integrates readily with dozens of 3rd party applications and can be tied to private email accounts in a hassle-free manner. One good thing about the current email is that it allows POP access, which is great for sophisticated users who like to consolidate their accounts.

can't repeat this enough! FASTER INTERNET PLEASE!!!

cheaper printing!

Cheaper printing, better network connections.

Classmates are not able to print from their computers and IT Helpdesk was not able to repair the problem, so they forward everything to my via email and I print for them. There has to be a way to fix this? / / Also, would it be possible to add money to pharos account balance on student ID WITHOUT going to the library and doing so in person? This is an ENORMOUS hassle.

Color prints seem to cost WAY to much. also wireless in Luibel Hall.

Colored printing is extremely expensive in comparison to what I've seen at my undergraduate campus and other campuses.

Costs too much to print!

Could the print-money be cheaper? (either by bringing one's own paper or another resort?) / other than that, I find our school's computing the technology and the staff amazing!

Couldnt a set amount of prints be put into the tuition so we dont have to go to the Library to put money in our account so we can print. Wifi not the best.

Difficulty connecting to wireless internet in some spots on campus, especially in the EAD on the 2nd floor (sitting area near the front entrance by the art display and in sitting area by windows overlooking Camp Bowie Blvd).

Do something to strengthen the wireless signal in the library.

During times of high usage, it is difficult to download large powerpoint presentations in a class of 200 people.

EAD 5th floor internet.

email doesn't seem to be compatible with non-school administered devices. Android specifically. I cannot find an email client which allows me to sync my email to my phone.

Email: we get way too much junk email. Sometimes I go a full week without checking my email because I don't have time to sift through what's important and what isn't. I wish there was a better way to opt in and out of certain list serves. Also, certain leaders of some student organizations send multiple emails announcing the same event. They should cut it to one email. / WiFi: Again, the WiFi signals in Luibel and in the Library are not strong/ fast enough.

Every aspect of technology that I have encountered has been sub-par.

Every once and a while, the badge scanners on the copiers have difficulty scanning my badge.

Expand Wifi coverage and capacity. It frequently drops when many users are online concurrently.

faster internet

Faster Internet Connections

Faster internet servers and server upgrades done at non-classroom time hours.

faster internet!

For our institution I think it would be beneficial to invest in some more advanced copying technology. One comes to mind that works a lot like the ELMO classroom overhead system, but unfortunately the name escapes me. It also seems in the EAD and even the library I am often fighting to keep my wireless connection. Is it possible to add a few routers or something to that building? Especially the 7th floor?

For some reason, the staplers always either go missing or are out of staples in the library. The internet is almost always overloaded and slow in the library. If this campus relies heavily on

powerpoint presentations and issuing computers and devices to do work, then the internet bandwidth has to be able to match the expected work load.

For the copying printing supplies: could someone take the time out to check if the we have enough staples. Especially on the 3rd floor.

For the fees we are being charged, each student should be able to have a set number of free prints per semester. It would be reasonable for each student to receive at least 50-100 free prints per semester and pay the current fee for each print after that.

For the most part the internet works well with exception to the few occasions when it doesn't.

For university students each person should be provided with some amount of printing pages free as per convinient.

For whatever reason many of our computers will not print to the printers in met.

Free printing

Free printing

Free printing all four year of medical school isn't much to ask for

Free printing for UNTHSC students. Students should have a certain limit of free prints for each semester. We pay enough tuition we deserve free prints.

Free printing or at least an allocated amount of printing in the library. Wireless quality needs improvement

Free printing would be a luxury or at least a few pages. However, it seems the school is going more digital so I understand why there isn't free printing.

Free printing would be ideal, even if it's a small amount of copies.

Have a place where students can copy and print in CBH that is accessible.

Have better internet

Having our printing balance accessible through our canvas account or myhsc would be helpful instead of only being able to see how much money is remaining at the printer or asking the library front desk.

Help Desk -- had an error that kept popping up on my computer and had to figure out a work around until I could get it to IT. They told me "oh great you found a work around then just keep doing that"I still have the error on my computer to this day. Lost alot of respect for the IT dept's ability to repair IT issues (This is a school issued computer)

Helpdesk is wonderful! Keep it up!

Helpdesk support replies to emails I've sent them in a timely manner. Wireless quality, see above.

hire somebody to fix the internet.

I am frustrated with the fact that IT reimaged my computer both times that I left it with them. I don't think they realize how much information this erases; I had to reinstall all of my programs after each time. Also the wireless connection is spotty but improving; it would be nice if we could use it from just outside of buildings as well.

I am not sure how to improve wifi in Lubiel hall, but it needs to be better in order to be adequately prepared for class (esp for iPad users). For the items marked no opinion, I have not used these services.

I am surprised that I have to pay seperately for printing, and upload money for it.

I believe students should get free printing on campus but there should be a weekly/monthly limit put on the free printing.

I do a lot of printing and the price discourages on campus printing. / Difficulty connecting in specific buildings. EAD

i do not understand why do we have to pay to print and the most annoying is that printning in one side is the same amount of two side which is not fair because i am saving papers but i can not save money by this method

I don't think it's too much to ask for third and fourth year student get some free printing, especially when we just stop by the school once a month or so.

I feel for the amount in tuition we pay we should have a certain amount of printing credit each semester

I feel printing should be free or we should at least get a certain amount of printing credit for the amount of tuition we pay.

I found that the IT help desk could be more helpful at times. For example, I wantd help with using one note and they had no knowledge of the program and did not try to problem solve with me and rather told me to search on the internet for help

I HATE having to pay for individual print-outs. I've never had to do this on a school campus before. There should instead be a flat "printing fee" that students may choose to pay in order to print documents on campus. After that, they should have access to unlimited printing--perhaps they can have a maximum number of pages/day (if worried about paper consumption).

I have been having problems logging in to the school network, and though I have been to the help desk numerous times, it has not been fixed. They don't even seem to understand what the problem is, or really try to find out. I have stopped going because it's not very helpful and I just deal with the problem as best I can.

I have emailed the student help desk on 2 different occasions with no response. I think the support should be more attentive and answer all emails.

I haven't had a working calendar all year. This is ridiculous.

I haven't really dealt with the help desk so I can't really comment in that aspect. I like having a variety of printers around campus. I don't always print in color but when I do I have to go to a specific location and sometime because of that I just don't end up printing in color. Is there anyway to have colored printer options with the rest of the printers? Also I've been to different universities and they all provide a certain amount of money for printing. Can we do that as well please?

I know that printing can be costly, especially when it is not monitored closely. However, I think that it would be nice to have a quota of printing for each student. I know that unthsc allows you to add money into your Pharos account, but maybe there can be a set limit of \$20.00 that goes into the student account each semester that would be deemed "free printing." Students would be able to add to it if they need to. To enable the entire student body to print their notes etc.

I still can't print to Pharos from my computer since it's updated to Windows 8.1.

I suggest more colored printers should be provided on every floor and I do not think have noticed printers in the EAD buildings, only in Library which has only a colored printer.

I think a printing quota would be nice (included with tuition). Wireless quality in the library is not very good. Outlook takes a couple minutes to check new mail when you first open your computer, even if the internet is working fine.

I think it is ridiculous that we have to pay for printing. If you're a student and you pay tuition, you should either be given a printing allotment every semester or printing should be completely free. I was a student at UNT main campus in Denton and never paid a cent to print. / / I've been told by library staff that the charges are to pay for maintenance of the printers. More than likely we're just helping to pay for the colorful LEDs under the fountain out in front of the library.

I think it is slightly ridiculous that people have to pay for printing. I have never been to a place of higher education that requires you to pay per copy. / Again. Wireless strength needs to be increased. /

I think it would be helpful to have a fax machine in the library. The scanners allow for you to send documents straight to email, but not to phone lines.

I think our tuition would contain printing privileges. Paying for each copy isn't convenient

I think the printing/copying should be free for students, considering the tuition that is being paid. Or at least a starting printing budget of 100-dollars for example should be given to any student, which they can refuel if they use up all the credit. / Also, the internet has been going down around campus, but the IT has been good at fixing it. Also the guys in the IT Helpdesk are gems! They have always been very helpful.

I think there should be another printer in the MET. Just this morning, the printers on the 1st and 2nd floor were both not working and there was a big line at the printer on the 4th floor. Just a suggestion.

I think there should be more printers. I also do not like that I have to constantly provide my username before each print. Wireless is sporadic in various areas on campus. Perhaps get a better router.

I tried to use the copier once and it was difficult to locate and very difficult to use. There should be more available printers and copiers and an easier way to use them. More scanners would be good too.

I want to be able to look at my pharos account activity. Wireless is pretty slow, need some improvement.

I wish I didn't have to pay for printing at the library or at least have money set aside in my tuition for a printing fee. I also don't like having to continuously sign in to the internet when I'm using WiFi. I don't know if it is because I have a MacBook Pro or what, but is very annoying to sign in every few hours.

I wish printing/copying was included when we register at UNTHSC. Other schools have printing/copying in the tuition fee so that when you arrive to campus you already have "X" number of pages (usually around 300 per semester) available to you for the semester. Here, we do not have anything set up regarding printing when we get to campus. We have to spend money outside of tuition to pay for printing.

I wish that the printing was a little less expensive. Previous schools have been to figure the printing into each person tuition so the students didn't have to continually put money on their card to print.

I wish there were more printers. Basically having to stay all day in Luibel and having to walk upstairs to the library to print items can be long at times. The wireless quality can go in and out as the room fills up. The help desk support is always helpful and very courteous -- a major benefit.

I wish we were given a certain amount of free prints, and it would be nice if the double sided paper only charged us for one print.

I would have liked to have a preselected amount of pages for printing that would have been included in our tuition. For emergency cases, it would have been nice to print documents out and not have to worry about paying any money.

I would like to be able to use my Gmail account for official correspondence, but I understand that might be a University-wide policy that will not change. I am far more comfortable with Gmail than I am Outlook. As stated above, the wireless internet can be shaky in class.

I would like wireless access to be more reliable in the library. It usually drops several times each time I go there to study.

I would prefer if printing was included in tuition. I don't like that we have to pay per page. Also the wireless quality in the library is not very good.

I would suggest at least one color print in each building. Wifi connectivity in CBH fluctuates and kicks people off. The Student IT support has been great. I have gone in numerous times and they have been more than willing to help me and solve many issues.

I would suggest that the speed of the internet be increased somehow.

I would suggest the presence of at least one color printer in all buildings.

I'm not sure what can be done about it as I have little IT knowledge, but the wireless connection can be quite slow at times.

I'm not sure what can be done to improve connectivity when there are 200+ devices trying to access wireless simultaneously. It has been better this year than last, but it can still be a problem.

I'm not sure what can be done with the Wireless Quality. I understand that there are several students in the class room, but sometimes it takes up to 14 minutes to download a file when the professor posts it just before class and we have to download it during class. There is no reason why we should have to pay to print. That should be included in tuition as it is in most other schools and even the UNT undergraduate campus.

Improve internet connection all over campus

Improve Internet Speed, especially during heavy daytime usage.

Improve the strength of wifi network

Improve the wireless connection.

Improve the wireless to the laptops. Wireless does not always work.

Improve wifi

Improve wifi and internet speed!!

Improve wireless signal strength throughout the library: balconies have very weak signals, LIB 310A has very weak signal, all library floors have very weak signals during high usage times of the day.

Improved internet facilities

In my previous institutions, I did not have to pay for copying or had a printer in my graduate lab to utilize for printing.

In order to encourage less paper waste, you should offer printing prices to only charge 1 credit when printing double sided.

In the two years that I have been a student here, I have never once been able to get the Pharos printing system to work. Out of my entire class, only 1-2 students have the ability to print on campus. It's very frustrating and counter-productive.

include scanning options in the printing/copying machine at the EAD 7th floor

Increase Bandwidth in the library and in classrooms

Increase broadband

Instead of just Pharos printing there needs to be an option to use coins for printing as well.

Internet in Luibel is poor. I have tried contacting IT about this, and they have not responded to my contacts.

Internet not always up, some poor maintenance schedules.

invest in a faster connection for more devices. The IT people need better training with Windows and the calendar!!!

it desk person that's wonderful

IT did not help with Itunes U

IT folks are wonderful - thanks!

IT frequently has a hard time solving issues at the help desk. Calendar configuration being one that I've asked for help with and ended up worse off

It gets quit expensive to print out powerpoint slides or whatever we need. It would be great if each student got may an allowance of 100 pages of free printing per semester or something especially since at most schools printing is free.

IT help desk is always awesome.

IT helpdesk has been great - I appreciate that they have extended hours. / Wish that we had an allotted number of pages to print included in our technology or tuition fees.

IT is awesome. Please improve the wireless, it can be a joke, even in the library.

It is not economical to print slides in color at the library. It may not bother most but I find it difficult to learn unless I have a hard copy. At least offer a printing service that bundles the notes; even if it is not on campus.

IT on weekends

IT people are very helpful, more printers in EAD 5th floor would be nice

It should be evident that all classrooms should have adequate wireless connection. This is a hit or miss in Luibel depending on the day.

IT Support should include or improve licensing opportunity for a wider variety of academic program-specific software.

it took me for ever to set up the email account and lots of things messed up because of this, any form I sent as required through emails vanished, I finally set it up through telephone.

It would be an enormous help if funds could be added to student IDs online rather than only at the library service desk. Often you find you are without funds at an inopportune time and have to make the trek across campus in order to print, which is often inconvenient.

It would be better if there are telephones for students usage.

It would be great to reduce the printing cost as there are many students who are not getting job on campus. For them it become difficult to afford.

It would be much more helpful for current students if we can print (black and white) without paying money but UNTHSC can charge for copying materials. You can set limits per day for printing that can be monitored through student EUID!

It would be nice if we got some amount of free printing with our tuition - but I understand that could be quite costly. The wireless also seems to go in and out if too many people are using it - which seems like poor planning to me - your wireless should be prepared for the amount of students.

It would have been nice to be provided with our "name" email address during orientation, in addition to the EUID email address we were provided. / The library has had poor quality wireless lately. However, it seems like this may be an isolated incident.

I've had issues with my computer, especially a USB drive, and taken it in several times to get fixed. Often, the same day I get it back, the problem occurs again. I've decided to just live with one less USB drive.

judging by our tuition we should have at least a starting balance for printing

LESS JUNK EMAILS, FASTER WIFI, AS WELL AS MORE COPIER MACHINES AND SCANNERS AN AREA IN THE MET WHERE STUDENTS CAN COMPLETE ALL OF THEIR OFFICE NEEDS

Library entrance and that entire floor - Numerous disconnections of wireless signal / School policy requires ensuring computer software is updated, however Pharos printing is not available if you updated windows.

Library network in the 3rd floor is horrendous when there is a lot of people trying to connect and study.

Like I said, the connection to the wireless internet is capricious even in the library in the cubicles on the 4th floor. / I pretty much never can access high speed internet in our EAD classroom.

Lower the cost of printing

Luckily, I have not had to utilize the student helpdesk.

Make internet reliable in the library 3 rd floor

make it easier to print on 7th floor.

Make printing/ copying part of the tuition. Being an out of state resident, I am already paying enough money to attend. The least that could be done is allow me to print for free.

make printing/copying cheaper / - student IT helpdesk: quicker service needed, maybe hiring a 3rd person during peak hours?

make using printer easier (mostly signing up for money stuff); offer 50-100 B&W pages a year free

Making printing/copying more affordable. This is the first school I have ever attended that charges for printing.

Maybe include printing up to the first \$25 or so per year for students, then we can pay any amount over that. It's just very inconvenient to have to reload it and use our own money, when I'm basically always using the printers for school related work.

More areas to copy as well as wireless printing.

More bandwidth to deal with higher traffic during peak times / / / ****IT Helpdesk has far exceeded expectations- the staff are extremely kind and helpful****

More color printers and start our student accounts with some money for printing.

More hours for the help desk. If we have computer issues they leave at 3:30-5 on weekdays and most students are still in class. It would be nice to have help and computer fixing on the weekends.

more loaner computers that are in better working condition

More PHAROS printers throughout campus, make PHAROS work with Windows 8. Connectivity in Luibel is awful.

More Pharos printing should be available throughout the EAD. The printer on the 7th floor is helpful but does not always function properly.

More printers and copiers

More routers

More wiki.

Move the copy center back to UNTHSC

Move to a Gmail based web account and increase bandwidth for the network.

Need improved wifi

Need more wireless coverage especially in the library

Need stronger wireless connection

Needs upgrade or the service company should be changed

Network connection in Luibel Hall improved

Network connections throughout the campus can be weak/non-existent at times. My problems usually occur on the 4th and 5th floor of EAD

network service needs to be stronger.

Network very poor.

No suggestions, just a comment -- The IT helpdesk is friendly.

Not really sure. Better wireless quality is all I can think of.

Offering free printing would be nice. I know UNT in Denton offers free printing to their students (which I'm sure it is built into their tuition in some way) but it would be nice. Not everybody is capable of staring at a computer screen for 18 hours a day to study

On numerous occasions I have experienced delays in both incoming and outgoing emails. / The helpdesk guys are awesome.

On several occasions, I have been kicked off the internet or my student ID and password do not work to logon to the wireless network.

Once again, the wireless network is quite frustrating at times of moderate to high capacity.

Our issued computers do not connect to Pharos once updated to Windows 8.1.

Our new notebooks when updated to Windows 8.1 (Recommended update), will not connect to Pharos, so I would wish for this problem to be fixed because it's a hassle sometimes.

Our wireless network is weak and inconsistent in many areas. Connectivity was repeatedly lost/bumped off. This has improved this semester.

Outlook 365 is not exactly easy to use. I still haven't figured out an easy way to search for key words in my inbox. It brings up some results, but definitely not all the results (and sometimes none at all for simple searches... like names of recipients... etc.)

Outlook program can be unreliable, where I don't receive emails in a timely manner and miss out on many volunteer opportunities.

Padron can not be install in Windows 8 system, so most students can not print from their laptops. Drivers for printers needs to update or renew!

Paying per page for printing is antiquated and inconvenient. A consolidated printing fee at the beginning of each semester would be a better way to handle printing. Then we could all print what we need without charge during the semester.

Perhaps install more wireless routers? It seems to get bogged down when there are lots of people trying to connect.

Perhaps installing more wireless routers in Luibell Hall would improve the internet quality.

Please add a wifi router in the MET locker room. There is usually 0 access to internet.

Please improve wireless quality.

Please make the printing and copying work easily for Macs. / I am not a fan of outlook. If I were the institution, I would replace Outlook with a google email system. / Wireless just needs to work all the time. It is not very good in the MET all the time. We have problems uploading quizzes because we don't have enough bandwidth.

Please place a printer in the school of pharmacy area. This would prevent a "mad dash" to the library when we needed to print, all 80 of us. The wireless service still crashes when we are testing from time to time.

Please refer to the comments in section 1.

please sanitize the computer labs

Please upgrade the internet to T1 LAN or something. I should not get kicked off the internet multiple times in the library just because there are a lot of students in there. It happens to all wireless computers and tablets.

Poor wireless quality on the top floor of the library (see below).

Positioning of the wireless access points would help with the wireless quality. Some are next to storage closets instead of offices and classrooms.

Possibly work on hardware issues. Our laptops are junky.

Print/copy charges are quite high!

Printers on the 5th floor of EAD is barely functioning, please upgrade. Wireless quality leaves something to be desired--always kicking students off the network or going so slow that my free internet on my phone (which is slow) is faster. We pay enough in tuition to deserve a better quality.

Printing and copying I thought was a hassle and made me defer from using the system. I would think that having a preloaded amount on your account when you start school at UNTHSC would be great (It is what I am use to in undergrad). The wireless as I stated earlier was spotty and I would get booted alot.

Printing and copying machines (Pharos) in or near the pharmacy classrooms, instead of having to go to library in between classes to print documents.

Printing and copying should be free for students and the restriction on wireless printing through the HSC-Student network should be lifted. Network quality is so bad I get constantly disconnected.

Printing discrepancies and inoperable machines , we need more points of service to print documents on campus. Even though there are other areas you still have to go to the Library to sort things out if a machine is not functioning or out of paper/toner

Printing first 300 pages should be free. I've seen this done at many other universities.

Printing is difficult to set up on personal computers.

Printing is quite expensive when compared to my previously attended institutions. Perhaps, make it cheaper to print double sided, because it is saving paper and the savings should be passed to the student who is making that decision.

Printing is rather expensive in the library. A reduction in printing costs would be appreciated. /

Printing is so expensive! My laptop has so many problems. I would have to restart my computer to connect to the internet sometimes. It doesn't recover from sleep mode correctly. Also, it is not worth bringing into IT because I hear stories of how long it takes and more problems it causes. I am too busy to be behind in classes so I don't bother. IT can possible be improved by adding more help, and those more knowledgeable about the products.

printing is still expensive

printing is too expensive

Printing is very expensive.

Printing is way too expensive. There has to be a way to reduce the prices!

Printing machine in library need to upgrade to new unit.

Printing needs to be free

Printing needs to take all increments of cash for payment. Unless there is some form of reimbursement at the end of your time for remaining balance (which I haven't heard of) you should be able to pay the exact amount for what you need to print. / / INCREASE BANDWIDTH

Printing should be free!

Printing should be free. We are paying tuition. When I was in graduate school at it southwestern we had free printing and they printed our class notes for us. Why has our email changed? I can't get it to open half the time and why do you cancel alumni emails? I took my computer to it to be fixed, I was without it for 3 months and the problem is not fixed it's actually worse.

Printing should be included in the cost of tuition. We already pay a lot of money to come to school here, we shouldn't have to pay extra to print. At least give a set number of prints for free.

Printing should cost less

Printing/Copying should be free for at least limited number of print commands per semester. For example, Free printing/copying for the first 20 print commands given from a single student account per semester. Being an international student, financial matter is of my concern.

Printing/Copying: Paying a lot for tuition should cover a few pages I want to print out on campus. Not fair in my opinion.

provide color printing on all floors. Even though you pay for color printing, if you are on the wrong floor, it will not print and still take your credit away.

Put more routers on campus

Ramp up your bandwidth especially in computer labs.

Re: IT Helpdesk...it was great until the school drove Terry away. / / Re: Email. Ditch Outlook or whatever it is you guys are using now and switch to Gmail. Better user interface.

Really need to have GSBS calender synced and accessable with any network. It has been frustrating having to check a word document everyday

Really surprised that school charges to printing. Most graduate school gives free printing for their students.

Reduce dead / low connective zones across campus

Refer to what was said above.

Same complaints about wifi as above. How long does it take to update pharos? technology is constantly changing, and this health science center can't afford to keep up with the pace? I upgraded to windows 8.1 weeks before the email came out that pharos was not compatible with windows 8.1. We are now about to finish January, and there is STILL no update. Why do we even have IT on campus? To make sure the printers have paper loaded?

Scan to email on the printers never works

See above

See above for wireless.

See above for wireless. It has been slow despite updates. I brought in a battery for my computer and low and behold it was "out of warranty". And no replacement was offered. So not I'm floating on having to plug in my computer with no replacement battery and yet that's supposed to be covered in tuition.

See first question response.

should have printing allowance

Should not be charged for printing!

Shouldn't have to pay to print

some class room have limited wireless connection and this has to be improved on

some emails are redundant- like the financial emails to remind of pay dates. I think that if your account is paid you should not receive an email.

Some places in the second floor and four floor of the library near the windows looking outside does not have enough wifi coverage

Some printings/copies should be free for students like other universities

Some schools get a printing credit, other schools can charge their cards online instead of having to go and physically put money on the account.

Sometimes I cannot get Pharos to work in the EAD using my laptop.

sometimes internet connection runs really slow and can be frustrating especially while studying.

Sometimes the IT Helpdesk does not know how to fix certain minor problems with our Dell XPS 12 laptops, so if there was a way that they could learn more from Dell about the laptops that we are distributed and how to help us with small problems we have with the touch screen, scrolling, etc. that would be really helpful.

Sometimes the printers do not work, and the refund options are limited/nonexistent. An online refund process would give some piece of mind.

Sometimes the Wi-fi, in the library of all places, can get spotty and bogged down.

Sometimes the wireless can be slow especially in our classroom. I've had paper margin issues in my printing but issues were mostly resolved when I requested for someone to look into the situation.

Sometimes the wireless connection drops in Beyer Hall

Still slow in Luibel Hall When all students are in the room.

Students should have allotted amount of free copies per semester.

SUGGESTION: Can we look into the option of digital ID cards (for our iPhones, Androids)? My undergrad institution used digital ID cards so in case you forgot your card you could still check books out of library, use printers, gain access to labs etc. Very useful, very convenient.

taking quizzes on canvas during class is impossible unless using the Ethernet cable

XXXXX IS AWESOME!!!!!!

tFor those with upgraded operating system on their laptops, there is restriction in printing directly from pharos, the school should improve on this so everyone can print directly on their laptops. / Also some parts of the library have poor wireless networks and this can be improved on.

The change to office 365 cause a lot of issues for many students. I'm not sure what to do about that.

The connection in some rooms on the West side of the library 4th floor is usually pretty spotty, in my experience.

The connections from my personal computer to the printer is so shaky its needs to be constantly updated every time I send something to the computer. This process is often so frustrating its better just to print directly from the computers downstairs. However this is only possible if the server connection and wifi is moving fast enough. Also why isn't printing free for medical students? The wifi capability for the entire school is very slow and often lagging.

The copier on the 7th floor of EAD is slow compared to all the other copiers on CBH & Library

the copier on the MET 2nd floor is super slow, and it's often not working. and then sometimes the one on the first floor isn't working at the same time (last week), and that's pretty frustrating. / the calendars that we have through our emails stink!!! they NEVER work on all our devices and there are always issues--it's been that way for almost 2 years.

The cost of Pharos printing is excessive by any measure. It also seems that the system is hard for the help desk to manage. For example, several times when documents fail to print for whatever reason - no one knows if my account was or was not charged for the failed print and it takes three or four people to coordinate a response. It just seems inefficient and under maintained.

The desktops in the library are very slow.

The helpdesk seems to be completely unfamiliar with Microsoft One note software which is used by a vast majority of my colleagues. When I had an issue with my One note I had to hoped to get help from the helpdesk and was directed to call Microsoft about the issue or simply stop using this program.

The internet access in the library is limited and slow most days.

The internet is frequently slow or not working

The internet is very slow!

The internet speed drops dramatically during class because a large number of students are connected. This is really only a concern when internet access is required during class. For example, if lecture Powerpoints need to be downloaded immediately before class because they were posted to Canvas at the last minute. Another example is when an in class assignment requires us to use the internet. These are relatively rare occurrences, but are frustrating when they do occur.

The IT department needs the most recent update for ExamSoft. I have sent my computer to them, only to be reassured everything is up-to-date on its return, then sit to take an exam with an outdated ExamSoft program.

the IT people are incredible.

The IT workers are great, and always friendly.

The library many times has very slow connectivity.

The network in res 1st floor in the research labs is very poor. / Printing and copying costs are very high. It needs to be reduced.

The only issue with printing, copying is that it was more trouble than it was worth. I would like to see any easier way to print without having to download things or set up accounts.

The only printer my computer is connected to is always jamming

The outlook calender for the class of pharmacy is not updating properly. The calender on the ipad works fine. Wireless connection in the library drops a lot and does not automatically reconnect. I'm not sure if this is an issue with my school issued laptop or the wireless in the library. It does not drop at my home, or in the classroom.

The Pharos, per page pricing is a little high.

The price of printing is too high. Not all students learn well using electronic books on their laptop or tablet. Those who need real paper printouts (especially if the nature of the subject requires color, like histology) spend ALOT of money printing.

The printer at EAD 7th floor does not scan documents. Sometimes it runs out off paper.

The printer in the student lounge on the 5th floor prints crooked so your pages are cut off. I've had issues with printers not printing and being charged for it and I was met with hostility at the library for not "immediately calling". I explained that I couldn't call because I was on a limited class break with further limited cell phone service. I didn't get a refund because I didn't "follow their procedures". Also, she stormed away before I could fully explain myself.

The printers are always having some issue. I don't know anything about these printers and can't fix them myself.

The printers in the MET are often broken.

The printers in the MET are often out of order.

The printing and copying should be made a bit more cheaper. Many univerrsites offers free printing for first 500 copies or so. So such privileges can be given to UNTHSC students.

The printing/copying machines are always crowded. Pharaoh still not compatible with windows 8 this is taking way too long. Wireless quality in lib 4 th floor sometimes is slow it got a lot of down time compared to other floors

the quality of the WiFi is spotty and the printing is inconvenient because it is costly and you aren't able to put money on your card easily

The signals for the wireless network always cut-out, especially on the 4th floor of the library.

the student wireless network in CBH 220 has connectivity issues once or twice a month.

The students should be allowed at least a few free print pages per semester.

The UNT email system is so much more confusing to use compared to email systems used in other graduate programs and personal email accounts.

The wifi is often slow or doesnt work at all.

The wireless capacity for the entire campus should account for at least 3 wireless devices per person on campus. The TCOM program gives a laptop, an ipad, and many put their phones on the wireless network. IT should account for this.

The wireless connection in the library is absolutely unacceptable. It is slow and makes studying there ineffective and frustrating. It is the worst at peak hours in the afternoon when many students are there. Changes need to be made to help support the increase in students.

The wireless does not always act up to par, however, it is easier to use now since we don't have to sign into the network every time

The wireless internet often does not work in the library, which is a huge problem. When I ask the IT Helpdesk, they say "they are aware of the problem", but never seem to do anything about it.

The wireless is usually excellent. However, there are a number of spots on campus that are dead zones. This is particularly true of rooms around the periphery of the Lewis Library.

The wireless quality in Luibel hall could be improved.

The wireless quality in the Library is not great. I can usually connect to the wireless but it will have problems connecting to the internet. I could have internet access when I first login then five minutes later it will say I do not have internet access. This happens all the time.

The wireless quality is not perfect in the MET. something needs to be done to improve the speed of the internet

The wireless quality on the 4th floor of the LIB is extremely slow. The emailing system is also slow to update

The wireless signal in CBH still needs work. There are frequent issues with signal strength in both office and lab areas.

The wireless signal is very spotty on my computer. I have difficulty accessing it in the student lounge (CBH 2nd floor).

The wireless support on the 4th floor of the Lewis library is terrible. I often cannot even send an email up there. I think it would be an easy fix with some boosters.

There are times when I cannot access internet on the 4th floor of the library.

There have been issues with the calendar throughout the year. I have missed several MLMs due to glitches with the calendar, and I know many other students have had the same issues especially on apple devices. The student IT helpdesk does not seem to know how to load or

update accurate calendars on iPads and iPhones. Some of my friends have also had issues with the people who run the student IT helpdesk being rude when they came in to ask for help.

There needs to be a way to put money on your Pharos account without having to go to the library

There should be a set number of free prints each semester. Concerning emails, there should be another protocol for students with the same name such as middle names instead of numbers behind the name. Its confusing with the number.

those guys are awesome!

Upgrade network devices.

use a better email service, like gmail. much easier and convenient for navigation and organization

We have to run all the way to the library to print. It would be a lot helpful if printers and a few desktops were made available to the students in the student lounge areas other than the library.

We need a printer/copier on the same floor as CAP. If you want to review your test, you have to print off your test.

We need FREE printing or at least some of the designated tuition loaded on to our accounts at the beginning of every semester. With tuition as expensive as it is, it wouldn't hurt to load \$20-\$30 on the student's account at the beginning of every semester. If the money is not used, then the school gets it back.

We need free printing. For as much as we are paying in tuition and fees, we should at least get a limited amount of free printing (at least black & white), if not unlimited.

We should be allowed to print for free in black and white, but be limited to for example a hundred pages per semester or something

We should be given a certain amount of copying free for each semester.

We should have better wireless quaity

when a lot of people are online... the internet slows down significantly

When confronted about the internet connectivity issues, no help was offered. I was simply told that "we're working on it" alas, to no avail. Loading a page on the internet is still slower than an octogenarian with ankle weights.

When number of students increases in the campus, quality declines.

When the number of students present in campus increases, quality drops.

Why do I have to login on the wireless network 3-5 times every time?

Why is a printing fee collected each semester/year when we only receive printing funds for 1st year?

WiFi and Wireless network connections are very bad in and around the labs in RES

Wi-Fi connection often drops and is slow.

Wifi gets spotty when many people are using it (example, uploading examssoft tests)

Wifi is terrible on campus. This needs to be addressed

WiFi is usually slow.

Wireless connection has not been working well for the past year. Its better to have one connection that will work well and securely without dropping every few minutes

Wireless connectivity tends to fade away while I am at the library. It should be as fast as at my house.

Wireless doesn't work at times.

Wireless internet loses connection too frequently and Pharos is confusing. It won't work on my labtop and the IT HelpDesk has been unable to

Wireless is patchy

Wireless is very poor

Wireless kicks people off at times in the MET we do not have a Ethernet port. Printing I believe should be free just like our the other UNT campus in Denton.

Wireless network connection could be improved in the library and in Luibel Hall.

Wireless network is often slow and not dependable, particularly in the library. Printing services should be offered at no cost (covered in fees) on at least a limited basis (example: each student gets 100 pages they can print each semester before they have to start paying per page)

Wireless network needs to work better and the printer on the 5th floor of the EAD is terrible and is never working correctly

wireless network quality has dramatically decreased over past year. everytime i come on campus it kicks me off- this is nerve racking when you take online tests - IT is aware of the issue but I think it should have been fixed by now.

Wireless on campus is difficult to connect by iphone due to an "authentication" message. It popped up once and I didn't click "accept" by mistake. Never popped up again, and I was not able to connect to the wireless since.

wireless on campus is not that fast when too many student use it at the same time.

Wireless quality

Wireless quality can be improved in MET 124, MET 125 and the Fourth Floor of Lewis Library

Wireless quality is pretty good overall but sometimes the internet decides not to work which can be inconvenient at certain times.

Wireless quality needs lot of attention to fix it as soon as possible.

wireless quality needs to be improved overall

Wireless quality on my computer never seems to work well on 4th Floor Library for some reason. I'm not sure why. It works, but it's hit or miss.

Wireless quality seems to be struggle almost everywhere on campus.

Wireless sometimes drops... Not sure why.

Wireless strength is weak and inconsistent throughout the campus

Work in a printing allowance into tuition.

Would be nice if printing cost was lowered /

You have to do something about the internet. I have attended/studied at multiple institutions and ALL of them BY FAR exceed the speed and connecting power of UNT's wireless system. To be quite honest, i have not seen such poor wireless quality. Also, printing should be free or cheaper.

you should give fixed number of copies to students for free for each week to be photocopies. so that students can have hard copies for each lecture. After certain number of copies you can apply your regular charge.

Lewis Library

Major themes in the comments regarding the Lewis Library included:

- Overall love and appreciation for the library, especially 24/7 access and study areas
- Calls for opening the 3rd floor 24/7
- Study room availability/need more study rooms
- Loss of study rooms to offices
- Wifi accessibility
- Faster computers
- More computers
- Improved seating on the 3rd floor
- More electrical outlets
- Excessive charges for overdue materials
- More printers, copiers, and scanners

1.certain electric outlets in the Library need to be checked for Electrical Shock. (I experienced it twice!) / 2.WiFi connectivity needs to be improved on the 3rd floor.

24x7 access is great but should be available 365 days a year instead of closing for holidays. Students still study over the holidays.

3rd floor open for 24 hours

4th floor internet connection is very spotty, and people treat the library as a social environment, more than a place to study. If only the first floor was a social setting and the 3rd floor was for study groups, with that policy being enforced for anyone being too loud.

4th floor study rooms have poor internet connection, especially 460

A bird's eye view machine where you can take photos of pages of books and then email for free or print for a sum.

A coffee vending machine might be nice. Sometimes I am there late on a Saturday and I could use some caffeine but the little store is not open and only energy drinks are available in the vending machines (which give me palpitations, so are not conducive to studying!)

A printing center where you can bind notebooks and do special printing projects.

A student-fridge somewhere in the building would be great and very convenient.

According to the front page of the survey, there was more study room made available in the library. That is absolutely false. There have been at least 5 study rooms that have been converted to offices in the past semester. Those orange lounge benches on the 3rd floor never get used. It's unutilized space.

Add lamps to the 2nd floor study area, or at least be able to check them out. At night the light isn't sufficient for reading.

Adding phone outlet connections to access direct internet for better connection and decrease the level of wifi use, leading to less outages. Also, the frequent closing of restrooms is very inconvenient, making one rather go home than stay at the library.

Adding subscription to uptodate for health profession students

again wireless network does not always work

Alls good

Already addresses above

Areas designated for quiet studies do not really offer the quietude expected. Perhaps, there is a continual need for tighter noise control measures.

As I have previously state, the network in the library is miserable when being heavily used.

As mentioned above, the internet connection in the library is dismal. Sites either don't load or constantly need to be refreshed which is both frustrating and inefficient when studying. It is the worst during the afternoons when peak student flow is there and seems to be related to insufficient structure to support students, This needs to change ASAP, as the purpose of the library is for studying and it is NOT meeting this need in any way, shape or form.

Bathrooms could be updated. But they are kept as lean as possible.

Been having severe input lag on the lab computers on the library 4th floor for Biostatistics class, three weeks in a row. Everything is about 1-2 seconds behind input. Mouse lag, click lag, type lag.

Believe the third floor should be open 24/7 as well. It has open areas with additional study materials - white board/television that isn't accessible anywhere else.

Better and faster computers

better bathrooms

better internet and cafe open later hours and on weekend

Better internet connection.

Better network connection on the 4th floor

better seating on third floor. wasted space right when you enter the doors on that floor. tables at "anatomy bar" are not good for studying too small.

Books could be issued for more than two hours. Fines are charged even if you are five minutes late in returning it. Especially if enough copies are available

Buy more modems/broadband for the library network.

Certain times in the semester the library is much busier than other times and there are not enough group study rooms available for those who need it. I think that the group study rooms in the MET should be open longer and also on weekends. I don't understand why they're not and am curious to know the reason for it.

Check the markers we check out because sometimes they don't work when I check them out / HAVE a Ipad mini chargers to check out because we have lab test with them in the afternoon and we could charge them.

clean the work tables

cleaner bathrooms. a room with microwaves and refrigerators.

Closing the third floor of the library at 10 hurt some of our most productive group study time. The fourth floor has terrible internet connectivity for quiet study.

Comments as above re computer network capabilities

Computers are less in numbers including laptops. Laptop issue hours should be increased to 24 hours.

Computers are slow sometimes when logging on but that is minor. / Overall, best library I have ever had to use and there have been many.

Computers are slow. Electronic prints that available is less than expected. I am also used to and miss a search bar to search many databases. At a graduate institution I find these electronic resources to be essential.

Computers are terribly slow. Need upgrade.

computers can be updated so that every system has Stastical programming like SAS upto date

computers made available on the 3rd floor. The computers in the computer lab of the 2nd floor needs to be upgraded (they are slow)

Computers run slow compared to other institutions.

Consider making the 3rd floor a 24/7 floor. We use the TV's and hook up to our computers for group study. It makes group study very efficient when you can use a single large screen. I would recommend to either make the 3rd floor access expanded or bring that technology down to the 2nd floor.

Could be a little cleaner /

Create more rooms for group study. On several occassions I have had need for group discussions but couldnt get any free room.

Create more small individual study rooms versus large group spaces.

Definitely more outlets especially around computer stations. For many classes you have your laptop with note/course materials but then also need a library computer to complete assignments on SPSS or SAS.

desktops in library are slow. need to b updated.

Desperately needs more larger study rooms. Majority of students enjoy studying in groups in private rooms so more should be made available as they fill up really fast and are hard to get especially during heavy test weeks and finals.

Difficulty connecting to wireless internet when studying in fourth floor study carrels. Was forced to leave the library and go home to study on several occasions because I was unable to connect to the internet here. IT was unable to determine that there were any problems with my school provided laptop or laptop settings.

Do not close it because of a little snow or ice.

Don't study in the library so no idea.

dry erase boards across more than one wall /

During the summer months there is a huge mosquito issue.

ENFORCE rules that do not allow one person to occupy a group study room!!!!!! THIS IS SOOOOOOO FRUSTRATING!!!!!!!!!!!!!! It can be very difficult to find rooms to group study in sometimes. Also, on the MET 4th floor, this happens ALL THE TIME!!!!!! Not to mention, I've encountered some not so nice other students from other programs who believe they "own" the rooms even during hours they do not have class.

Every time I rent out dry erase markers, there seems to always be 1 that is out of ink. A couple more dry erase boards would be nice on the 3rd floor. The procedure allowing students to reserve a room is very unclear. I have asked the front desk on 2 occasions how to do it, both gave me different responses (phone number and web form). Neither worked. I had to find out how to do this reliably from another student.

Expand the library and make more arrangements for student study spaces, especially quiet area.

Fix the internet!

Fourth floor library wi-fi does not stay connected.

Front desk staff (not tech support bc they are always smiling, friendly, & happy to help) always seem to be in a busy mood; they are nice but could improve in being approachable.

Get new computers. Don't have them run on virtual software and operating systems.

Give back the student study rooms on the fourth floor! Slowly but surely, there are less and less study rooms available to the students. At least 3 rooms on the fourth floor were converted to offices, leaving students who enjoy privacy out of luck or needing to get the library before dawn to ensure a study room. Also, the study rooms are terrible at blocking out noise. I know exactly what the people next door to me are saying all the time.

Give your staff high fives for being amazingly helpful.

group floor open later

Grrr network connections!!! Make them better : (

Have a solution to our junky laptops.

Have internet connect hookups in the private study rooms and on the tables on the 4th floor, because sometimes the wireless internet is unreliable in the library and it would be great to just be able to bring our ethernet cables and hook it up there.

have loud section open 24 hrs. / sometimes tables on 3rd floor outlets don't work

Have more space for social interactions. Please upgrade the computers. They are outdated and quite slow. Also, many of the outlets on the second floor don't work. It would be nice to have more outlets outside on the fourth floor and second floor. Thank you.

Have staff and all facilities open 24/7.

Have the store open on the weekends too for some hours at least, and we need more space for quiet study!

Have the top floor open 24/7.

Having more comfortable chairs in the quiet study area would be very nice.

I appreciate the 24 hour availability to the library.

I believe that the rules regarding the group study rooms should be enforced more stringently. Many times when I attempt to find a room to study with a group we encounter rooms that are empty of people but full of back packs and other personal items. This property is intentionally left to hold the room when no reservation has been made. I also seemed to encounter single students studying alone in the large rooms.

I do not use this facility, since I am on my clinical rotations. No opinion.

I don't like that floors close at mid-night. The top floor is open after midnight but is certainly not as comfortable and welcoming as the other floors. I don't like to go up there right away because of this, but then that requires that I have to move once it is midnight.

I don't like that the 3rd floor is not 24 hours. I also do not like that sometimes it is hard to find a table. I do like the furniture on the third floor and I also like the seclusion the booths offer.

I have had people come up and complain that a collaboration group of mine was being too loud on the third floor. Make sure students know that it is a collaboration floor and that there will be a moderate amount of noise.

I have had times where my internet connectivity in the library has come and gone and I've had to resort to using my phone for internet. There have also been occasions where there have not been enough outlets for a group to charge computers at the same time.

I just don't think it is fair how much the library charges for overdue material. They charged me \$9 dollars for markers that I came early to turn them in right when the front desk opened. It just is not right that they charge a fine on material when the front desk is not even open anyway. I know so many people in my class that have the same concerns and it is just crazy to have to pay a \$9 charge for 3 markers that you could buy at the store for maybe 1 or 2 dollars.

I like that the library have multiple copies of school books on reserve. I think the staff are nice and very helpful when I need assistance. My only thing would be I wish the Cafe in the library would stay open longer and on weekends.

I like the arrangement of library every floor wise.

I love the library!

I love the library. It is quite possibly my favorite place on campus.

I RESENT the noise level in the library on the 3rd and 4th floor. I have many times requested the help of staff who seem to think that it's my job to police the noise level in the library. Let me correct that misconception--our fees and tuition are paying THEIR salary to take care of the library and that does include monitoring the noise level. Some of us actually go to the higher up floors to study and not to loudly converse and joke around. CORRECTIVE ACTION MUST BE TAKEN BY STAFF.

I suggest improving of the internet connections in the rooms on the 3rd floor of the library.

I suggest the desks be wiped down more often, and the bathrooms be cleaned more often.

I think that there is a good amount of study area for all students if there are no exams during that week. However, if there are exams, it is very difficult to find anywhere on campus to study.

I think we need more group rooms and more white boards on the group floor.

I wish there were more group rooms available. Or there needs to be a maximum time limit to the group rooms because people place their computers in the room and leave for class and come back hours later and they leave the room empty but leave their stuff so no one takes that room

I would like it if there was a water bottle filling station on the 3rd and 4th floors of the library (like on the 2nd floor).

I would like to see more effort in keeping the library clean. There are often trash cans in the bathrooms that had not been emptied and are overflowing with paper towels. The tables and study area on the 4th floor are very clean and quiet but the tables on the 3rd floor are sometimes dirty and have food crumbs. Also, if there are ever any future plans for renovations, I would really like to see better quality furniture on the 3rd floor to replace the plastic chairs.

I would like wireless access to be more reliable in the library. It usually drops several times each time I go there to study.

I would love to have ethernet hook ups in the library like we have in the classrooms.

I would prefer if the library hours were extended to 12 pm on the 3rd floor including the weekends. / Due to the large bandwidth, and sometimes wireless connection problems, I would advise installment of ethernet connections throughout the library 3rd and 4th floors.

if the campus closes everytime there is inclement weather, it is unfair to expect us to prepared for an exam/quiz the next day

If there is anyway to expand the space of the library it would greatly improve the students ability to study. This library is entirely too small for the large amounts of students from various classes, majors, and programs. Crucial study space from the fourth floor has been robbed from students and made into office spaces. Its often a great challenge to find any space for long term group activities and the website for reserving rooms is often glitchy.

I'm glad the construction is complete out front. It is beautiful. I'm hoping it will be a nice/comfortable place to study outside (in appropriate weather of course).

Improve network connection.

improve on the wireless connection in some of the rooms on 3rd floor.

Improve wifi

in general good

In some of the private rooms on the 3rd floor the internet connection could be a bit better.

In the library around 5 PM its really difficult to get an internet connection because there are so many people.

INCREASE BANDWIDTH

Increase bandwidth

Increase the number of rooms.

Internet access is always fluctuating.

internet connection in the library 2nd and 3rd floor can be slow at times when there are many students around.

It doesn't matter where in the library you study, the quiet floors always have people who are being disruptive. The staff especially don't seem to try to whisper or keep conversations low in quiet floors (not necessarily the librarians but the security guards, maintenance personnel, and cleaning staff have very loud, boisterous conversations and are talking on their phones walking through quiet floors.

It is difficult to connect to the internet a times.

It should be noted that my expectations were quite high. Unfortunately, I experienced too many inexplicable noises, be they from construction or some sort of poltergeist, to label the first floor conducive to quiet study.

It will be better if they can provide mobile chargers, which was there a year before. It will be better if library can provide free access to more number of journals.

It would be nice for a larger area of the library to be open 24 hours. Also when the library is crowded the network connection is very slow, making it difficult to get online work done. I also think that the library computers could be upgraded to a new system.

It would be nice if the 3rd - 4th floors would be available prior to 7am

It would be nice if the third floor could be open later

It would be nice if we could print for free, or atleast given an allocated amount of pages per semester/year.

It would be nice to have computers with two screens. It makes it a lot easier to switch between journal articles and writing a paper.

It would be nice to have larger study rooms for bigger study groups.

It would be nice to have signs asking people to not use the large group computer stations if they are by themselves. Multiple times there will be one person studying at the large group tables, when a group actually needs to use the screen.

It would be nice to have the third floor open longer.

I've stopped coming to the Lewis Library because it is so often crowded. As a result, the third floor has become much louder than before.

keep 3rd floor open 24/7

Keep 3rd floor open later on weekends because the tables on the 2nd floor get full very quickly when the 3rd floor closes and normally student have to leave if they want group study. Also for individual students who don't want to take up a large table but don't want to be silent on the 4th floor.

Keep the library open (particularly 3rd floor) longer on the weekends when students tend to stay longer because they do not have class the next day. It is inconvenient to be in the middle of studying and have to pack up at 10:00 pm.

Keep the second floor open 24/7 like all other floors.

Kick single students out of large group study rooms. It's really annoying.

Laptops that can be borrowed for extended period of time especially when there is a need for a big amount of computing resources

Later hours preferred on the 3rd floor especially on fri and sat

LIB 400/410 computers are very slow; taking exams on them is stressful

library computers are sometimes slow.

Library computers in room LIB 400 are very slow or have very weak processing power: viewing PDF's, using SAS, and web browsing all have slow response times. Suggest updating or replacing computers with more modern processing capability, or somehow address the above issues some other way. Computers on first floor temporarily freeze when logging into Canvas; suggest addressing this issue.

library connection is often a problem

Library current set up leads to incredibly loud environment. It has encouraged socialization and therefore reduced the area that quiet (not necessarily silent) studying can get done. I would encourage the 3rd floor to be a more acceptable volume.

library is heart of UNTHSC but network connection is so poor its not equal in all rooms

Library network connections low on 4th floor

Library should not be a social hang out spot. Enough said. Yet people have been making it this ever since the pharmacy school started up. maybe it's those students. That makes it hard to study. 4th floor has improved, yet the rooms up there gather loud groups that aren't studying. The meetings in that room on the 4th floor, people step into the hall where the printer is to talk on cell phone and it's very loud. That's not a cell phone spot.

Library wireless seems to cut out often.

Like I said above, the library network connection is unacceptable.

Lobby computers are kind of old school, but I suppose they get the job done.

Lots of broken outlets on the social floor of the library, on the tables.

Maintenance employees have been very loud on the 4th floor at times, either talking on radios or to each other while walking through study areas.

Make more printers available (possibly 1 printer per floor in library or 1 in RES building on first floor)

make printing easier. like have your printers working all the time. try not giving fines as soon as you are a minute late literally returning something. how about a grace period. FYI those are the sorts of things that students look back on that make them decide whether or not they want to donate to your school.

Make sure that people are following quiet floor rules correctly!!! Also even when in the study rooms, the walls are so thin that even shuffling around books and papers can be heard.

Making Up to Date available to TCOM students in their clinical years would be nice.

Many areas of the library have no or very unreliable Internet access. This is especially true of study rooms located on the periphery. More infrastructure should be installed to ensure adequate wireless coverage.

Maybe signage to promote a quieter learning environment? I have no problems with people talking on the non-quiet floors, but I don't think the volume should increase to bar levels. Something to remind people that they are in a place of study? I'm happy with the computer lab on the second floor, but if say-five of those computers could be on the third floor that would be wonderful. And in some random Bermuda triangle spots on the third floor the internet cuts in and out. Can this be fixed?

more accessibility to outlets. Again, faster internet connection please! especially during finals!

More areas for study rooms

More clinical research journals.

more computer stations and better network connections

More computers on the 4th floor where one can study quietly. Other floors are too noisy for personal study.

More computers on the first floor would be helpful.

More electrical connections on upper library floors. More group study room/space and/or longer time on 3rd floor.

More food options at different hours?

more large group and small group study rooms with better sound proofing

more outlets at group work spaces

More outlets closer to tables and study areas

More outlets nearby desks would be great

More printers need to be installed.

More printers, copiers, and scanners.

More private study rooms. maybe even in different buildings .

more quiet study rooms would be a great addition

More rooms on third and fourth floor needed.

more small group study rooms and help enforce the reservations for these rooms, PLEASE.

More small rooms available on the forth floor. They turned a few of these small rooms back into offices when students felt there was already a lack of small rooms. I also would like the ability to reserve the small rooms on the third and fourth floor for study time through the room reservation system. At this time only large rooms are available.

More space to study and sit. During finals week the library can be a nightmare to go to wight he crowds and lack of seating and outlets.

More spcaces for group study and personal study. Better internet facilities. Greater availability of online books and hard copy forms as well as articles.

More staplers and hole punchers. Sound-proofing the group rooms on the 4th floor (groups can get pretty loud and noise goes to the main quiet room). Improving internet connection. Fixing the doors to the 4th floor room with the windows by the balcony (they make a lot of noise when they slam). Fixing whatever that noise is that comes from the ceiling-- sounds like something shaking and it moves around...

more study rooms

More study rooms

More study rooms and update cubicles on fourth floor and add some cubicles to third like the Denton campus library

My pharos printing software stopped working on my computer

My suggestion would be to clean the library tables and cubbies on the quiet floor more often. They are always dusty or have hair on them. It looks like they get dusted maybe once a month instead of 1-2x a week.

Need to fix the pipes in the 3rd floor or whatever it is that is making noises every 5 minutes. It is very disruptive and hard to concentrate on studying.

Needs more study rooms

Net is pretty slow. Computers are outdated and very slow to operate . more computers with better efficiency should be provided

Network connection

network connection slows down when library is 3/4 full.

network connections, see above.

Network during high traffic times is extremely poor/slow

network has trouble connecting at times / - bathroom smells and is messy / - 3rd floor is closed too early on the weekend.

Network signal sometimes fades especially in the 4th floor.

Never been to the library.

New improvements to library was subpar considering how beautiful the MET is. There were many design flaws.

Newer computers would be nice!

no enough blogs in some not all, some of the study rooms

No suggestions. Fully satisfied.

none- I haven't been on campus to see the new improvements

None. The library is an excellent student resource. Wouldn't change anything about its current state

Not all articles are available in the electronic resources of the library. Students should be informed of the fee for interlibrary loans before they submit their requests and not before.

Not enough routers on the fourth floor. While studying in the carrells/ open study area if there are too many people (around 10-15) the network quality greatly suffers and it is hard to maintain a connection. Install more routers in the common area.

Not enough small rooms

Often during busy hours (and when I need the internet the most), the network connection in the Library doesn't work and I cannot connect.

Often network connections are very slow

Often times the library was fairly loud with the only quiet area all the way on the 4th floor. Not to mention, it seems like the school uses the library as a common area for meetings and other functions. I would think such activities would be better suited elsewhere.

On the 3rd floor, many of the booths have non-functioning electrical outlets on the table. I have not been to this floor in several months, so I am not sure if the problem has since been resolved.

On the 4th floor and especially in the back room the wireless connection is incredibly slow and difficult to even open a webpage at times. Very difficult to get a good connection.

On the fourth floor people aren't often very considerate/cognizant of the fact that it is a QUIET floor. Also, the tables are always very dirty. People need to learn to pick up after themselves.

one thing I really think the library should do is allow students to check out the reference section after hours. I.e. if you can check it out before the front desk closes, you should just turn it in before it opens the next day. My undergrad used to do that and it was very effective, especially when you will clearly need more than two hours to study. / Also, See above regarding terrible network/wireless capabilities.

Outlets frequently broken. Wireless connectivity oddly irregular

Overall good environment for education, studying, interacting, and technology friendly.

Overall the staff is definitely nice and helpful. However, no one has been able to give me a straight answer yet on if any computers have Microsoft Visio. At least one of them does, because I know someone who has used it, but none of the staff seem to know where I can find that computer. The wireless network seems to go in and out when I am at the library. So stronger connections I guess? And better staff awareness of the software that all the computers have?

People in the fourth floor group study rooms are very noisy. A lot of times, I need ear plugs & headphones to block the noise. Need some signs in the rooms saying that all the discussion type of activity should be done on other floors.

Perhaps more study rooms.

Please fix outlets on 4th floor in back open room. Some tables have outlets falling out of them. Had similar issues with outlets not working on some of the benches on the 3rd floor.

PLEASE HIRE AN OUTSIDE CONTRACTOR TO GUT OUT THE LIBRARY AND MAKE IT A REMARKABLE LANDMARK FOR MEDICAL EDUCATION AND HISTORY. THE COLORS ARE DEPRESSING AND DO NOT MATCH WHAT'S SO EVER. IT APPEARS CHEAP AND APPEARANCE IS EVERYTHING FOR NEW APPLICANTS. THE SEATS ARE TOO LOW FOR THE BENCHED AREAS, AND THE WHITE BOARDS ARE A GREAT IDEA! THE ANATOMY SECTION NEEDS TO BE EXPANDED INTO A MINI "PEROT MUSEUM AREA" WHERE EVEN NON STUDENTS CAN EXPLORE THE HUMAN BODY

please improve the print resources to let the windows 8 computers can use it.

PLEASE sanitize the library and the study rooms and the fourth floor. Students get sick easily and pink eye is spreading because the janitors do not sanitize and wipe down the tables and chairs and computers. Please fix this problem.

Please see my other comments.

Please, please extend hours for the third floor of the library.

Printing needs to be free

Provide more Apple computers

Provide more rooms.

Purchase some 5x2' or so rolling tables and rolling chairs that can be freely moved throughout each floor of the library and conjoined for group study rather than the awkward seating currently available. Functionally speaking, they would be much more practical. Stop turning study rooms into offices; with 500+ students there aren't enough study rooms as is. TCOM admissions or administration uses them half the time anyway. Improve the internet connection.

Put more couches in the 24-hour quiet study area.

Reminders or warnings to groups that even though the 2nd and 3rd floor are not "100% quiet zone" - it is *not* a social building for lunch hangouts and loud group meetings. I think people should get warnings for being excessively loud and signs should be posted for "quiet" conversations, instead of no reins or regulations on loud groups, non-school related meetings, etc. Many people use the library to go have lunch and catch up with their friends, and it is extremely distracting for studying.

Rooms on fourth floor can be noisy due to neighboring rooms. Every time I get on a computer it freezes. Library connections can be very slow. Definitely need more study rooms, too many students in library often.

Same comment I had above. The school wireless connection doesn't seem to work well on my computer (other students have said the same thing) on the 4th Floor quiet area.). It works sometimes, but I never know when that will be.

Same network complaints as above. If you can't keep a consistent wifi connection for everyone, then put more ethernet ports so we can actually access the internet in the library.

Same problem as wifi above

SAS availability limited

some deadzones in the library. ideally network maintenance would occur off peak hours and not temporally proximal to testing days.

Some of the outlets at various study cubicles and tables do not work. The internet connection is very slow sometimes and sometimes cannot connect at all.

Sometimes in the last couple of months, the 4th floor of the library was getting terrible internet reception.

Sometimes the computers are slow to sign in

Sometimes the third floor can become extremely messy because people will snack/eat while they study. Maybe limit what students can bring up to the third floor (limit it to drinks) - that way if students do get hungry they leave and can give a chance for other students to study in their spots; there may be a greater turnover rate in the booths/interactive areas so one group of students aren't monopolizing on one spot.

Sometimes the Wi-fi in the library feels like it wants to give up.

Sometimes the wireless connection is really slow, especially on the 4th floor.

Staff is grouchy and library was under construction the whole time I was on campus so it was not quiet messy and generally unpleasant.

Staff on the quiet floor is disrespectful and loud. Also the number of study rooms are too few. It was a bad idea to convert 2 of the study rooms on the 4th floor to employee offices.

Students need better quality wireless network! Computers on the first floor are slightly too slow for browsing. Automatic log out may cause students to lose their efforts on researching!

Study rooms in the fourth floor have very thin walls and you can hear other people's conversations through the air vents.

Surely more than just the students can hear the loud whistling/howling noises intermittently coming from the ceiling and walls! It's distracting. It's annoying. I don't know how anyone can get anything done in there. Also, the library computers freeze up for a solid 2 minutes just about every time I get on one. It's almost a guarantee. Also the dissector app crashes frequently. Also, there's gnats and mosquitos that you have to deal with when studying in the library

Terrible wireless on 3rd and 4th floor group study private rooms.

The 1st floor lounge/open area (where the food stand and vending machines are) has barely any wi-fi service.

the 2nd floor of the library gets really loud for a library sometimes

The 3rd floor closes too early. It should be open longer.

The 3rd floor should be open 24 hours. It has the most comfortable furniture. The lighting at night on the first floor is so dim that its counterproductive to studying by making me sleepy and giving me a headache from lack of light. Maybe the same type of furniture should be added to the 4th and 2nd floors. It would also be nice to have more catering options on the 1st floor and variety in the 2nd floor store. The anatomy table is useless; there are better I pad apps than it.

The 4th floor is quiet most of the time, but students often will speak loudly despite it being the quiet floor. The staff is a little less than friendly, but I try my best to do it myself.

The campus is not Mac friendly, i.e. it is difficult to near impossible to hook up a Mac computer to the larger group study tables with the TV screens.

The computers are slow.

The computers are somewhat slow(maybe anti-virus or computer scanning is required), and more colored printers should be provided on every floor, to avoid unnecessary up and down movements.

The computers are way too slow, they need to be changed. The internet quality is also extremely poor, the service upgraded or a better service company should be contacted. More computers should be provided for the library

The computers in the computer lab in 2nd floor are very slow and do not have google chrome,whereas the computers outside have these and are fast but are not available most of the time. There are very few computers in 4th floor and none of them have SAS

The computers in the computer lab on the 2nd floor need to be updated, they are very slow.

The computers in the library need to be updated because when students need to use them for certain classes, it is frustrating when the computer takes 10 minutes to just load and carry out certain tasks. Also, the internet connection is very slow.

The computers in the library run slow and there is limited network connectivity.

The computers on the first floor (outside the computer lab) are often very slow. Perhaps they should be cleared in order to increase their speed.

The computers on the first floor of the library (2nd floor of the building) are EXTREMELY slow. Several of them take 4-5 minutes to boot up after logging in. / There are no ethernet ports at the study tables on the second floor (3rd floor of building). This requires the use of the wireless network which is sometimes spotty. Ethernet connections at all study tables would be very, very helpful.

The computers on the second floor tend to be slow to start and to work on. As far as the outlets, there are not a sufficient number, considering that if four people sit per table there are only two outlets available per table.

The computers suck. They're from 1990 and freeze every single time you get on them.

The dry erase markers are drying out.

The electrical outlets are never fixed nor are they ever marked to warn students. The wireless connection is incredibly slow sometimes and I have personally witnessed other medical schools never having this problem

the environment is too warm

The fourth floor computer labs should be open to everyone when there are no classes

The Fourth Floor drops the internet connection frequently. It needs better service.

The fourth floor is designated to be the quiet floor, yet there are many times when students are passing through and talking loudly. As well as employees who go through the fourth floor to their offices.

The hours of the Java Lab especially on Friday and the weekends are inconvenient, and larger study rooms to accommodate a larger study group would be fantastic.

The internet is very bad in the afternoon, usually you can't connect to it and when you can it is really slow.

The late fees for things that are checked out are absolutely ridiculous. The fees continue over night even when the library is closed and there is no way to return items. The fees far exceed the value of the object. There should be a cap on the fees so that they do not exceed the value of the object and the fees should only accumulated during times when the library is actually open

The library (or at least some sort of privately accessible study area) should be open to students 24/day 7 days/week at the graduate level. I would have assumed this up front.

The library and the learning environment that it fosters are some of the most attractive features of UNTHSC.

The library closes when it gets cold and they think there will be bad weather, etc. This is bad when there are exams the next day. It is usually open 24 hours. It should be even during threat of semi bad weather, because in Texas its debatable if it will even be bad and not being able to study at the library can hinder student success.

The library computers are really slow. Maybe the processor needs to be changed. And about the network, its pretty bad.

The library computers are very slow. Also the restroom are not properly sanitized. They (the restroom) should be cleaned more often

The library computers need an upgrade, and potential might need an increase in the number of computers provided for future increases in the student body population.

The library computers tend to be very slow.

The Library could really use a Knowledge Imaging Center machine. There was one at my undergrad that was so helpful for learning, sharing, and copying materials. It allows easy

scanning of notes and materials directly into a pdf that can be emailed anywhere. The modern study benches and seating on the third floor are kind of cool looking but not practical for studying. More booths and tables that can seat more people. The also library needs more hours in general.

The Library fines are unreasonable, I had makers due at midnight and when I brought them in at 12:15 I was charged an overnight fee of \$9. The markers are not even worth \$9 and there was no way anyone could even check them out while they were closed. I was also charged \$35 dollars for a pair of headphones worth \$5. I understand having the "dollar per hour" fees on books but markers and headphones are a bit excessive.

the library is a great facility and I like to study here could give away free snacks so I don't die of hypoglycemia while im in my cubi on the forth floor.

the library is great!

The library lacks a lot of big journal subscriptions - at times it proves difficult to do adequate research on a particular topic.

The library overall is dirty from the study tables to the stench of food. It would be nice if the restroom was renovated and had more restroom stalls.

The library rocks! Is definitely not cleaned enough. Needs to be deep cleaned at least once every two weeks. Everyone gets sick there

The library staff is always incredibly helpful!

The library third floor is too cold. You hardly can study overnight because of the chilling temperature. Would appreciate if more private study rooms are better temperature regulated.

The MET is a fantastic building. It is modern, well put together, everything works, clean, etc. / The library is a little out of date. It is not as modern, or well put together, but it is clean. / If you have the money (and money is sparse I know) I might consider updating the library.

The middle floor tables are always dirty even if you are first person when doors open. It is nice having cleaning clothes at back of room.

The network connection in the small and two big small study rooms on the third floor of the library is weak. The desktop computer closest to the wall on the 4th floor is unable to connect to the internet.

The network connections are not always reliable; I'm not sure how to improve this...

The network in the library has gone out a couple of times. Once in the middle of a SAS project and a few of us lost everything. The computers just shut off

The network reception for personal computers in the library is not too good especially on the 4th floor.

The public computers in the library continually require java updates however students are unable to preform them. If the staff could update the computers this could be avoided.

The quiet floor is not always quiet. There should be more monitoring of that area

The third floor of the library seems to be very popular whenever I go there in the afternoons, making it very difficult sometimes for me to find a place that I like to study there. I also noticed that the large booths are often taken up by single individuals when there's space for at least three or four. I think the popularity has to do with the kind of furniture available, too. Is it possible to get similar furniture for single student use?

The third floor of the library should be open past midnight.

The Wifi is often terribly slow or often times I am not even able to access it

The wifi is so so slow and unreliable in the library. There are also far too few study rooms. Ironically enough, the 4th floor has converted 2 study rooms into offices when there is already not enough space in the library. They need to move as many offices out of the library as possible and make more study rooms. It's unfortunate that our campus, which is the home of various graduate programs, has only ONE library. And so much of the space is used for offices (which isnt the purpose of a lib).

The wifi problem is across the whole campus.

the wireless availability in the library is the worst around campus / bathroom are not clean / 4th floor silence is not enforced

The wireless connection in library is problematic at times, especially at peak hours.

The wireless connection in the library (especially the 4th floor) is unreliable.

The wireless quality in the library is terrible and there is not connectors available. / I know the 3rd floor allows talking but some groups are extremely loud and blasting videos on their computer. I believe there should be some stricter rules on that floor.

The wireless quality on the top floor of the library is horrible. When the floor is busy, the individual desks are nearly unusable because of lack of internet.

There are a lot of large study rooms that will only be taken by one person when a group of people need a big room to study. I just feel that those rooms should be required to have at least more than one person studying in them.

There are many students who continue to talk or eat on the 4th floor despite it being a "quiet" floor. There needs to be someone patrolling this

There are not enough computers available to students.

There are not enough printers available in the library.

There are some places on the 2nd floor and the 4th floor that have very bad internet signals and they do not have an Ethernet cable plug.

There could be more electrical outlets.

There have been additions of two new offices on the 4th floor and for a period of time it was quite disruptive. The employees I don't think realized how loud a person can be on the 4th floor given its quiet nature. There are also early meetings in room 448 that sometimes lead out beyond the glass door and faculty/employee are heard conversing and laughing right outside of the three study rooms. There could be a greater effort to monitor and maintain the quietness of the quiet floor.

There have been times when electrical outlets do not work at the tables on the 2nd floor.

There have been times when the internet has unexpectedly gone in and out to the point that internet access on my laptop was ineffective. I had to resort to my phone for internet access.

There is a janitor on the group study floor that is constantly on his phone and speaks rather loudly. I know this is the group study (3rd) floor, but when you are in a room trying to get a little quiet, it is very distracting.

There is a sound on the 4th floor "quiet" area which is anything but quiet, it is a loud squeaky sound that goes off intermittently. Also I wish the laptop computers for checkout were faster and better quality. I like the desktop computers in the library. The library is never cleaned on the table tops and it can be very gross. Also I wish there were signs in the 4th floor study group rooms that say "just because you are in your own room does not mean no one on the 4th floor can hear you yelling."

There is no longer any room to study in the library since the pharmacy school has opened. We need either another library or additional floors. More quiet study rooms would be helpful. There is plenty of loud group study area.

there need to be more rooms

There needs to be an easier way to reserve a study room. The current process is too time consuming.

There needs to be more self study private rooms

There needs to be more supervision and possibly a rule that prevents group study rooms from being occupied by a single person. There have been multiple times where the study group I am in has been looking for a room and multiple rooms have been occupied by a single person.

There should be healthier snacks in the vending machines. Cafe should be open for longer hours, and possibly on the weekends as well.

There should be more hours and in the study rooms there should be more outlets.

There should be more management regarding the quietness of the 4th floor

there should be more outlets in the study pods on the 3rd floor. Some are broken and just flung around.

There should be more study rooms. It's always a struggle with my study group to get a room to study together. Also, it would be nice if the third floor remained open like the rest of the library.

There was significant wireless connection problems in the first half of last semester as our (school-issued) computers would constantly ask us to re-login (I had to do so up to 5x within one evening). This may be a computer problem, too, but it didn't occur in our classroom. There was marked improvement a few months in to the semester, but there still seems to be occasionally more connection issues than in our (EAD) building.

Third floor should be kept open till 1midnight all the days. As it has really nice and comfortable sofas and place to study. Also there should be pest control done. As I have seen bedbugs quite a few times. I did report to library desk.

This building is also very cold. It can be very hard to be productive when the temperature is so low. / / Also, the motion lights in the rooms turn off after a very short time. In some of the rooms, I have to get up every 15 minutes or so and wave at the sensor to turn the lights back on. In one room on the fourth floor, I have to open the door and walk into the hall to turn the light back on.

This is a model of the advanced library. Thanks to the staffs of the library!

Unable to access the faculty profiles on my Mac computer on campus without a hardwired internet connection. Last semester the outlets for ethernet connectivity were removed making this impossible. Offering instructional courses on searching and maintaining personal primary article libraries would be helpful.

Up to date access through the library network Please (like most medical libraries have) update computers and software to increase speed and response time.

Update the computer software as they tend to be kind of slow.

Very few ethernet connection ports available in the library and the wireless network is often slow or does not work at all.

Very slow

We could use a few more outlets in the study rooms of the library. Also some of the plugs do not work.

We need 24/7 access to the library, regardless of reasonable weather conditions. It makes no sense for the group study area with the most seating to not be the 24/7 area. Also, it makes no sense for medical students to not have access to the library 24/7 despite having an access badge. The library facilities meet expectations. The way the facilities are managed are negative for the school.

We need more space!

When a student logs on the computer there should be a student drive where work can be saved onto. I have lost many files saving on the desktop.

While the library seems clean (no trash on the floors), the carpets are nasty and it's easy to find stray hairs in seats. The library is a dirty place and I don't like studying there much.

Wifi in the Library could be better especially around test time when the library has more people in it than usual

WiFi sometimes going in and out

WI-FI speed can be increased

Wireless connection in front of the help desk is bad. Can connect to the wireless fine but no connection.

Wireless connectivity can be improved on the Fourth Floor

Wireless does not always work in library. Not enough outlets for laptops.

Wireless Internet connection should be improved.

Wireless network connectivity issues on 4th floor. Also, because the library normally allows access after hours when no staff is present, is it really necessary to prevent all access during holidays?

With the demise of our printed journal collection in order to make way for the aesthetics of our swanky new group study floor, I am reaching the limitations of our online collection access. Some older articles and more expensive basic science journals are not available, and I am having to send out blanket emails to colleagues at other institutions to find them. Expanding our online access to journals would be great, but at least cover the interlibrary loan fee for students.

You could improve the library by cleaning it more. The bathrooms are rarely clean and trashcans are usually full, so maybe you could have it cleaned on a more regular basis.

You're not able to access certain class work from computer because it requires to download things which would need an administrative override ,

Laboratories

Major themes in the comments on Laboratories included:

- *Appreciation for the anatomy lab*
- *Better quality microscopes*
- *Need for newer, updated equipment*

As a 1st year student I really appreciated the 24 hour access to the cadaver lab while studying anatomy.

As I am a rotating student and thus do not have more exposure to comment in this issues. Overall I found it good wherever I'm rotating.

Balances and microscopes and pipettes need lots of work in FGen teaching lab

Better quality microscopes in CBH- 370 would be fantastic, as well as more functional hoods.

Better scalpel blade remover tools in the anatomy lab (not sure if this has been improved since the 2012-2013 school year, since I haven't been in there since then).

Equipment is older than I am, and I'm 33. Seriously get new equipment that works.

excellent

FGen teaching labs need better microscopes.. even the professors complain about the quality. Also, it would be nice to have more than 1 functioning hood in the lab, so that more than one person can do their experiment at the same time. and we would like to have a few more sets of pipettes, also so more than one person can do their experiment at the same time.

For the anatomy lab. It would be nice to have an adjacent locker room where we change and store our scrubs.

From what I see in the anatomy lab, most equipment is average and on par for use. However there are not a lot of ready available tools for students to utilize. Also the space is pretty cramped and not conducive for large amounts of students to be present at one time.

Fume hoods seem to be used for storage more than their intended purpose. Rotating and new students should be given an over of the safety of the chemicals they are working with and the specialized personal protective equipment that is available for their use.

Gross lab is amazing. More space would always be better, but our staff and faculty make efficient use of the space available.

Have old and not enough microscopes for classes which delays and inhibit learning.

I am not sure why the pharmacy lab has badge access panels, but we do not have access as pharmacy students. I feel that with the amount on money I spend, pharmacy students should be able to utilize the space for study or group meeting when it is not in use. It is a great space that we should feel is our own. I also feel that the university should trust us, as professional students, with the space.

I didn't know we had a research lab till this year , it would be helpful to advertise this information to students and allow them to work with professors

I haven't really dealt that much with labs besides the anatomy lab and that was all a great experience!

I haven't used any, I suppose they'd be up to standard as I only take cursory tours.

i just remember as a first year student in the anatomy labs, often the sharps container where we dispose of the scalpel blades would be full, causing me to go from one sink to the next with a slimy sharp scalpel hoping that I wouldn't accidentally stab anyone or someone else stab me. It seemed like this was a pattern nearly every lab session. So either more scalpel blade removers or more frequent emptying of the containers would be beneficial.

I notice that most research laboratories do not follow basic safety protocols (i.g. wearing gloves, Lab coats, etc.). Because it would be impossible to monitor everyone at once, I am unable to offer a feasible suggestion to combat this problem

I suggest there is a common list of equipment on campus and which department it belongs to. Occasionally students require other equipment and it is unknown whether it is on campus or not.

I would like to have more access to the simulation labs.

it's ok

keep up the good work!

Lab 370 has terrible microscopes and impedes are ability to learn what we need for microscopic examination and quantity of things needed for lab always seems to be low

Lab CBH 370 needs new microscopes and more micropipettors if possible.

Microscopes in the teaching labs are very poor quality. Not enough micropipettes present in the teaching lab or tips available for the teaching labs to last the entire semester.

Needs more plug outlets.

Never been here.

No suggestions. Highly impressed.

our cadavers are kinda old and dried up...

Our lab area lacks some basic patient comfort materials such as enough pillows, bolsters for the tables. It also lacks some basic equipment in the lab such as cuff weights and ROM measurement tools.

Our lab is brand new, so it is pretty nice.

PA program should utilize the MET SIM lab more frequently and earlier in the program.

Pharmacy lab is beautiful!

Piles of boxes and miscellaneous objects laying on the floor in CBH 370 are both an inconvenience, as well as a safety hazard. The number of adequately functioning microscopes, micro-balances, and fumehoods should be doubled, at LEAST. As of right now, there are only ~3, 1, and 1, respectively.

Pipette and pipette bulbs would be very helpful when measuring liquids!

Provide more instructors for anatomy lab.

Renovate and update the labs in RES. Air quality is horrible. The filters are filthy and the air that circulates often smells of random chemicals.

Require badge access to all labs. Only those belonging in the appropriate programs should be allowed in the labs so it will prevent items from going missing.

Research labs in teh RES on 4th floor have horrible air circulation. The vents need to be changed and something needs to be done about all the odd smells that come through. i.e. the smell of bleach, paint, various other smells that aren't normal. I am sure this is a health hazard breathing in smells of this nature. The smells come in at least 3 out of 5 days. Please fix this.

room 400 is too hot

some of the autoclaves in EAD and RES breakdown frequently. It will be better if they are fixed

The anatomy lab is great.

The blot developer on the fifth floor is out of order frequently.

The camera in the second yr PT Room hasn't worked in a while.

The FGEN program needs new microscopes of greater quality.

The FGEN teaching labs are disappointing, to say the least. The labs are cluttered with boxes and old equipment, and with the larger class sizes that the program is now seeing, the labs are overcrowded. There is not enough essential lab equipment for each student to use, leaving some students without the opportunity to have hands-on training. Additionally, the microscopes in the lab do not work properly. Most students felt unprepared for their research after leaving the teaching labs.

The microscopes the FGENs use are horrible. Need an upgrade!

The OB/GYN research lab's lights turn off at 5 p.m every week night. It has to be motion censored to turn back on every 20 minutes even though the light switch is on. It may have something to do with the lab previously being a storage closet.

The PT equipment is great. Can we get some sort of toolbox to fix the screws that fall out of the chairs or having more access to alcohol/disinfectant spray to keep the treatment tables clean. With the research projects I've been part of, some of the materials they use/have access to seem outdated. If it's cutting edge research don't they need equipment to match?

The quality of the microscopes in the Forensic Teaching Lab are not the best. It would be nice to have more than one working hood in the lab and more pipettes (one set for each lab station) would be nice. As far as safety, the storage in the lab is not fantastic and there is a lot of boxes on the floor that makes maneuvering through the lab difficult at some times.

The safety signs pertaining to research have never been put back up in RES 3rd floor following painting post- floor replacement.

The speaker/audio quality in the gross anatomy lab is below my expectations. When an instructor tries to teach with the camera projecting a video of the cadaver onto the screen, the speech sounds garbled, and I cannot learn from these experiences.

Update them, they are very slow

When rotating through research labs, first year GSBS students are required to do safety training, but that training is only available on the intranet. GSBS students do not have access to the intranet unless they go to the library to use a computer there. It would be good to provide access to that resource on our personal computers.

Would like to see more SIM lab capabilities on the 5th floor for PA's

Campus

Major themes in the comments on the Campus included:

- *Praise for landscaping and general cleanliness*
- *Need for more housekeeping and cleanliness, especially in the restrooms and desktops in classrooms*
- *Concern for number and location of handicap parking spaces and handicap access to buildings, especially MET and CBH*
- *Leaks from ceiling between RES and EAD*
- *Ants in Luibel Hall*

Again the campus needs to be cleaned more. Leaves fly in all the time and there were buckets catching raindrops. These maintenance issues need to be addressed

all handicap spaces available to students are pretty far from the building on campus.

As far as handicap parking goes, having it all in lot 7 makes it quite difficult to get to the MET because Haskell is a busy road. I think more of the handicaps should be moved to lot 19, as it is easier to cross Bunting and that lot is closer to the doors anyway.

bathroom faucets in the library are not working well, they need to be fixed

Bathroom vents on 5th floor EAD are very dirty.

BATHrooms are usually dirty, especially in the library.

bathrooms could be remodeled

Break rooms are generally not cleaned very well by staff. Things are always broken, ie autoclaves.

Campus is really clean. I sometimes see the sprinklers or something malfunctioning and water just being wasted running down the street. Maybe some more sustainable practices, and perhaps another massive recycling bin somewhere on campus?

CBH is not accessible at all. I had a broken shoulder this past month and found it EXTREMELY difficult to navigate the building on my own. The bathroom doors are not accessible, nor are the heavy common doors.

clean more often

Cleanliness is below expectations because of the bathrooms. Also, it would be nice if the tables in the classrooms were wiped down every now and then. A lot of organization/clubs provide lunches and often the tables are left greasy and dirty.

Custodians are very friendly and accommodating to students.

Do maintenance that will be loud outside of classroom hours

During one of the recent ice storms, campus opened and stairs in CBH parking garage were covered with ice - while I understand it is hard to get to all surfaces in these events, I would have liked to have seen better salt coverage on the major access way for students.

Every now and then there are leaks in the hallways between luibel hall and the library which are controlled by putting buckets on the ground. The building should not be leaking.

Fix bathroom issues during low census times and not during early evenings when most students are out of the classroom.

fix road between side MET parking lot and MET.

Fix the leaks in the hall between EAD and RES

Good.

Handicap access is needed for the side door of teh MET.

Have you ever tried using a wheelchair to get around campus? It's very difficult, in more than one location on campus. If you haven't tried getting around campus using a wheelchair, please do so, so you may have a better idea of the difficulties and ways of improving.

Heavy student use can definitely pose a problem for cleanliness!

How often do they clean the tables in the MET big classrooms? It seems like if someone spills something it on the long classroom tables the spot stays there for longer than a month. That to me looks worse than a coffee station in the back of the room.

I am not too sure on this but last I saw, there were minimal handicap parking spots on the south parking lot of the MET.

I don't have comments of improvement, only praise. The additions to the campus exterior (specifically the library) make the walk to campus enjoyable.

I have seen bedbugs in library.

I have seen many bathrooms in need of cleaning.

I noticed that if someone were handicapped and parked in the spots made available to them in parking garage 5, they would have to either wheel themselves up a steep hill or wheel around the block to the entrance of EAD to gain access to the EAD building. I feel that would be a hindrance to the handicapped population.

I only mark 'below' here because of the lack of enforcement of the on-campus smoking ban. I constantly see patients and staff smoking on campus.

I spend most of my time in the MET. I love it. The fitness center is small. It would be nice to have more room for fitness classes (as well as more options throughout the day).

I think it might be due to all the water issues that campus seems to have but the toilets are always backed up. Gross!

I think the quality of air needs to be checked more routinely. Air flow on the 4th floor of the RES is pretty terrible. On Fridays after 12, we receive our weekly smell of bleach for extended periods of time. Throughout the rest of the week, there can be some odd odors that shouldn't be smelling. My professor thought I was using harsh chemicals for an experiment, when really it was the air flow. Filters should definitely be cleaned more often. Please fix this. I'm sure it's not good for one's health.

I wish the campus had a common area where people can eat and meet that is outside of the regular school buildings. I used to go to UNT in Denton, and I liked how the Union had several different restaurants inside.

I wrote for the grounds

In general campus is clean, but the desks in MET 124 are usually filthy, the bathrooms don't get cleaned enough, and my main complaint: the stairwell on the northeast side of the parking garage west of the PCC--it is so, so gross. There have been dead birds, big spills, huge spiderwebs, and just in general it is horrible to walk down every day. It needs to be cleaned with a power washer or something. Please!!!

It would be better if the restrooms are more regularly cleaned and well maintained in the libraries especially.

It's gotten to the point for it to be normal for me to pass through the halls and think it's normal to see a pipe dripping water from the ceiling into a trash can. Additionally the walls and ceilings make noises in the library - surely there's a fix for that.

It's ok, just keep it.

I've commented on the cleanliness above. Aside from the MET 124 & 125 I believe the cleanliness of all facilities to be more than adequate (I really like all of our janitorial staff--all very nice, enjoyable people!).

I've seen several elderly and handicapped people have to walk all the way from the side lot by the MET (Lot 7). There needs to be at least a couple spots in lot 17 in front of the MET.

Less chemicals use vinegar

Library restrooms are always more dirty than others

Most glass doors can not be open with the handicap bottom! Elevators should have signs directions and renewing its license of maintenance checks!

My only problem with cleanliness is the library mens bathroom, particularly on the 4th floor. There is always urine on the floor beneath the urinal and it looks and smells like it hadn't been cleaned in months. It really needs to be spayed down and mopped on a daily basis.

Need to maintain cleanliness especially washrooms.

No suggestions. It is a lovely campus.

Not sure how often Luibel Hall is vacuumed or cleaned, but there were a few instances in which the front rows had ants crawling onto the desks.

On more than one occasion I have witnessed the cleaning crew using the facilities and leave without washing their hands. To think that they are cleaning everything else makes me sick to my stomach--they are probably the reason why students keep getting sick in cycles on campus.

our wheelchair bound guests have complained that lot 7 is a far distance for them from MET

Parking if awful. Don't expand student acceptance because it's more income for the school when there isn't even enough spaces for all your students to be on campus when needed. This is a basic, very annoying problem that needs to be fixed before class numbers increase anymore.

Please have the library bathrooms cleaned well often enough. The floors are always filthy.

Please landscape more.

Please put trash cans near stairwells in the parking garages. There is one at the exit as we drive out, but please add more near where people walk.

Ramps are poorly placed and some are too steep

Recycling bins in RES on research lab floors

Restrooms are often in desperate need of cleaning. Likewise, many study rooms and areas in the library seem like they have never been cleaned. Desks and tables should be cleaned and sanitized on a regular basis.

restrooms in library are dirty. study surfaces are dirty.

Seems as though the maintenance problems are always the same. They get fixed in a timely manner, but the issue always tends to occur again such as elevator issues and technology issues in the classroom.

Some lots have no handicap parking. Construction makes it difficult for access.

Some of the means rooms are in a state of moderate disrepair and paper towel dispensers are frequently out of order. Consider replacing the dispensers with something like the Airblade dryers available in most airports - less paper waste and since they're really just an electric motor, they have an exceptionally low failure rate.

Some of the restrooms, particularly the library restrooms are very dirty for a medical school. I realize there is a significant maintenance staff on hand, but I think it is time to remodel the restrooms.

Sometimes the bathrooms are dirty in the library

Sometimes the restrooms are dirty.

Sometimes there are alot of auto water issues with the sinks in the met where the faucet just makes a bump squirts alittle water and thats it. Then you have to move to another faucet. Was like that for almost a year then they fixed the one sink and then the other two started having the same problem (not sure if those are fixed yet). There should be a maintenance email hot line.

Stop leaving dirty garbage can in EAD service elevator.

Table tops are often dirty like they havent been cleaned in a few days. This could also be lack of accountability on the students as well.

The 4th floor men's room in the library is often not clean with paper towels on the ground and sticky floors

The bathrooms in the library are a bit dirty or not functioning properly.

The bathrooms in the library are clean but pretty gross-looking and the toilets flush before you're done.

The bathrooms on the weekends are disgusting in the library. The water fountain needs fixing on the fourth floor in the MET, the pressure is non-existent to fill up our water bottles.

The bathrooms seem to be okay (I've seen janitors cleaning them) but I've never seen a janitor inside one of my classrooms or wipe a library table. I think we should have a much cleaner environment since we are a health science center and know what kinds of things can be spread if we don't sanitize high traffic areas

The campus facilities needs a deep cleaning on a semi-regular basis. The floor of the library especially under tables is so treacherous. Black ants have invaded the luibel hall and dead cockroaches are scattered throughout the EAD.

The campus looks great!!

The ceiling in RES on the first floor leaks in the hallways. When it rains the hallway connecting the library 1st floor and RES 1st floor floods. Fix the ceiling? Use sealant? The faculty elevator entrance to PCC from the parking level floods and has molded carpet. Maybe not have carpet? some linoleum or something tiled.

The giant green metal "U"s at the beginning of the school year were not popular. Many students I talked to thought they were unnecessary, wasteful, and did not promote a professional campus appearance. It was irritating thinking our tuition was going towards items

like that, especially when there were pressing problems like parking that needed to be addressed.

The library tables were constantly dirty - disgustingly so. I often had to find a wet wipe to wipe the various drinks and food that had been spilled on the tables. I understand that this happens since people are able to bring food in while they study, but you would think that the cleaning crew would wipe down tables every once in a while. There is no way the mess was from one day.

The lot across the street from MET by the dental clinic has no handicap parking.

The maintenance staff does a great job keeping the walkways clear of debris.

The men's restroom on the EAD 5th floor is constantly dirty, often runs out of soap, often runs out of paper towels.

The MET is beautifully clean. The library is not, especially the bathrooms. They need to buy bigger trashcans for the restrooms and invest in better toilet paper dispensers so to prevent so much mess. The cleaning people really do a great job, but they can only do so much. We need to help them by getting these improvements so we can avoid the mess in the first place

The new sitting area and fountain outside of the library is awesome!

The overall campus could be cleaned better, especially the library.

The paper towel dispensers in the bathrooms in EAD never worked. you would be able to pull one but it would get jammed everytime.

The rest room is below the expectation

The restrooms especially in the library has to be cleaned very often due to constant use. Sometimes they run out of paper towels and the trash bin becomes full.

The restrooms should be cleaned more often

The water fountain on the 4th floor of the MET just outside of the OMM lab HAS NO WATER PRESSURE! There is no access to drinking water on the 4th floor!!! This is an easy fix and it shouldn't take a year to realize it needs to be taken care of.

There are a lot of roaches in the library and luibel Hall and they will stay there for weeks at a time.

There could be a master plan formulated to more easily allow differently abled individuals to get from one side of campus to the other. The elevators are a little out of the way, especially for individuals going from CBH to the MET side of campus.

There seems to be very few handicapped spots around campus.

Update the appearance of the Library bathrooms. /

When I needed handicapped parking by CBH, it was really hard to find it.

Why are there no handicap parking spaces in the parking lot across from EAD and MET?

Why do students need to know or care to know about hot water being out to x building or freight elevator #65 being down for maintenance.... too many emails that are not applicable especially when you are off campus in clinical years of training.

Why is there a trashcan to catch water in the hallway from EAD to the Library? This needs to change.

Would be nice to have our classroom tables wiped down every once in a while- especially during flu season! / Restrooms are a little messy in the library on 2nd and 3rd floors.

Campus Police

Major themes expressed in the comments on Campus Police included:

- *Appreciation for emergency communications*
- *Requests to not call at 5 AM to announce closings/openings*
- *Not feeling safe on campus, especially at night*
- *Need for fewer weather alerts*
- *Not seeing a visible campus security presence*
- *Calls for improve lighting*

Allow campus concealed carry

Alls good

At night, its really hard to feel noticeably safe on campus. I don't think I have ever seen an officer walking through the library or a police car driving around. I do firmly believe that more could be done to make students feel safer on campus at night.

better lighting in garages and more patrolling lots when 9pm classes get out for the females.

Campus police do not enforce improper parking practices as strictly with visitors versus students.

Campus police has always been very helpful and courteous any time I have requested them for help.

Close gates to garages at all times. Theft occurred in my car while I was parked in the parking garage.

don't call me at 5 in the morning when the campus is closed. The call time is ridiculous.

Don't fee

Emergency communications are AWESOME! I appreciate all the simultaneous calls, texts, and emails! The disaster preparedness emails and quizzes were helpful too. I wish I had one the emergency kit! Thank you, XXXXX and staff!! :)

For a while there, the "weather alert" emails were getting out of hand. We were getting alerts every time it looked like it might rain. Those seemed to have stopped, which is for the better.

Fortunately I have not had to contact security.

Have more school police patrolling the campus throughout the night (or once it gets dark), especially around the library area and the parking garages.

Honestly, I can only think of 3 places where I can contact the police on campus. Outside the library near the RES building, 2nd floor library, and the parking garage on top of the police station. I think more needs to be done to educate the students where other locations are at and maybe add some more.

how do you opt out from the annoying weather lady? too many emails!!!!

I am aware of the location/building of campus security, but have never seen them around to survey the campus.

I do not understand why the MET has installed security cameras but the EAD is left to fend for itself. I do not think it is unreasonable to install security cameras at least in the lounge/common areas. Furthermore, the campus police showed overt disrespect to me and a friend when asking about stolen property. Their actions include eye rolling, scoffing, and general lack of sincerity. This should not be tolerated.

I had a meeting on campus the Sunday before my program started back up for the Spring. However, when I arrived in the freezing cold, I was met by the surprise that my badge did not have access to the building. I was displeased that, once again, my status as a professional student does not give me the trust and access to the buildings I need to utilize. I had to walk all the way around campus in below freezing conditions to find a door that was open at the library.

I have been in the library several times, possibly alone, until 3-4 AM. No security presence. In fact, I almost took a picture on my way to my car once when I spotted security parked and very obviously asleep.

I have no experience with campus police.

I have not utilized these services. However, since I see them circling the campus frequently, I am assuming that their presence is satisfactory to the purpose.

I like that I always see the Campus Police patrolling the parking lots. I feel a lot safer.

I never or rarely receive communications from Campus Police. I also never see them, other than driving around in their cars. I think they could do a much better job of having a presence on campus.

I really appreciate our police force and the attention they provide. My only suggestion is to look at streamlining the process of coordinating parking lot hosted events. For example, it was

overly difficult to book food trucks and secure approval for a parking lot for them at a student org. event.

Is there a way to keep MET open longer?

it's good

I think campus police should be more visible. I would like to see more foot patrols throughout the buildings.

It would be nice to see "blue boxes/lights" across campus to push the button and alert security if there is a problem. These are common on a lot of different campuses and bring the feeling of security. Even with lights, there are sometimes homeless people walking across campus that can be intimidating.

I would like to see more patrols in Lot 7 at night.

Keep up the good work.

More street lights would be helpful. It gets scary when I'm walking to my car at night.

Need to enforce the speed limit on Montgomery. It is dangerous to cross the street.

Not a large presence of security on campus, especially at night when students are here studying and walking to their cars late at night.

not enough light

Nothing, they're always quite helpful!

Not sure if this fits here because it's security, but at night it'd be nice to have a little more lighting on the North side of the MET for students that park on the large side parking lot of the MET (where Piola parking is). If a student goes to the library after class and leaves at nighttime, it is dark walking towards that parking lot.

On the day with the emergency evacuation of the library, I was not notified by email. However, I receive regular emails about exhaust fans that have gone out. This seems like a poor use of the emergency communication system.

Please have more security around campus, specifically in the library and in parking areas at night.

Please not more texts/phone calls for campus opening or closures at 5:30 in the morning!!!

Red alerts are timely and easy to receive.

Res alerts are always late on my phone as well as the phone call. I know what is going on faster from the tv than the school

Security? We've had items stolen and when we went to campus police were met with "so you lost your items?" No, they were stolen. Not that we could know for sure because there aren't cameras in EAD although there are cameras in the MET

Security does a great job.

Security is great, but the officers are some of the most disrespectful people I come in contact with. They always belittle me. Once when I locked my bike up at the wrong place I was yelled at and scolded. When I once talked with the police captain she treated me like a know-nothing kid. When they patrol the buildings they treat me like a pigeon that is just a pest.

See police often makes me feel secure.

Thank you for reining-in Mr. XXXXX. We do not need 3 emails to describe the risk of a thunderstorm.

The "emergency communications" are a little overkill. For example, the entire student body does not need to know when a water heater is out in the PCC or when it is going to rain. The excessive information actually diminishes the attention I pay to important emergency announcements.

They are really good about contacting people if IDs, creditcards, phones are found, which I appreciate! I do have a complaint about some of there tickets given out. I had a \$25 ticket given to me because of faulty display of my parking permit. The permit was in the lower right hand side but they claimed that the permit was not low enough. If they are going to be giving out \$25 tickets they should specify exactly where the permit should be placed Ex. 3 inches from the dashboard.

They should spend less time writing tickets to poor medical students and more time patrolling so that cars do not get broken into by the Fort Worth criminals.

Too much communication

Toooooooo many emergency alerts. I don't need an email telling me there's a storm outside. I see it myself.

Two phones were stolen in the library in mid-January and the person was not caught. There might have been more, but I only know the people in my program. You need cameras.

You don't need to contact my emergency contact for regular school communications, like campus is closed today, etc.

Parking

Common themes expressed by students about parking included:

- *Cost of parking*
- *Accessibility of parking*
- *Need for additional parking*
- *Creating better parking options for 3rd and 4th year TCOM students*

- *Need for additional temporary parking*

3rd and 4th years should be able to park on campus for free. We're hardly ever there yet either have to pay for a full permit or wait in line every day we need to be on campus. It's silly and inconvenient

3rd year PT students are only on campus for 2-3 weeks. It would be nice if you could buy a monthly parking pass that would provide more value than the \$1 a day pass.

A little too expensive. I think parking should be at no additional charge

Add another level to the parking garage

Add more floors to the garages, or build additional lots. I feel like paying 90 dollars a year and not being guaranteed a spot to park is too expensive.

Add more parking spots or a new garage. For the amount of students, faculty, and guests that we have, the amount of parking available is anemic. It seems this university is more focused on expanding student population without any regard to the infrastructure available. It should not be a scramble to grab the last parking spot every morning.

Add more parking.

add more parking. remove some of the piola spots.

Add on to the current parking garages

add parking

additional parking structure

An increase in parking availability would be nice. With all of the programs sharing just a few parking lots it can be difficult to find space.

Another parking garage would be great, but putting another garage would take lots of time and resources.

Are concerns about in coming PY1s. Parking is hard to come by after 9 at the moment and may only get worse as new 80 students come to campus.

As a student with a parking pass, I occasionally find it difficult to get a parking space. The parking lot across from the MET (I forget the lot #) is always blocking off spaces (many) for no obvious reason. /

As usual, there is not nearly enough parking space. I almost asked for my parking fee back this past year because I was often unable to find parking. The school is expanding, and with the increasing number of students, it only makes sense that there needs to be some additional parking space added. Also, the faculty do not park in their garage. They park in the student garage, taking parking away from the students--parking space which the students have paid for.

Ask for more of Piola's parking spots

At certain times availability can be a problem.

Availability at the beginning of a new year/semester was poor.

Availability of parking is getting better but there's still problems with the increasing class sizes each year.

better lighting in garages and more patrolling lots when 9pm classes get out for the females.

better, but always can have more

Build a bigger parking garage. I live near campus, and certain streets have effectively become "one way" streets because of all the parking on the streets. Has caused at least 1 MVA to my knowledge.

Build more parking before you add more students. As an MBA student at UNT, my strategic management professor would have failed me had I ever made a blunder like that.

Build more parking garages? Not sure how feasible this actually is and the problem is only really a problem a certain high traffic times of the day.

Buy back the Piola spots

Campus police block off a number of spots daily which diminishes the limited parking spots.

Can lower the permit price

cheaper parking for students

Cheaper parking is needed. There are some who park across the street and walk to campus. Clearly something needs to be done.

Cheaper parking permits

Cheaper parking price

cheaper parking! Or expand clean car discount thing

Compared to undergrad this parking price is a steal. Availability however is tough, if I get to school even at 8:30 for a 9:00 class I am inevitable walking a long long ways.

Considering the availability of parking, I believe the cost is a bit high

could be made cheaper

Create more parking areas/spots

Decent price. Parking if awful. Don't expand student acceptance because it's more income for the school when there isn't even enough spaces for all your students to be on campus when needed. This is a basic, very annoying problem that needs to be fixed before class numbers increase anymore.

Decrease price of permit to park on campus because we do not have any on-campus housing

Difficult to find a spot between 9:30am-noon

Difficult to park sometimes due to the police cones reserving parking spots

do not charge students for parking.

Don't always cone off spaces. Also, you really need more garages.

during 1pm to 4pm it is difficult to find a parking place.

Employees and faculty park in the only student parking lot that is close to CBH and by 9:30 every morning, there are no parking spots available anywhere except the other side of campus.

Encourage students to carpool.

Everyone is always complaining about not enough parking.

Expand parking or offer alternatives

Expand parking. The school is expanding class size as well as type (the new pharmacy school). Along with this, student parking should be expanded. Competing for parking spots is never fun.

Fairly close to classes, there was only one instance in the entire year in which there was no parking and I had to wait for someone to leave.

Finding a parking spot can be difficult, depending on what time you arrive to campus. I would suggest adding additional parking spaces.

Finding parking spots is a problem.

For a \$100 annual cost of student parking permit, I should be able to find a spot. During this academic year, that has not been the case. / / While UNTHSC has opened the pharmacy school, that is adding extra people for each class that enters the program. Each year the UNTHSC parking situation will become worse. / / While the new courtyard in front of the library is very nice and I certainly do enjoy it, from time to time the thought emerges: "what if the space could have been used for parking?"

For the "price" rating, you might want to clarify the exceeds expectations vs below expectations ratings. I rated price as "exceeds expectations" precisely because it is so much cheaper than comparable parking at my undergraduate institution. Another respondent to the survey might rate it "below expectations" for exactly the same reason.

For the amount of money that I pay per semester for a parking sticker. There is little room in the garages to park. I have to make sure I get here extra early in the morning and I risk losing my parking space if I go off campus for meals or equipment.

For the price that we pay for a parking permit, there is not enough parking and the garages are not very well updated.

For the price, there is not enough spaces to accommodate all of the students. I do however appreciate that there was a major concern about getting mud on our shoes, enough so to warrant a new side walk from Lot 19 into the MET. Unfortunately, if I can't park in Lot 19 for lack of spaces, the sidewalk doesn't do much good.

Free parking for your third and fourth year, considering we're not there often, would be nice. Besides, we're working for free and paying enough tuition for away rotations.

Free parking would be nice.

Functionally, current parking meets the actual need of people that are coming to class on a day to day basis. However, when EVERYONE is coming, as we had last Sept, the available parking was filled by 9am. Some classmates coming to 2nd Anatomy lab at 10:30 had to park several blocks away into the surrounding neighborhood.

Get more of it.

get more parking

Gets crowded, not enough spaces

Great price but scant amounts of parking.

Hard to find parking in the morning.

Have more parking.

HORRIBLE parking availability!!!!!!!

I am a third year who has to come in once or twice for testing and that is it. I should not have to pay extra for two days of parking.

I am not able to contribute feedback in this section because I walk to school, which is nice!

I am only on campus once a week. \$45 to park on campus 10 times for an hour class is a little much.

I came from a school with \$5 parking passes so \$90 was quite different, but I understand it's a necessary cost. So far this spring semester, parking availability hasn't been an issue for me. During the fall semester it seemed much more crowded and I'd have to get here an hour before class just to ensure parking on campus. I'm not sure what can be done about this as space around campus is limited.

I can never find parking on campus. I always end up parking at McDonalds. I wasted 90 dollars on my parking pass.

I can't understand why parking fees were increased if access was not improved. I also do not appreciate the lot in front of the MET constantly being blocked off for "guests". Guests do not pay for parking - students do! It's not a problem if it is just a few spots but having almost the entire lot blocked is absurd. And it's not a rare thing to happen either - it's at least weekly, if not more.

I commute by train at least half the week. I would like to see some incentive/reward system like discounted parking or money back at the end of the semester if enough commute points were earned or something. Even a free breakfast burrito for taking the train more than driving in a month.

I do have to come early in the first semester to park or I have to park all the way in the 3rd floor of the garage which barely have any spots left sometimes. This semester my class starts at 8 AM so I always come early, however, next year there will be more incoming students, also new pharmacy students so I do not know if we all will have enough space.

I do not have car, but when my husband comes to visit me by car from Houston and when we wish to study in library, we do not find visitor's parking easily. Therefore my suggestion is there should be a separate parking lot for visitors.

I do not park a car at school, but the bike rack availability exceeds expectations.

I don't believe we should have to pay for parking if we pay for tuition.

I don't need a parking pass, so it would be nice to see some meters or some more free parking added. Well, parking should be free!

I don't think 3rd years should be required to pay for parking for exam days. It is a little bit of a hassle to come early to buy a parking ticket on such a stressful day already.

I don't think that there is enough parking for the entire student body and staff. Sometimes it is difficult to tell where we are able to park, until we see that we have received a ticket.

I have difficulty with parking very often. Even though there are more spots that opened by the professional building, I feel like there is still a lacking of parking. Not having parking is a factor that makes it less motivating for students to attend class.

I have got tickets because there has been no where to park I think you should charge more or give out less parking passes.

I hear a lot of classmates complaining about parking availability. I usually park in the parking garage by MET and do not have issues finding a spot, there is usually at least something on the roof. I would like some more designated motorcycle parking near MET or in the garage.

I know that there are limited things that can be done about the parking, however at times parking is hard to find or unavailable. This does not always happen, but when it does it may mean that parking off campus is the only option. This causes me to get to class late.

I know that there were several more spaces opened recently at the professional building so it may have resolved the problem, but there were definitely many days last semester where i had to circle through several lots and garages to find a spot. Perhaps if there was parking at the Will Rogers center somewhere with shuttles every 15 minutes or so.

I know the parking spots have been increased. But I still don't get parking some days. Please add more spots. And Is there a way we can input our college ID at parking lot 5 (Manually), in case we forget our ID badges.

I know the University is already well-aware of the parking issues. The availability of parking is poor.

I often can not find a space in 10 am and afternoon!

I park off campus and walk

I pay the lower price for having an eco- friendly car, and still pay a lot for a parking pass. Last semester there was not enough parking in the garage off of clifton. This semester there is more room.....for now.

I ride a bike or walk. Anything more bike friendly makes me happy.

I see efforts being made to give discounts to students driving eco-friendly cars, but the parking price of \$90 a year is really steep for students. It may be a good idea to charge for parking on a sliding fee scale?

I suggest that there be another parking garage if possible. There have been numerous times where the garages are full and the parking lot is too.

I think availability is an issue. When you have a Health Science Center with multiple programs and staff there should be a least a parking spot available for everyone. Also if the campus police is going to randomly put up cones in the lot in front of the MET for no apparent reason then we should at least be warned the day before. I guess I feel like we at least deserve an explanation if they are going to block off prime spots all day just for kicks.

I think it would be nice to be able to park in the spots that are saved for the Piola restaurant. I have never seen those spots full of customers, and it would be nice not to have to park in the east parking garage for a class in the MET because there are no spots available.

I think making available or building parking lots would improve the lack of availability.

I think the gates of the garage need to be closed at all times.

I think the price for a parking permit is too expensive.

I understand that changes are being made.

I walk to class from home. I would have bought a pass for days with inclement weather, but the parking pass is quite expensive.

I walk to school but my friends and even professors are constantly late due to parking issues.

I was pleased we have the new parking south of the MET, that's nice. There still needs to be more parking though.

I wish bike racks were positioned in better places. I wish I could park my bike out of the rain and sun.

I wish there were more parking spots.

I would expect to have parking free. Need more spots as school is accepting more student.

If the parking situation is going to get worse with the added number of Pharmacy students, then the price of the parking permit should be reduced. Why are we paying so much for horrible parking as is?

If you come to campus after 10 you have difficulty finding parking.

If you ever come to school later than 9:00 am there is no parking spots at all. Plus it will only get worse once the next incoming pharmacy class starts. That is another 80-100 people looking for a place to park.

I'm not sure what can be done other than more parking garages or examines when classes are held that might conflict with other schools classes. This is not an easy fix and I am aware of that. Also continue to encourage carpooling if at all possible.

Improve availability.

Improve parking availability. Piola's parking spots in particular could be reduced to half. The spots are *never* even 50% full for their customers, even on busy evening like Fridays and Saturdays.

Increase parking spaces available on campus.

Increase parking!

Increase the number of available parking spots.

Increase the number of parking spaces available

Increased parking would be nice

Is asking 100+ people to stop by the police station and buy a day pass the best way to handle parking for shelf exams?

It is damn near impossible to find parking at certain times of the day and I don't see this improving with the expansion of class sizes. / / As for the price, I should not be ticketed for parking on campus 1 day out of the month b/c I don't have a parking tag. I don't see any sense in paying for an entire's year worth of parking or paying tickets if I'm only there a few times a year.

It is really hard to find parking spot in the morning especially on Tuesdays.

It is sometimes a hassle to get a one day pass for parking for those students who do not have class on campus and only return for a shelf exam. This may actually exist, but it would be nice to have a discounted rate for students who may have a month rotation on campus or a designated area for students to park for free on shelf exam days.

It is sometimes difficult to find parking in the mornings.

It is very expensive considering we are all students living on loans. Also, it is hard to find parking if you come to school anytime after 9am or come back from lunch after 1. I have been late to class a few times driving around campus looking for parking.

It seems \$90 a year is a bit excessive, but so does \$50 when you are married with 3 kids and living off of student loans.

It seems ridiculous to have off campus students (3rd/4th yrs) pay for daily parking passes for \$1 when we are on campus for < 30 min/week.

It would be greatly appreciated if there were more student discounts on parking.

It would be nice if the campus actually bothered to properly label parking and no parking areas instead of assuming students and visitors should be mind readers. It is also annoying that parking is taken up all the time for events. It feels like UNTHSC is more concerned with renting out space than educating students. Then again, students often seem like an after thought for admin.

It's expensive to park on campus.

It's going to get harder to find parking on campus with the growing pharmacy program and other growing programs.

It's great that the school is trying to make more parking space, but there are parking spots in front of MET that create a blind spot. I try to drive cautiously on campus, but those new parking spots have created blind spots, and it is hard for me to see if a car is coming. It is especially dangerous when someone is going really fast.

Limited parking space. Sometimes one has to be late for class because of spending too much time looking for parking space.

Lower the cost of the annual permit.

Lowering the price would be good.

make more parking available

Make more parking spaces and reduce the cost of parking permits.

Make parking cheaper and make more garages

maybe an offsite parking with a shuttle, or carpool incentives. also not blocking off 30-40 parking spots all the time.

more availability of parking spots due to addition of pharmacy school and police stop putting cones for events. There should already be a heads up as to why they are putting cones and there should be a designated area for those that do not go to the school

MORE AVAILABILITY OF PARKING!!!

More available parking for students

More parking

More parking

more parking

more parking and cheaper passes. I hate to think third year I will need to pay full price when my need to be on campus will be clearly reduced.

More parking around campus that does not require parking in the garage. Specifically more parking near the EAD.

More parking could be added outside the garages. When I park in the garage it adds about 3-4 minutes extra to my trip.

More parking is needed as more students are enrolled. It is very difficult to find parking after around 9 AM.

More parking is needed to accommodate the students, even with a permit I can't find parking

More parking needs to be added.

More parking outside garage. The pricing does not match availability.

More parking space if you guys are going to keep expanding for more students

More parking spaces for students are needed

More parking spaces need to be added. There should be enough where the students who pay for passes do not need to park in the surrounding neighborhoods and walk to campus.

More parking spaces would be nice

more parking spaces would help, although I know that may be impossible.

More parking spaces. When everyone is at school, sometimes there is no option but to park on the street.

more parking spots

More parking spots are needed. I personally think it was ridiculous of the school to plan to take away more spots and set up parking meters. Piola restaurant doesn't need that many spaces especially during the morning hours.

more parking spots available

More parking spots please.

more spaces

More spaces, cheaper yearly permits--maybe include in tuition cost

More spots. Pretty congested in peak hours.

More student parking needs to be made available. It is frustrating when the campus police department blocks off 10-20 parking spots on any given day and students are late to class because we cannot find parking.

More student parking spaces would be nice, considering new programs being established and new student and faculty

More student parking would be appreciated.

More student parking. Since the new Pharmacy program started parking can be difficult later in the afternoon, especially in the big parking garage.

more tcom specific parking near MET, online payment for parking passes

My Husband is a TCOM student, and we used to share a car. He had badge access, but I was refused badge access. If we share a car, why should we both have to pay for parking? This policy does not make sense.

My only comment is that there are random times that the parking lot across from EAD (I believe 7) had cones up blocking the parking spaces. It remained that way the whole day for no apparent reason. It seems to me that the lot should only be closed if there is some sort of function with VIPs or maintenance.

Need a new parking lot.

need more accessible parking. I have found myself looking for a parking spot and unable to find one on multiple occasions.

Need more parking spots.

need more parking spots. A little pricey for parking price. TCU parking is considerably less in price and has more parking spaces.

Need more spaces.

Need more spots near the MET /

Need more student parking

need to better communicate parking pass options available to upperclassmen (3rd and 4th year)

Need to have more parking readily available for FAC patrons.

Need to increase availability with increase classes and new schools

Needs more parking spaces and covered parking.

Not enough parking spaces, especially near EAD during 3pm classes.

not enough parking spaces, especially when close to test days.

Not enough parking.

Not enough places to park on campus..especially with the addition of the Pharmacy students on campus.

Not enough student parking on campus. Open another lot

Not enough visitor parking and student fee for parking should be cheaper. Should also consider a rate that is half the current rate for part time students.

Not sure what the answer is but you have to get to class about 30 minutes early to find a parking spot, sometimes the parking garage is full to!

Not sure what you can do since there is a limited amount of space but something needs to be done for sure.

Not too long ago, I thought parking was a bit tight. It could just be that I've been showing up for 8am classes, but I certainly feel like it's easier to find parking lately.

Nothing. The addition of the new parking lot near the MET has been great, thank you.

Open more parking at MET so that the 1st year students don't spill over to parking garage 5 in the fall. You shouldn't have to drive around for 20 minutes looking for a parking space after lunch. Possibly put signs automated signs at the parking garage entrance to indicate when the lot is full.

Open the lot behind the PCC to student parking; it's too steep for patients anyways. Reserve some patient parking in the lot across from the PCC and possibly convert some of the handicap spaces under the PCC to regular spaces. I dont believe I've ever seen all of them in use. While on handicap spaces, what is the point of the single handicap space on the 7th level of the #9 parking garage? It does not have extra room for vehicle access or a ramp to access the elevator. It is never used.

Overpriced and I'm always trying to find a spot. 3rd and 4th year students should be allowed 4 free parking days per month so we can do what we need to without worrying about being charged \$7 for 1-3 hours worth of parking.

parking availability is a big issue which needs to be fixed. sometimes students have to roam 30-40 mins to find a parking spot. sometimes we don't even find a parking spot.

Parking availability/arrangement should be increased to reflect the increasing student enrollment. Currently, this does not appear to be true.

Parking availability is still occasionally a problem but it has been improving throughout this school year.

Parking availability can be a huge problem now that the pharmacy school is here. More parking in the future is definitely needed

Parking can be HORRENDOUS on this campus. An entire school was opened (Pharmacy) and I noticed about 15-20 new parking spaces open. UNTHSC did NOT prepare for the influx of new graduate students that would want to be on campus at all hours of the day. I know I've been late to class on occasion purely because I can't find a parking spot--after having driven to the top of the parking garage and back down again. / / VERY FRUSTRATING.

Parking definitely needs to improve soon especially since there is a new program that started on campus. Its only going to get worse. I Believe we should start another big Garage in one of the open parking lots ex. Lot 7

Parking difficult to find after 9am in the beginning of the semesters.

Parking does not seem to be a problem now, but I am worried about next year when the pharmacy program will be getting 100 more new students. I am not sure where all of these new students will park. The garages are always full to the top floor everyday. The majority of our classmates park in Garage 5 on Clifton Street and it fills up fast. I think our school definitely needs to think of a solution for parking for next year ASAP because we are going to run out of space.

parking for 3rd and 4th year medical students that are only occasionally on campus should be more available at better prices.

Parking for students should be free or discounted significantly. We already pay tuition. We are already in debt for the next 10 years of our life. Cut us a break.

Parking garage

Parking has been a significant issue at TCOM for some time and continues to worsen. More parking near the MET should be an eventual future goal.

Parking has definitely improved this last semester. Parking price for students is a little high.

Parking has not expanded in line with our growing student body and is very unfortunate. This year I didn't get a pass and have found that it is nice because I didn't invest the money and just find street parking.

Parking is a little pricey, especially when most of it is not that great of quality. Also I understand the need for safety in the parking garage but the design, location, and quantity of speed bumps

do more to annoy me than make me feel any safer driving. The closest I've ever come to hitting anyone is on one of the corners and the speed bumps have done nothing to slow down traffic on those hair pin turns.

parking is a problem on days when I don't arrive by 8:30 am.

Parking is a tad bit too high, especially for there not to be enough spots available. Schedule the classes at different times of the day to avoid overcrowding at the same time. Why add new buildings/program without adding parking??

Parking is adequate but I'm not sure how it will be able to handle future classes of pharmacy students.

Parking is always a problem, there are not enough spots

Parking is always going to be tricky when going to the MET

Parking is an issue. We need another parking garage, or the school needs to stop letting hundreds of more students in every year.

Parking is available now, but I know myself, along with other students, are worried what will happen when the number of students increases next year with a second class of pharmacy students.

Parking is horrible!!! If you come to campus after 9:00 AM, you can forget about finding a parking spot unless you drive around for 45 minutes. Please add more parking for the future students. If the school is going to expand, so should the parking. The pharmacy school was added but no additional parking lots were added.

Parking is RIDICULOUS beginning of the fall term for about 3 months. This should be fixed ASAP! How do you add more students but no parking spaces?? This should be basic math to see there is not enough parking! Also, if we have to spend money to buy a parking pass, people who have not bought the pass should not have access to the garages! I seen numerous expired parking passes on vehicles parking in gate controlled garage!

Parking is scarcer now that we have the pharm students. Also it is very expensive for students.

Parking is very difficult in the middle of the day, as it is nearly impossible to find a parking spot. I am always hesitant to leave campus, even if it is only to go home for lunch, for fear of not finding a parking spot upon my return and then having to be late to class. Parking would be much easier if I knew there were always parking spots available in the parking garages.

Parking is very difficult on certain days when all of the students are on campus.

Parking is very expensive and it is frequently difficult to even find a space

Parking is very expensive and still difficult to find unless you arrive to campus 20 minutes before you need to be at campus.

Parking must be expanded, especially if the UNTHSC continues to grow in student population. I would suggest adding onto the existing parking garages.

Parking passes are very expensive especially considering we are all students already buried in debt.

Parking permit is a good price relative to other areas of the academic importance, but the availability is very spotty at times and can result in frustration and tardiness.

Parking permits are too expensive compared to other campuses and availability is incredibly low.

Parking seemed to be a big issue at the beginning of the fall 2013 semester, but I have not had an issue since then.

Parking should be cheaper, or only a parking lot where you have to pay so it would be closer to the building

Parking structure right next to MET with possible underground connection to MET for cold weather. There needs to be a better option for parking for 3rd and 4th year students who occasionally have to come back to park on campus for a clinical rotation. I have had a rotation where I only come a couple of times in the month, and I don't think I need to pay for a whole day or two weeks' worth of parking if I am only there for a couple of hours, especially if there are plenty of spaces around me.

Parking was difficult to find at the beginning of the semester with all of the programs starting. Towards the end of the first semester it improved significantly (mainly because people stopped coming to class) otherwise no problems. Price is a little expensive for parking.

Paying as much as we do for parking, there is limited availability after 9AM. Multiple times, I have had to park off campus despite having purchased a permit.

Perhaps you could turn the roads that run East/West on each side of the MET into one way streets. Then you could have parking on both sides of the road instead of just one side.

Please don't put parking meters at those spots in front of the MET. I understand the reasoning for it but those are used for faculty, students, and various workers and that'd take away several vital spots if meters were put up. Those students who don't want to pay for a permit but come to campus for exams can park in the Monticello neighborhood, and do, and walk to campus.

Please provide us with more parking space. Some days, various spots in the the front lot are closed off for no particular reason, because we would come out from class and notice nothing was done and it wasn't reserved for anyone in particular. Please make these available to students and only close them when necessary.

police cones in parking spots

poor parking structure and frequently lack open spaces

Price is fair, parking is difficult in peak hours, however

Price is reasonable but the availability of parking at peak times is inadequate especially in the parking lots next to the MET

Price would be excellent if parking availability was not so bad.

Pricing is within reasonable range. However, finding a parking space can be extremely difficult sometimes or frustrating. If you come late to campus, it's no easy task.

Probably time to start adding a few more levels to the parking garage or buy an offsite location with a bus that makes trips back and forth.

Provide additional parking spaces

Purchase student parking from nearby business, allow purchase of permits to park in the nearby neighborhoods, perhaps a contract with the many nearby developing new apartment buildings to have student access to their complex's garage during class hours/business hours

Reduce cost of parking on campus please. Parking should be free since this is a non residential campus.

Remove wasted space in parking lots

replace one of the student parking lots with a garage

signs up saying the lot is full....

Since more students are been admitted, more parking lots are needed

So few parking spots during peak hours. Cost is too high for students mostly in off-site clinical who occasionally need to be on campus (whether for daily, monthly, or yearly permits).

Something that could help the parking situation would be if Piola parking started after 4 or 5 pm. That way we could use it all day when NO ONE is at Piola

sometimes it is too hard to find parking spot even coming 15-20 mins early to the class. By the time parking spot is found class will be already started.

Sometimes there's an issue finding parking if you arrive after 10:00 AM

Somewhat expensive. It is also difficult to park when we are still students but have not renewed parking permits since we are out on rotations. We do have to come back on occasions and getting permits/guest spots can be hard.

Space is quite less and Prices are quite high!

spots are hard to come by in the morning.

Stop adding programs without adding parking

Stop enrolling more people without adding more parking spots. I understand that its not feasible to build another parking garage, but figure something out. Often times I will skip class when I cannot find a parking spot on campus.

Stop putting cones in lot 19. I don't pay for a parking pass to then not be able to use half of the best lot. There is no explanation as to why the cones are there, and you never see anyone special coming in and using those spots either. The cones just sit there and block spots for no reason (at least that is the general perception). At this point I just get out and move a cone over if I want to park there because no one ever parks in those spots.

student parking should be included in tuition fees. It is an inconvenience for 3rd and 4th year students to have to pay \$1 each time they come to campus, especially for required COMAT exams.

Temporary parking should be available for the beginning of fall semesters since students from many schools are all coming to claim the same spots. This costed at least 15 to 20 minutes just waiting and hunting for a parking spot and resulted in many students parking in nearby neighborhoods.

Thank you for keeping prices low, I never have trouble finding a spot. Campus is so small that walking to class is not a problem. lighting in some parking lots could be improved.

Thank you for opening the lot adjacent to 19 (January 2014).

The additional parking near the MET has helped, however the police block off sections of the parking lots ALL DAY sometimes. Surely there is a better way to do this, or inform us beforehand.

The availability of parking is an issue. Sometimes it can take 15 minutes driving around just waiting for someone to leave. Also, it is frustrating to come to class in the morning and see half the front parking lot by the MET complete blocked off by cones, when we pay to park there.

The availability of parking on campus is something I consider to be a significant problem. I've come to campus before and have on occasion found absolutely 0 parking spots available and had to park in nearby neighborhoods. I've seen many of my colleagues doing this as well. This should never happen when we have paid for parking spots on campus. I don't know how to fix this problem without investing in a new parking garage.

THE GARAGE BY THE met IS AMAZING BUT ALLOW ACCESS TO THE GARAGE NEAR THE LIBRARY AND GYM

The handicap space on the 2nd floor of the parking garage (it's directly above the police office, right next to the stair case) needs to made back into a regular space. It's never used because 1) there is ample handicap parking on the lowest level and elsewhere on campus, and 2) there isn't even a ramp right there, so anyone in a wheelchair can't even access the elevator. The same spot on the two levels directly above it are regular spots, as should this one be.

The medical curriculum and student handbooks heavily emphasize ethics, which I believe in on a personal level. On that note, I believe it unethical of the university administration to have expanded all of the current programs in addition to adding a new pharmacy school without adequately providing sufficient parking during peak hours.

The number of parking spaces could be improved and the price decreased

The number of spaces is too low and everyone is aware. Great. During the library courtyard work there were how many more spaces to fit the workers? I found the walkway between the MET and Lot 19 to be insulting. How many complaints are received about muddy shoes? There are no handicapped spaces in that lot, so.. We complain about parking, but get a walkway. I realize that parking spaces don't attract students and money is better spent on lounges that get new students to fleece with printing.

the parking availability is horrible. parking availability for students who are not on campus full time (ex TCOM 3rd and 4th years) is even worse. there should be a place for me to park if i only have to come to campus for a meeting and i am rotating ff campus. as it is now, that usually results in a ticket.

The parking garages and MET parking lot get filled quite easily without options after those locations are occupied since the neighborhood next to the school will tow student vehicles.

The parking is much better than at the beginning of the year. If you get to school past 10:00 though, you might not find a spot.

The parking lot across from EAD needs reconfiguring and also has no handicapped spots

The parking lot in front of the MET could be converted to a parking garage in the course of the summer months to allow for additional parking.

the parking lot next to the MET building has several spots reserved for the restaurant that is in the same area, these are almost always unoccupied and it decreases parking spots for students

The parking reserved for the resturant is excessive perhaps for certain hours of the day but they really do not need 10 parking spaces between 8am and 10 pm in the morning.

The parking situation is much better now that there is an additional lot open, but it is very frustrating to pay as much as we do for a parking permit and not have a place to park on campus.

The parking situation is pretty atrocious. With so many students, why are parking spaces constantly blocked off with cones? On days where all students are simultaneously on campus, it is not uncommon to park 1/4 mile or greater away. The only positive I can report with parking is that I have never received a ticket for parking curb-side in the surrounding neighborhoods, which I am often forced to do.

The police keep blocking off the parking lot near the MET and then no one seems to park there. I'm not sure why they do it but they should limit the number of spots they block to just the spots that they know they will need and they should remove the cones after the event is over.

The price for parking is great, but it is difficult to find parking if you do not get to campus really early or really late.

The price is amazing for student parking but there is not as many spaces as the amount of students that can be on campus at one time especially around the MET EAD buildings.

The price is good, but there are no spots. Why are there cones of spots, that never get used. Do the people who they have them reserved for know that is where they are supposed to park. I have seen those cones go up in the morning and taken down in the evening with maybe one or two of the 8 spaces being used.

the price of parking is high, the parking lot is not enough

The program length is too long, and therefore, more expensive.

The speed bumps added to the parking garage should be better designed. Moderate speed bumps are a good idea, but I have a low-set car and even going over those at 2-5mph it feels like its tearing up the bottom of my car. I avoid the parking garage now because I don't want to damage my vehicle. For the price there should be more spots available. At the beginning of the year many people who paid for a pass still had to park off campus because no spots were open.

There are car models that are not in the list for discount even when the same model of previous year is on there no discount is given.

There are going to be far more students than parking spots (it seems). Hopefully parking lot expansion or appropriate scheduling of programs is underway. Parking prices are much better than my old campus.

There are many parking lots designated for "faculty" that remain empty the majority of the time. Student parking should be expanded into these lots. There are many times where there are parking spaces in front of the building I have class in, however I cannot park there because its not for "students"; the spot remains empty all day. And instead I have to park on the other side of campus. This is kind of ridiculous and happens to everyone; this could easily be solved by expanding student access.

There are times of the day and days of the week that it is impossible to find parking. This is not an every day/all day problem. Parking was not a problem prior to the pharmacy program beginning -- perhaps when new students are added new parking should be added, too.

There could be more parking spaces available for the FAC.

There definitely needs to be at least another lot

There has been an increase in the amount of students/staff and therefore I have seen a decrease in the availability of parking spots. If I am not here before 9:00 parking in the garage which is the closest to my class is almost impossible.

There have been issues with adequate parking in the garage on Clifton. I have found that if I leave campus for lunch, I will not be able to find parking when I return. I have had to park in clinic parking before due to inadequate parking and received a warning.

there is not enough parking space and the amount of money that is charged is excessive when there is no adequate amount of parking spots.

There is not enough parking. Since we have to pay for parking, the parking spaces should be accessible.

There is nowhere to park after 745 am. The curbs along Clifton street would be good spots to park along the street. There needs to be more parking. Implode the clinic hill and put in a big parking garage.

There needs to be another parking garage somewhere

There needs to be more parking options

There needs to be more parking options as several students have had complaints about that this year. If you arrive at campus early (8am) or late (after 5p) there is ample parking, however times in between are hard to find parking. and it takes a very long time to traverse the garages, esp. when there isnt a spot and you have to traverse all the way back down. Perhaps a sign saying when the garage was full/not full would be helpful.

There needs to be more parking spaces

there needs to be more parking spaces. There are times of the day where there is not a single spot available

There should be a better way to manage space available and options for day use, non-semester based parking structures. Unfortunately, I have no solutions to currently offer.

There should be a way for to buy a week only or day only pass for decreased price.

There should perhaps be some lenience in parking spillover into faculty lots if all student/visitor spaces are occupied-which is rare but still occurs

Third and four year students should be able to park for free, or at the very least get a 2-4 week pass for free when we're working at the PCC. To be honest, we pay tuition, we're not there often, AND we're working for free basically. I'm fine with maybe only one or two passes a year, but how much should we be expected to be squeezed?

Third and fourth year students should not have to buy a parking permit to park on campus just for a couple of hours. It seems like this should be covered in the very large sum of money that is our tuition.

This hasn't been much of a problem recently but there have been multiple times where I missed about 10-15 min of class driving around trying to find a parking spot. Granted this could be solved by arriving earlier but in the grand scheme of things someone will ultimately be searching around for a parking spot because there aren't enough.

Though I am able to find a parking spot most of the time, it is only because I come to class earlier in order to get a spot. I think parking availability is always an issue.

Transfer some patient spots to student spots.

Unless you get here early you don't get a spot. With more students coming to the University you need more parking spots.

Unless you have the very first class of the day it is so hard to find a parking spot, all the garages and parking lots fill up so fast and it is very annoying to have bought a parking permit and then not have a spot to park at. Also my roommate got a ticket the today from the security office that said we didn't have our parking permit displayed low enough on the bottom right of our windshield. We have had it in the same spot all year and it is ridiculous to have gotten a ticket for that!

Upgrade the capacity of garages

Very disappointed in the parking availability. I paid \$90 to park here on campus and I never find a parking spot at 8 am in the morning.

Very expensive and not enough spots. I understand its hard to find space but UNTHSC needs a bigger lot or a new space where a shuttle can take students back and forth

ways to accommodate those who choose to bike/use public transport. There are occasions when we might want/need to drive: when we need to dress professional, coming for a brief meeting, studying late on campus. suggestions include: after 5pm we should not be required to have a parking permit. Parking meters, a small lot for those w/out a permit, a much cheaper parking permit w/ one small lot for those who rarely drive, street parking left available for those w/o permits, pay as you park permits

We appreciate the addition of the new lot by CVS!

We definitely need more parking, especially with new programs being added to the school. If you come anytime after 8 parking is a challenge all on its own.

We need more parking

We need more parking lots and it is a little frustrating when trying to park in lot 19 and half of the lot is covered in cones.

We need more parking spaces and the cost is high considering I have to hunt for parking every morning.

We need more parking spaces, at this moment the number of students with cars clearly exceed the number of parking spots available. In addition I don't understand why the police department block off some parking spots. Please we need them.

We need more parking spaces. Sometimes parking lot #19 in front of the MET building will have spaces blocked off by cones. I always wonder who those spaces are being saved for, when I'm circling the lot for a space, and late to class because I was searching for an open spot.

WE NEED MORE PARKING!!!

We need more spaces

We need more student parking.

What is the point of paying that much money for parking when there is a chance you may not get a space.

Why am I paying so much money for parking but there aren't enough parking spots. Maybe stop selling parking permits to the people who work at the museums. They park in the student lot between RES and CBH and take up spaces. The faculty lot by RES also has empty spaces, but faculty that work in RES are parking in that same student lot because it's covered, making students park elsewhere.

Why am I paying when I can't find a spot.

why is lot 7 always full

Why is parking not free when we already pay for tuition?

Wish there were more parking structures where there could be some. Such as above parking lots with only ground levels.

With adding a new school to the UNTHSC campus, parking availability has become a real issue. I find myself having to leave home quite early to make sure I can find a parking space for my 9am classes. There needs to be more parking added, which I understand is difficult on such a small campus. However, I think it would greatly improve the students attitude towards parking on campus.

With the addition of pharmacy school parking is crazy around 15 til the hour. It is a fight to find parking. Even though I arrive to campus 10-15 before class I always end up being late.

With the addition of the pharmacy school parking has become difficulty to find at times. There have been days where I have come to campus to find all parking garages, and surface lots full. I had to go find parking in the neighborhoods near campus and this is unacceptable. If I pay for parking, I expect there to be a parking spot for me. I do not require it be a specific spot, but parking must be available. Why am I paying for parking if no spots are open when I arrive?

With the growing size of the student population, the parking needs to be expanded. Many students are commuters.

With the opening of the pharmacy school there needs to be a larger parking accessibility to meet the student body size.

Would appreciate options to purchase parking permits online. And for off-site students coming to campus occasionally for exams, rotation orientations, and administrative affairs, we would appreciate an option to park at visitor's parking or have a free day of parking (in case of exams) on campus without penalty. We were offered free temp parking sometimes with shelf exams, but not consistently.

You have to get to campus at the crack of dawn to even have a parking space. Build more garages or parking lots.

You need to add more spots. Either tear down the building that is going to be renovated, or add another parking garage.

Food Service

The most common themes in the comments on Food Service included:

- *Appreciation for the quality of food currently available*
- *Need for a cafeteria and more food service options across campus*
- *Limited menu options in the Four Star*
- *Cost of food from the Four Star and other vendors*
- *Requests for more vegetarian food and healthier food*
- *Extended hours for all food service areas*
- *Adding more food options on campus, e.g., Starbucks, Subway, Chik-fil-A, Taco Bell*
- *Requests for healthier options from vending machines, including bottled water and low-calorie drinks without aspartame*
- *More vending machines, especially those that take credit cards*
- *Vending machines that accept credit cards do not always work*

24 HOUR COFFEE SERVICE AHHHH (Starbucks, anyone?)

4 star can't be the only option

4 Star needs to actually change their main course from alternating between taco salad and burrito bowl EVERY day. That is repetitive and drab

A cafeteria is seriously needed on this campus. Also a better place to get coffee with more options. / Four Star Cafe has good food, but is too expensive / The vendors that serve under the library have good food and are more affordable, but not always available (except fun on the bun)

A coffee shop that was open longer hours and on weekends would be most helpful. Sometimes I am deterred from studying in the library, when I know I would be more productive. This is specifically because there are no options for food/coffee/ or drinks, this is especially true on friday afternoon and weekends.

A fast food place like Subway for more vegetarian friendly options

A few of the vending machines run out of snacks quickly.

A little pricey.

A wider variety of healthy food options would be nice. As good as the food served on the first floor of the library smells its not very good for you. A gourmet salad bar on campus would be a wonderful way to promote student health (as this is a Health Science Center) and would fit with the vegetarian needs of many of us students. Get a Starbucks on Campus!

A wider variety of healthy options should be available.

Add credit card readers to vending machines. Put the ice machine back in the stairway cafe area.

Add more food options on campus

Adding food/ dinner service that is available after 3pm maybe until 8pm or 9pm will be a great improvement

All a bit expensive

All campus vending machines could have the credit option - that would be useful in CBH. Also, better hours on weekends would be appreciated.

Although the food in the four star cafe is generally good, the prices are too expensive. The prices do not match the quality in my opinion. I would purchase more products there if the prices were a little lower.

Another option or two would be nice. Late night food (~midnight).

At Four Star Cafe, if you order a spinach pizza and add chicken to it and get a fountain drink, it is approximately \$15. This is a conveyor belt pizza--I have paid that for a large, wood-fire pizza from a nice place.

Being on a tight budget everything seems expensive. How about having \$1 options (snacks/food items). The cost/benefit ratio of soda is high, so why not lower that price and make more \$ in volume (or make it cheaper if you use your own cup - gas stations let you pay a refill price with your own cup). Have a \$5 meal (or \$5 Friday for alliteration) including tax. Seems easier to spend \$5 than \$7.01.

Better hours / More value for money

Better hours; more food options on campus; work out deals with surrounding businesses to provide a UNTHSC student discount as many times students do have to venture off campus for meals

both java lab and four star cafe (while good quality) seem pricey to me. But I guess that's o.k. because it keeps me bringing my own lunch (and that is cheaper for me)!

bring in a Subway and/or starbucks.....hours of current food services are too limited and there are not enough options

cafeteria need extension. only few options are available for those who are vegetarian.

Cheaper menu items

Cheaper price, better quality

Cheaper prices on café food, more vending machines throughout campus with reasonable prices, and 24 hour access to coffee machines, preferably free coffee.

Coffee shop by the library closes at early hours before many of us can get to the library after class, would be nice if they were open just an hour later

Coffee sucks ass and tastes like ass too. / food is overpriced and decent at best (except the burrito bowls, those are delicious) / vending machine prices are basically highway robbery

Considering we are a health science center, our vending machines should truly have healthier options.

Could have better selection of food or actual cafeteria

Could offer more variety

Credit card readers don't work

daily soups at four star would be awesome

Ensure that vending machines accept credit cards.

Everyone who works in food service is extremely kind, and I've never been dissatisfied with a meal or cup of coffee.

Everything is just way too expensive, we are all students who don't get paid and yet it seems like the costs are high to make a huge profit.

Expand hours to weekends and later in evenings

extending hours of operation. Also, there are no cafes/ food establishments on the CBH half of campus. It would be nice to have an on-campus food source other than the vending machines in CBH

first of all why isn't there hot food all the time? why does the coffee shop/store ever close? why do floors of the library close? why does the library ever close? that makes no sense to me.

Food at the cafe is really expensive in my opinion; it's a lot easier to leave school and buy something cheaper. Also some of the products in the vending machines are more expensive than normal; for example the Cliff bar is \$2 whereas in stores it is only \$1.

Food choices for those in CBH are severely lacking. The only option is to go out or bring our own food. Lab work frequently does not allow time to walk up the hill or go off campus to get food, so if I forget to bring lunch from home I go without. Why are there so many food options for those at the top of the hill, but none for those of us at the bottom?

Food is expensive on campus. I'm a broke medical student! Need more refrigerators in the library to keep our dinner in.

Food is expensive. The cost needs to be lowered. / Vegan food menu needs to be improved and should not be restricted to only Sandwiches. / Menu must include filling food like subs, Rice Curry, Pizza. (It definitely needs to be improved in the cafeteria on the first floor of Library)

Food service is simply not up to par considering the necessities for studies that study at the library into the wee hours of the morning. Stairway Cafe closes at seven. That is just extremely too early. Also, the availability food on campus is so limited.

foods are not good enough for the prices. Reducing the prices a little will help

For a health science center, we have a dismal selection of healthy foods. We need healthier options at all the cafes and, especially, the vending machines.

For the price one has to pay for food and the quality is a joke. It is a shame we are a health science center and so limited on food options especially for those students who stay late or have evening classes. I choose to bring my lunch or take my food business off campus.

Four Star Cafe has great food but is quite expensive for most people eating there who's only income is student loans.

Four Star Café is a bit pricey!

Four Star Cafe is expensive for snacks and beverages. Would it be possible to add a personal cup discount for drinks? Or perhaps a discount for paying with cash? Thanks for your consideration.

Four Star Cafe is expensive for the quality of food you get.

Four star cafe is expensive is not even close to four stars. The quality of food and taste is not worth the price.

Four star cafe is good quality but a little expensive for students budgets.

Four star cafe is overpriced for the quality of food. / / We should have more healthier options for vending machines, no more sodas!!

Four Star Cafe is too expensive for the kind of food they sell there.

Four Star Cafe is very expensive considering the food quality

Four Star Café NEEDS to STOP serving Taco Salad and Burrito Bowls every other day!!! It is repetitive and is a major turn off.

Four Star Cafe's meals get old after a while and they usually aren't fantastic. Would recommend more variety and less loose meat.

Four Star Coffee is not very good, and it is a bit pricey, I wish we had more food options.

Four Star is a little expensive but the food quality is pretty good, so I guess it is fair.

four star is absurdly overpriced and poor quality.

Four Star is extremely expensive for the quality of food. Secondly, Four Star serves the exact same thing from week to week. Change in menu options would be nice.

Four star is the only place I have purchased food from. I think that the prices are high compared to the quality. The daily special also concerns me about food safety- the few times I have gotten it the temperature of the food is not correct. / Vending machines- the few that I see are fairly expensive for a snack

Four stars food is over price. Some staff very rude. I refuse to eat here any longer due to negative attitude. The female staff have been very pleasant at all times even when just walking by to go to class.

four start cafe I think should have a few more options--- like soups to go with sandwiches. For what you pay the sandwiches are not that great.

fresh food vending machines

Give the food vendors in the library credit card readers; who has cash on hand to buy lunch? (No one wants to use an ATM with a service charge just to get lunch... Don't tell me that is your "solution" to this issue!)

Good selection and convenience, but a bit pricey.

Great food quality and very tasty!

Have a better selection at the Java Lab Coffee Shop. Also the 4 star café should have longer hours

Have more options for food. I suggest expanding the food by the stairway. Also reduce prices for four star a little bit. Vending machines dont always work, and more options would be great

Have the stairway cafe inspected by Health Department, the area behind and in the cabinets/drawers of the buffet station look like they haven't ever been cleaned.

Have water in the beverage vending machines on the 7th floor!!!! I love the water fountain station, but sometimes I forget my water bottle and need to buy a dasani and I have to go to the library to get one.

Having a little more variety at the 4 Star Cafe would be nice, especially if it were some healthier options. I love the new healthy food vending machine in the MET.

Having vending machines that accept credit cards would be SO convenient for us. Also, the soda machine in the EAD 1st floor student lounge dispenses sprite when coke zero is selected. It has been doing this all year.

Healthier food options in school vending machines would be more appropriate of a health science center. Possible replacements: <http://freshandhealthy.org>

Healthier food options! Healthy juices, smoothies, nuts/seeds, dried fruit. fresh fruit and veggie snacks. There are some healthy snack bar options but overall the library houses sugary drinks and candy. This is a health science center! We should practice what we preach.

Healthier options and better hours - something open on weekends

Healthier options for vending machines would be better

Healthier vending choices

Healthier vending machine options.

Healthy items in vending machines and vending machines that scan debit cards, rather than needing cash would be helpful.

Hours especially for Java Lab should be extended and open at 6AM. Vending machines next to stairway cafe have eaten my money several times and I asked around for refund but nobody had no idea who had the responsibility and maintained those machines. So I am reluctant to use the vending machines. It should be clearly written on the machine who we should contact when we have a problem.

hours of operation could be extended for the accessibility of students who are on campus studying late in the day and night. java lab could possibly be open on the weekends as well. The cafe food is of good quality, however a little too pricey for the student budget. Vending machines have very low quality snacks.

Hours the cafe's are open don't agree with the hours students are spending in the library or MET. There needs to be food access in the morning for hot meals and more weekend coffee shop hours. Otherwise students will just leave and not come back to do work, or the time spent gone is significantly wasted if studying.

How does a health based school have such poor selection of healthy items???

I always wait about ten minutes for my food. People in line behind me will usually get their food before me.

I believe that the EAD should be equipped with the same quality of vending machines that the MET was afforded. I am specifically referring the the healthy vending machine hidden on the 2nd floor of the MET. We have just as many students and faculty in the EAD and I am pretty sure we would like a healthier option as well instead of having to make the trip over the the MET.

I do wish there could be more fresh food options

I don't buy food on campus. The quality is fine but if we're talking about bang for the buck, I'd rather make my own lunch. I haven't found much food on campus that isn't overpriced.

I dont eat often at the school

I feel that more options to eat would be great.

I have thought a lot about this, but you should invite restaurants like Wendy's or McDonalds or Taco Bell into the campus somewhere. I would really like that.

I like that the Stairway Café has a rotation of options. The Java lab could do more to make their prices known. I have to ask how much everything cost.

I liked the coffee vending machines that used to be there. It would be nice to have access to coffee for people who stay at the library past java lab hours

I marked exceeds expectations because the staff that works at these places are so friendly and helpful. However, I would like to add more breakfast options at the java lab coffee shop (maybe muffins or breakfast wraps).

I often wish there were more options for minimally processed foods especially in the Java Lab Coffee Shop and the Stairway Cafe.

I really enjoy the food services offered. It's not much to choose from, but it serves me well.

I think food variety and quality can greatly improve on campus.

I think price/quality ratio of the food in the four star cafe is too high.

I think that some of the food items are overpriced.

I think the food available in all these areas is sufficient, but the hours are not very conducive to staying on campus. I think having more food options available could make a lot more profit for the school and hiring student workers would make more sense. Often times if I am stuck here all day, I can eat lunch at the four star and then I can bring dinner, but there are no refrigerators in the library. The java lab coffee shop has snacks, but no actual food, and is not open on weekends.

I think the food's great here and at a decent cost, too. I do wish the stairway cafe accepted credit cards, though. He's super friendly, the food's good, and I want to support the business. However, it's rare that I'm carrying cash, so I can never get lunch there.

I think the Four star cafe is expensive, 10\$ for lunch - (ex: sandwich, drink & chips) every day is a lot.

I think there should be a cafeteria with more choice of foods to eat and maybe a bookstore to buy not only books, but shirts, hats, ect...

I usually bring my lunch and snacks to save money so I haven't really used these services.

I was disappointed with that the newer MET building had such a poor setup for food service. The front counter doesn't have direct access/communication with the kitchen. The lunch line blocks natural walking flow through the building, and those waiting on their food all congregate around a tiny window to the kitchen. The Four Star staff seem to work hard to make it work, but it's very inefficient. Also, I'd love some legitimate after-hour food options on campus for library studying.

I wish 4 star had more options. And that we had other options. The new vending machine in the MET is a nice alternative and hopefully the rest of campus can get some healthier options in the vending machines.

I wish the cafe offered more healthy options. Smoothies maybe?

I wish the Java Lab Coffee Shop had more items available like a larger assortment of chips and cookies and other snack items.

I wish the java lab coffee shop would stay open later, especially during midterms and finals. I also think that it would be beneficial to have a "healthy snack" vending machine on campus to offer additional options to students who get hungry while on campus.

I wish the school would either supply the vending machines with healthier snacks or offer an healthier alternative. Also, there are no places to get food on campus after 6pm except from the vending machines, can you offer something in addition to that?

I wish there could be more places to eat or a least a better variety. Also, vending machines are not located in many places.

I wish there were healthier options for food such as fruit or vegetables

I would enjoy the Stairway cafe more if I was able to use a debit/credit card. It is very convenient when studying in the library but I am not able to use it as much as I would like because it is cash only.

I would like to see vending machines offer more healthy choices. Mixed nuts, dried fruits/veggies, etc. Other food service is excellent.

I would personally enjoy Diet drink options without aspartame such as Diet RC, or Diet Coke with Splenda in the vending machines. Thank you!

I would really appreciate having access to a coffee shop more hours out of the day.

If Java Lab could have better hours on the weekend that would be great.

In addition, in the Student Development Lounge (with pool tables, couches), the BOTTLE drink machine---when Coke Zero is pressed, Sprite is dispensed. I'm not sure how often the vending machines are serviced, but many of the items purchased are expired. In addition, if the EAD vending machines could take a credit card it would be nice. And I would ADORE having diet options other than aspartame sweetened drinks. Some ideas are Diet RC, or Diet Coke with Splenda. Thank you!

In my experience Four Star has been convenient at times but not much more. The food quality does not justify the cost.

Incorporating a few healthier food choices in the vending machines.

increase hours open

Increase quality of four star café options, remove poor tasting entrees.

It could always be a little cheaper i guess.

It would be better to have a restaurant that would be open for lunch in RES for a longer time atleast till 4pm

It would be good to have a cafe like four star cafe in a CBH building.

It would be great if the Four Star Cafe could stay open later than it is. Also, we need healthier options in the vending machines. Can we get coffee vending machines put on campus as well?

It would be great if the Java Lab could be open during the weekend. In addition all of the vending machines have the exact same choices, a little more variety would be great.

It would be great if we have more vegetarian options and prices are very high in four star cafe.

It would be great to have more food options on campus. Maybe a taco cabana or chipotle.

It would be nice if the java lab extended its hours on friday.

It would be nice if the Java Lab or Four Star Cafe offered hot sandwiches. Usually if you come before or after lunch time - which is the only time they have something hot on the menu, you can only order cold sandwiches or a pizza.

It would be nice if the university could foot the bill and keep the Four Star cafe open for later hours, until about 8pm so that students are able to purchase meals on campus. There are days when we get out of the anatomy lab after dinner time and nothing is open on campus. I lose study time when I have to drive out in town to get food, then come back and try to find parking. Please make remaining on campus for extended periods of time more convenient for the students.

It would be nice if the vending machines or some of the catering companies that serve food by the library would accept a debit card.

It would be nice to have a food option in CBH

It would be nice to have a lot more healthy green food choices, like a spinach or romaine salad. Iceberg lettuce is not healthy. Possibly even a gluten-free menu would be fantastic.

It would be nice to have a Starbucks on campus! Also, more food options such as a Chickfila or Subway would be nice.

It would be nice to have healthier options at the Stairway Cafe and in the vending machines (there are rotating machines where you can put fruit, yogurt, fruit cups, subs)

It would be nice to have like a subway on campus. the cafe's all tend to serve the same things repetitively and can really boring & lack variety.

It would be nice to have more options and more space to eat on campus, considering we are there everyday (sometimes all day). The Four Star Cafe closes too early. It would be nice to have somewhere to eat after 2:00 pm.

It would be nice to have the stairway café serving every day. Couldn't local restaurants come for one day a week? That would provide variety and be good for the local economy. Happy Bowl Too is very close, and might be able to take a day if they were approached with an offer. There are several places that would probably consider.

It would be nice to incorporate more of the healthy foods in the vending machines such as the one that was just put in the MET on the 2nd floor. The prices are kind of expensive, but the quality of the snacks is GREAT!

It would be nice to see healthier options at either cafes or the vending machines. I would love to have a juice bar somewhere on campus - maybe for breakfast hours at the Four Star Cafe? I don't understand how a Health Science Center Campus doesn't have healthier food options for its health practitioner students. I know the MET has a healthier vending machine, but it would be nice to have some options closer to the pharmacy students as well.

It would be very nice if there were coffee vending machines in the MET and library. Something that allows us to have coffee 24 hours a day. You use your own coffee cup and pay like 50 cents for a refill.

it's always expensive to buy food on campus.

It's been my experience that the lunch specials that are offered aren't as good in quality as the menu items, and often I opt to order off the menu and wait rather than order the lunch special just to save time. The only exception to this is the baked potatoes, which are great. I'm glad they started doing that.

It's called the Java Lab, but it has absolutely nothing to do with computer programming. :(

Java Lab Coffee Shop used to have more of a variety, however, now when I walk in, I believe there is nothing prepared (ie: sandwiches, salads, etc) to choose from

Java Lab needs healthier options for food! Way too much candy and junk food and not near enough healthy things...this is a health science school after all...

Java Lab needs more healthy choices. Four Star cafe is pretty good, but seems a little pricey for some of the meal portions (for example, sandwiches seem to cost more than they should). Also, it would be nice to have the option to order sandwiches with whole wheat bread, order pasta with whole wheat pasta, etc. Basically, just healthier options

Java Lab needs to be open on the weekends- a lot of students are there are would be willing to pay for coffee/snacks /

Java Lab: I have determined that I will never have a decent cup of coffee from here. It always tastes burned. / Four Star: I have only gotten a personal pizza here and it tasted way too salty. I couldn't take more than one bite. / There is a vending machine in the bottom floor of the library that dispenses chips and candy. I have had chips get stuck at the bottom by the door, at an angle, on multiple occasions.

java lounge should be open on weekends and at least until 11pm

Keep java lab in library open longer hours or increase vending options.

XXXXX and his BBQ is the best.

LIKE I SAID ABOVE MORE OPTIONS! WE ARE AN OSTEOPATHIC SCHOOL ENGROSSED WITH HOLISTIC MEDICINE OUR NUTRITION SHOULD BE WORLDLY. SMOOTHIE SHOP,

COFFEE SHOP, BAKERY, MOVE THE LIBRARY CAFE INTO THE MET OR MAKE AN EATERY AREA ENCOMPASSING BOTH LOCATIONS INTO ONE BUILDING WITH SEATING AND OUTLETS. YOU GET BETTER SALES AND EFFICIENT SERVICE. I LOVE GRANOLA AND HUMMUS AS MUCH AS THE NEXT PERSON BUT HEALTH IS ABOUT OPTIONS AND CONTROL AND CHINESE, FRIED FOOD, SALAD, FRUIT, ALL OF THAT IS PART OF A NI DIE

Longer hours of operation

Longer hours of operation for four star (dinner options on campus).

love the cali club and spinach salad could be cheaper for student budget

MET cafe gets very busy at lunch. If there was another option in the MET it would diminish the line there

MET vending machine is full of strange items, why were these machines not built to be similar to the ones in the library?

More food options available after 2:00 PM would be nice.

More food options in the library area

More food services with variety and extended service hours.

More fresh healthy options, please. Less processed and sugary snacks and more fresh, natural options.

More fresh, healthy options.

More healthy choices in the vending area. Maybe a cold vending machine with fruit.

More healthy food choices

More healthy foods in the vending machines, please! :)

More healthy options all around campus!

more healthy options in vending machines. Also every machine should have the credit card machine like the 1st floor of library instead of only accepting cash.

More lighting and a less recessed dining experience would contribute to the overall feeling of cleanliness and accessibility.

More options and potentially a choice of can drinks in the vending machine

More options for actual meals

more options with more hours available

More options, a chick fil a or some type of chain

more regular restock of vending machines / more substantial options of food in java lab or somewhere near library

More small, affordable, health-conscious meals

More staff to decrease the time it takes to order and receive food

More variety in the Four Start Café and lower the prices. It doesn't make any sense to be paying \$7 for some of that stuff.

More vegan & vegetarian options please! I feel that health conscious programs should have a wide variety of healthy options on the menu. The vending machine addition to the 2nd floor MET is much appreciated.

More vegetarian and healthy food selections recommended. Our menus are very high in carbohydrates and low in proteins and fiber.

More vegetarian food should be available

more vegetarian friendly items available. I have commented on this for 3 years now, and nothing has been changed.

more vending machine options in MET

More vending machines

More vendors should be available to provide food in the evenings

My only complaint is that the cafes are not open on the weekends so I can't get coffee.

need more availability of food

Need more cafeterias.

need more food franchises

Need more healthy choices and vegetarian options to choose from

Need to add more vegetarian and healthy option as it is important for the students who spend the entire day on campus

Need to diversify Vending machines in Luibel.

Need to have a more healthy variety on the vending machines. Ex: fiber 1 bars, special K bars, natural almonds, etc,

Needs simply more. / / Quality could certainly be improved on all of those.

No access to food over week ends. It would be nice to have a cafe which is available for more time with reasonable prices

Not enough food options. Cafeteria would allow for more quality food options.

Not many options for students studying late on campus. Food choices quality at four star is not very good.

Nothing,, I did not purchase food from campus.

Of all the food options here on campus, choices are pretty limiting and restricted to outside independent contractors. It would be very helpful to have a couple of franchise restaurants that operate within the enclosed campus. Also I find the prices to be somewhat off-putting.

Only problem I have with the vending machine in the MET is it is supposed to be "healthy" yet there are drinks that have mountains of sugar in them and don't know it until you purchase it.

Only reason vending machines are below expectations is because I would like to see more than can take debit cards.

overpriced. More affordable healthy options. Maybe a food truck.

perhaps more vending machines that accept plastic

Please add more food places on campus.

Please add more food vending machines

Please bring healthy food facilities

Please have more options for students. This is a health science center. It would be great if we can get more vendors to sell their food.

Please offer more variety in the daily specials at four star. It would also be nice to have some smaller side salads as options.

Please please extend hours for Four Star and our Library! 2pm for Four star and 8pm for the library resource is really early and forces us to go off campus if we need anything. / Even just a few late nights a week, like M-W-F library hours until 10pm, and Four Star café until 4pm. We are almost always in class 8am to 4-5pm, so there would definitely be customers utilizing BOTH locations. / The vending machines rarely adequately work. The card swipe often doesn't work, Only takes New crisp cash

Please provide facility for vegetarian food. There is no food available on campus for Vegeterians.

Pleaseee... PLEASE.... More permanent food options!! Or a building to harbor more food options! I go off campus to get unhealthy food daily!

Prefer more options, preferably healthier options in the selection in the Java Lab Coffee Shop and vending machines.

Price

price of food is a little high.

Prices at Four Star are too high if not ordering the special

Public Health promotes healthy eating for a healthy life style. I only see the posters which promote this lifestyle but not in the food service. Vegetarian options should be increased. Price is very high in Four Star Cafe, quantity doesn't match with price.

Put a name brand store into the MET. It will not only make better food for the money, but it will attract more students and will be another reason to make them want to come to UNTHSC more than other schools.

Put more of the healthy vending machines (like the ones in the MET) on campus

Put some dollars into proper plumbing and appliances for the stairway cafe. While I commend the use of an otherwise dead space in the building design, it seems a little dodgy and even unsanitary the way it is arranged now.

Quality of the food choices is pretty poor considering this place is full of people going to school for health-related topics.

reduce the price of packaged food at Java lab coffee lab and four star cafe.

Sell more quality foods and drinks that can be purchased around breakfast and lunch time.

shall we have starbucks? or anything similar to real coffee please?

Should be made cost effective.

Should have healthier options.

Should have vending machines on every floor of CBH

Some of the associates are not very friendly. It makes me want to avoid the food services.

Some of the prices at the Four Star Cafe seem high. Lower prices would be more appropriate.

Some vending machines facing windows (for example on the 4th floor walkway connecting RES to Everett) have melted/hard/nasty food from the sun shinning directly on the machine.

Something available into the evening hours for coffee, maybe even a coffee vending machine.

Sometimes they close the Java Lab before the closing hours listed on the window.

special prices averages \$8 a plate...possibly work on lowering it

Stairway are too dark and I have no appetite there!!! We deserve a better cafeteria!

Stairway Cafe and the Java Lab Coffee Shop are so minimal with the selection of goodies that it is almost more convenient to go to West Seventh to eat or pick up coffee.

Stairway cafe should feature vendors that accept credit card payments. / Java coffee lab should feature trained baristas for espresso drinks. / Four star cafe prices are too high; seems somewhat monopolistic as the only vendor on campus that enjoys high visibility and credit card use. / Vending machines are showing improvement. Will see if this improves next year.

Students need more places to eat around campus. These places are not sufficient enough for variety.

Thank you for the MET vending machines.

Thanks for putting a vending machine on the second floor of the MET!!!!

Thanks for the Vending Machine in the MET! Comes in hand when the Four Star Cafe is closed.

The "Stairway Cafe" seems a bit unsanitary, frankly. Bringing in vendors and opening a dining space would do wonders for student attraction.

The 4 star cafe should also serve java lab coffee options.

The cafe is convenient but does cost more than other places around the area.

The campus really needs better food options than what are available. I really think they should allow a healthy restaurant to franchise on campus. Maybe subway or MyFitFoods.

The cappuccinos in the Java Lab coffee shop are great! :)

The coffee is alright - nothing exciting to write home about - it would be nice if you could get a starbucks on/near campus! Also I appreciate the attempt at a healthy vending machine - it would be nice if more fresh fruit varieties were offered but I understand that can come at a cost.

The food at Four Star Cafe is too expensive for the quality. How ironic that I've come to expect one star food from the Four Star Cafe. You need to open up this area to competitors. / / As for the Java Lab "coffee" shop, let's get some better coffee. This coffee has no jolt, whatsoever.

the food is good.

The food is not that great at the Four Star Cafe. It is also expensive. Our school should consider getting a Chick-fil-A! I think they need a larger variety of options and they need to make their prices a little more affordable for students. Another suggestion would be to sell breakfast items, such as breakfast tacos at the Java Lab in the library or down on the first floor of the library so that the pharmacy students can purchase them in the morning and not have to walk all the way to the MET.

The food is way overpriced for the quality. The "special" isn't so special when the price is high.

The food on campus does not taste good. It is only slightly better than grade school cafeteria food but still worse than stadium food. It doesn't

The food quality is fine however the items offered are generally unhealthy options. As a health science institution I believe that there should at least be an option to purchase quality foods that are unprocessed and more conducive to a healthy diet.

The food quality is good but the price is too high. We need more options to decrease cost.

The food quality is mediocre and the prices are absurd based on what you are getting. I would like more food options, instead of these few independents this campus has. NO MORE TACO SALADS! The java lab price gouges to almost an extreme, but I guess there is a price for convenience...

The food service people are extremely kind and wonderful

The food vending machine in the library has unhealthy food full of sodium and fat. Healthier options would be nice. Also, if there was more selection on catering in the stairway cafe. The Java Lab needs more variety of healthy foods/snacks also, and it would be nice if they served cappuccino.

The four star cafe food is good but seem somewhat expensive for what you get

The fourth floor vending machines are in direct sunlight so most foods are either melted or stale.

The healthy vending machines in the MET are a very nice and long overdue touch.

The king ranch chicken is probably my least favorite dish. Other than that all the food tastes great.

The MET has great vending machines with healthy snacks. All of the vending machines in the EAD have the usual vending machine fare. The PA students would also like to have access to nicer vending machines.

The new healthy vending machine on the second floor of the MET is not taking cash.

The new vending machines in the MET do have unique options, but they're all significantly more expensive than items normally found in a vending machine. Four Star could use an upgrade to its menu.

The new vending machines in the MET floor 2 have too strange and abnormal of food that I do not think students will eat. I think it'd be nice to have more standard vending machine foods, even though it may be unhealthy.

The only "healthy" vending machine in the MET does not work.

The only time I went to the Four Star Cafe, I was treated very rudely, and actually had my money taken and did not receive food. I went to order a baked potatoe. No where on the menu or on the board did it say that potatoes were "daily specials" The man working (dark hair, wears glasses) told people who did want the special to come to the front, so I moved up and was scolded for cutting for a special, took my money, and never gave me food and was too busy to refund me.

The price of food in the four star cafe is a little high for what the cost is. Also they need a few more options. The vending machines could also use a little healthier selection.

The prices are ridiculous for the quantity and quality of the food. Maybe try and go with a different supplier or change something because it is expensive for such low quality food.

The prices for the food around campus are too expensive. There should be some kind of discount for students. Also consider making some kind of drink pass. I usually buy at least a drink everyday during lunch and if I could pay a one month/ semester fee to have a permanent cup that I can fill everyday.

The quality of the food at Four Star does not justify the cost most of the time. The only reason to purchase food there would be out of convenience.

The rotating catering vendors are good. I just wish there was a new option every day. Fun on the bun is tasty too. The Java Lab hours should be more accessible and should expand its services. Customer service at the Java Lab and the Four Star cafe are awful. They do not represent our school well to visitors. The food is good though. Unrelated to the Java Lab, it would be really cool to be able to buy UNTHSC merchandise and school supplies/medicine etc.

The sandwiches at the Four Star Cafe are overpriced and I wished we had more options. It would be nice to just have a Quiznos on campus that was open at all hours since sometimes it's hard to make time to pack food or we are at school late and there are no places to get dinner without going off campus.

The stairway cafe and Java Lab coffee shop are too small. Additional space and options are needed

The Stairway cafe of the 1st floor library is kind of gloomy. / / Perhaps there could be a limited renovation. Polished concrete floor, wall resurfacing, and drop down lighting fixtures from the high ceiling? / / The refinished hallway and atrium for the pharmacy program was done very nicely, perhaps the Stairway cafe could be improved to further complement it.

The vending machine by the stairway in the library should be checked. Once a credit or debit card is used, it overcharges the card.

The vending machine credit card readers need to be fixed

The vending machine in the MET should have some not healthy options for food and drinks.

The vending machines across from Luibel hall need to have credit card scanners.

The vending machines by the stairway is nicely varied! The Java Lab could use more variety.

The vending machines have some stale items.

The vending machines in the EAD should be able to accept credit cards

The Vending Machines in the Library are often empty of popular items during the weekend. Also, extended Java Lab hours should include weekend times if possible.

The vending machines on MET 2 are great for after hours studying!

The vending machines sometimes do not accept credit cards, even though they have a credit card reader. Also, on more than one occasion, the food I received was stale/clearly old. I don't know if that's something that can change, but it's a minor problem.

There are just not enough food options on campus. The four star café takes too long. It is probably not their fault, because so many people come to them, due to no other options, and the stairway food options are really not acceptable options at all....eating out of a buffet style setting is unclean and the food just sits out which is something I am not comfortable eating. A suggestion would be to bring other permanent food vendors/options to campus.

There are not very many vending machines that serve food around campus. The ones that are present are currently hard to find or in remote locations.

There is no food available for vegetarians on campus. So please work on it..

There are no options for vegetarian food. Considering people from other countries coming, some vegetarian food/lunch should be made available.

There is no place to eat healthy food, most of the cafeteria have chips, sweets, and fast food. We need a place where we can buy fruits, yogurts, fresh juice, and healthy sandwiches.

There is no true food service, the food is bland and there are not many healthy options. I had more and better selections from undergraduate. This is really disappointing especially since it is the Health Science Center? We should be advocating prevention but yet we have coke machines and no real cafeteria, kind of hypocritical as a leader and to the public.

There needs to be a vending machine in the MET - the cafe closes at 2pm and there is no option for drinks/snacks.

There should be a proper cafeteria on campus. The Four Star Cafe and Java Lab are not proper cafeterias, the options are limited, and they seem unable to deal with the high volume at peak times.

There should be more dining options on campus!! There is no reason that after 8pm I must leave campus to get coffee while studying. I wish there could be a dining hall with healthy full-meal options. At a graduate school campus, I would expect to have many more options in terms of food. There is no way choosing between Fun on the Bun and food at the MET should be the end all be all on a daily basis.

There should be more dining places and choice of foods within campus.

There should be some nice and nutritious food and they must be of filling type. and their timings.

There used to be vendors everyday in addition to Fun on a Bun. Bringing that back would be nice.

They are fine. I think vending machines in the MET should also be in the library area (these contain meal options).

Things were cheaper back then.

This is a health school- why are we serving cheetos and candy bars. There is very little nutritional value in ANY of the food offered on campus.

Too much sugary foods at too high a cost for those items.

XXXXX is awesome.

UNTHSC should get a Starbucks.

usually food in the vending machines is not very fresh and sometimes even expired

Vegetarian food items should be included more.

Vending machine didn't work on the 2nd floor for me

vending machines (especially the energy/caffeinated drink machines) with credit card payment options are ideal.

Vending machines are often broken and don't give the product that was paid or return the cash.

vending machines are too expensive

Vending machines do offer more options now but all of them are placed on one floor in the MET and scattered throughout campus. Most students are in the MET and food is limited after 2pm. There should be more coffee and food options throughout the day since students occupy campus almost 24 hours a day and up to 4 hours after food places close for the day.

Vending Machines in the library would sometimes be broken and take money without dispensing product.

vending machines in the MET are random and have very poor location

Vending machines needed on the 3rd floor lounge of CBH. It would be great if the drink machines were bottles instead of cans

vending machines prices are way too high especially just for a bottle of water. I never used the vending machines for this reason

Vending machines that can use credit cards. Longer hours for cafe/market

Vending machines that take credit cards should be found throughout campus

Very few healthy choices, limited hours.

Water bottle vending machines would be nice (especially on the 7th floor).

Water bottles should be available in the vending machines - which we can refill with the water fountain

We are a health centered school and I think therefore we should provide healthy choices in all food areas. Also, the café in the MET closes at 2:00 during the week and we usually have class until 4:00 or 5:00. I think this should be open at least until classes are over. Also, the Java Lab coffee shop is closed on the weekend and it would be beneficial to be open to provide snacks and coffee since many of us study at the library on the weekend.

We need a coffee machine at the back of our classroom. I have seen it previously, why are we not allowed to?

We need a Starbucks, Subway, and Chickfila on campus

We need additional options open throughout the day.

We need more quality and variety of food. The cafes keep serving the same food for a comparatively higher price. Despite being a health science center, the portion and the balance of nutrition is very poor. Also, the java lab should have more food options such as sandwich.

We need more vending machines with healthier options

We should put some healthier options in the vending machines. We are a health science center, after all.

We used to have italian and mexican food wednesday and tuesday respectively in the stairway cafe. Could we try to get those people back or something? The food from the 4 star cafe is overpriced and awful. The king ranch chicken and lasagna are pretty disgusting and not worth the price.

Weekend hours would be helpful

Weekly catering from Nizza Pizza with pizza by the slice. More variety of breakfast tacos at 4 star cafe.

Wish Four Star Cafe would stay open later in the day (2pm is really early). / Internet access for stairway cafe so they can take something other than cash please. / More notice of who will be there and when daily news is not always accurate about that. / Allow more companies to provide food at the stairway cafe (Four star can be very slow sometimes a little competition will help them maintain quality service)

Wish there were more food options like at UNT, Denton.

Wish we had more food options since the Four Star Cafe and Java Lab Coffee Shop is owned by the same person. Also it would be nice to have a food service running on weekends as well.

Would like 4 star to offer larger variety of food

Would like if Java Lab Coffee Shop had a larger selection of healthier foods since they are open the latest.

Would like to see Java Lab opened some hours on weekends

would love to have more vending machines in CBH. If possible coffee shop at CBH

Would need a cafeteria.

you should have beverage vending machines that sell water, not just soda

Student Affairs

Common themes expressed by students in the Student Affairs comments included:

- *Praise for the CAP office and CAP tutors*
- *Need for more and improved career services*
- *Lack of respect and courtesy from testing services*
- *Need for more tutors, especially ones with scientific knowledge*
- *Delays in receiving test results*

a lot of the review time is during our class time of 9-4. Maybe increase the review time available for students after class and increase the # of students allowed to review at a time.

A few people on the testing services staff are consistently unfriendly (not the proctors, necessarily-- some of them are very friendly)..

A follow up on assigned tutors and their progress with the students in need of the tutor will be really encouraging

A lot of these organizations I haven't used yet.

All of the above offices on campus are outstanding.

As a student leader there was nothing that inhibited me more than the office of student development. They seem like just a paper pushing office and the bunch really aren't leaders themselves. For example for most of my requests I would receive the answer "NO". They lack the qualities that developed people have.

As an adult student with a full-time position and children I have not had an opportunity to use all the services UNTHSC SPH offers. The services that I have had the pleasure of using have exceeded my expectations of services and friendliness.

As far as testing services: We spent 3 days during the beginning of the program being told to "always be on time". We are in professional school now and must always be on time, especially for exams/quizzes. That being said, the masters program is almost over and we have yet to start ANY exam on time.

CAP - I think it would be useful if they focused on techniques that helped you organize mass volumes of information. I went in there once for advice and got the read 15 minutes before and 20 min after spiel...that works in college, not in program as fast paced and high yield as ours. In 15 minutes I can get through 50/170 slides. / / Testing services is awesome, they are all super nice and pleasant during our exams. I've enjoyed them.

CAP can be very negative when speaking about board preparation. I understand wanting to give students a realistic view of how the boards are going to be, but it is proven that giving negative reinforcement only increases stress and decreases productivity of an individual. I feel as though they could be a little bit more encouraging and just inform students that if they are struggling with classes that they need to come in and get help with how to approach preparing for the boards.

CAP exam reviews are the WORST. I've shown up on time and had to wait because the person before me wasn't finished. Why am I sitting there for 20 minutes waiting because they were 20 minutes late? I've also asked politely to move to an earlier and less busy time slot, been told yes by administration, shown up at said earlier time and was refused even though I was previously approved and the testing room was empty.

CAP has not been able to give more than the same few tips in order to improve and they haven't seemed to help so maybe have a broader range of ideas and ways to study.

CAP is not very friendly but it works

CAP is way too intense about looking at exams! The answer printout, the strict reservations, the need for ID, etc.

CAP needs to be seriously evaluated. Among students, getting called into CAP is not taken seriously because the advice given is not useful and unhelpful, the meetings are generally viewed as a waste of time. The advice given is in no way expert advice and I never leave meetings feeling any more confident in being successful.

CAP office is great.

CAP should allow more hours for tutoring in one week for a specific class

CAP tutors are amazing!

CAP tutors are awesome! Keep working on the FAC. I miss yoga!

Career Services seems like a skeleton crew. The website lacks good career listings, and there is no info about alumni placements. It would be helpful for students to research where alumni have been interns and/or employees. Employers at the career fairs should be listed on the website too, for students who are not able to attend.

Course catalog: I have never attended a school where courses are posted so late. It works against degree plans to be so late!! / Testing and evaluation services: if a class is to be proctored and personal items can't be in room, than a solution needs to be proposed for the safe keeping of those items. Leaving items in car contradicts common sense and campus police recommendations and it is not always possible to avoid bring needed items to school for other classes.

Do not place iPads four feet from students faces while they are taking a test

XXXXX in the registrar's office is always incredibly helpful and service oriented.

EVERYONE IN STUDENT AFFAIRS IS PHENOMENAL

Everything is fine.

Everything was adequate for the completion of the program.

For CAP, please make it possible to reschedule exam review times online.

For the tutoring services provided by CAP, it may be helpful to have some type of log where the tutors must enter the amount of hours they are helping students. I only met with mine 3 times last semester for a class that I really could have used the weekly help.

Getting a tutor is very difficult. Unreasonable questions asked to obtain one. / Tutors should just hold office hours so anyone can drop by.

Give XXXXX a raise!

Given my struggle with mental health issues, going to my personal counselors office for solice only to be told by the student at the reception desk that my counselor no longer works at UNTHSC- shocking, disheartening, damaging, devastating. A simply generic email from student affairs informing me that this counselor no longer workers for UNTHSC would have been extremely helpful and save me some heartache. The way I found out was very, very unprofessional. PLEASE FIX THIS!

Have career options for those NOT in medical school (IE clinical research, PhD Programs...). Also, the catalog is nearly impossible to navigate and find anything.

Having events that occur after normal business hours and tutoring sessions. Many student work in addition to classwork, and need flexible hours to attend UNTHSC activities.

Helpful every time I call

Hire specialty specific advisors for 4th year students applying to residency and improve the timing of 4th year workshops - for example, providing an interview workshop when most people are already 1/3rd of their way through interview season does not help.

hope more on-campus job opportunity

I am a previous student of Texas A&M University. At this University tailgating and drinking 1-2 alcoholic beverages at football games is expected if not tradition. I was reported to Student Affairs for engaging in one alcoholic beverages at the Powderpuff game, unknowing that this was not allowed at this university. Considering one beverage a day has been shown to decrease cardiovascular risk, perhaps the health promotive university should consider not threatening expulsion for such a petty act.

I am in a new program, so many of these have not been fully integrated.

I am not familiar with most of the services.

I am not sure where career services is, how to access them, or when during the course of my education I should seek their help. I know they help with resumes, but am not sure what year is most appropriate to start working on that. I

I am tired of testing services coming in a treating us like children. Have some respect for us. And they always seem to be in a bad mood.

I believe it was a huge mistake to let go of XXXXX in such a critical part of the 4th year. Luckily, I had met with her enough before hand, but still missed the communication and fast service she provided in important times.

I didnt have alot of exposure to CAP but from what I heard from other students is that it is really helpful

I don't know what Health Promotions does. There should be more yoga classes through the FAC, at more convenient times for TCOM students.

I experienced some inconsistency in the CAP help process. For one student, a quiz-database was suggested which contained questions similar to those that would be seen on exams. For me, I was essentially told to endeavor to persevere. The staff was friendly, but I would have preferred the quiz-database.

I had an interview with CAP to be tutor. I did not get the position, and asked for feedback about the quality of my interview, and what could be done to improve. No feedback was given. As a learning institution feedback should be given

I had difficulty registering for a course. I spoke to several different people who were unable to assist.

I have already listed my issues with the staff in previous sections. Please commence exams on time and show no exceptions for tardy students. This program is not just to give students another chance to enter the medical field but to also forge professionalism into their character. This is impossible with the lenience shown.

I know I have used services from some of these offices, but I can't keep their names straight.

I know that CAP is there to help us, but unfortunately I do not find them helpful. They try and help you find a good way to study, but they are using all the techniques you are aware of and which are not working. Since they don't have scientific knowledge per se, they cannot really evaluate the struggles of the students and determine whether it was a problem with the vocabulary or a calculation error. I think at least one person in CAP should be science knowledgeable.

I love CAP!

I really appreciate not having to pay to have my transcript sent off to other schools. I do wish that it were possible to download an unofficial .pdf copy of our transcript to keep up with or send to insurance, outside scholarships, etc.

I strongly feel the international student are neglected somehow

I think having teachers adhere to the testing services so that we have all exams on the computer and not some on scan tron

I think more people should be hired to work at the international student office. Moreover, they should take a cue from what other univreities are doing. We sometimes get information late.

I think the registrar, and the way that confirmation of enrollment is done, especially for student loan purposes, is not very effective. As an out of state (out of country) student, the registrar does a poor job in allowing me to keep my other student loans in deferment status, and they usually fill out the foreign paperwork incorrectly. When I meet with them, it is often a frustrating

process. I think they could be more pleasant and open to conversations about the foreign documentation.

I understand the women with testing services have a job to do and are there for a reason. However, their attitude is unnecessarily aggressive and they are flat out mean sometimes.

I wish that testing services would show us a little more respect. We are not middle schoolers. I feel like we are always being barked at before an exam. I put my ear plugs in just so i don't have to hear them.

I wish the FAC incorporated more bench presses and free weights instead of machines.

I work as a tutor for CAP and all of the people in that office are incredibly helpful and genuinely want to help the students. They do whatever they can to make it a great environment for the tutors and the students. I would advertise for them in the classrooms so students do not forget about the resource.

I would appreciate more help in preparing for upcoming graduation and job search. It would be nice to have a lecture in preparing for interviews and preparing a resume before my last semester.

If Student Affairs involves the current witch hunt over a "list" in TCOM 2017, then I think there is some serious room for improvement. Threatening the entire class to come forward if you are on some anonymous list has caused many student great distress and has created a malignant atmosphere of fear and distrust. In addition, it is a witch hunt that can be incriminating for a student for the rest of their academic career. I believe there is a better way to go about this.

If you shorten this survey, you'll get more feedback. Have the list of things and give options to make a comment about given programs.

I'm not fond of the financial aid department. They aren't very helpful outside grants and loans.

In regards to testing--I think taking quizzes on the iPads is pretty silly...we should use our computers, it's a lot easier to use examsoft on our computers than the ipads.

In regards to the catalog, it would be nice to have some electives available through the school for 4th year such as those found at other institutions - online courses in ethics, the business of medicine, etc. I feel like learning more about medicine as a process during 4th year would be helpful since we may never have the opportunity to reserve time for that in our future.

international student services is good

ISA(International student services) - During student orientation, international students were given perfumes. The explanation was that International students have poor hygiene habits. This is really unprofessional behavior.

It has taken more than a week to have grades posted at times. This is unacceptable for scantron tests especially when you pay an entire test taking staff that only do this.

it will be much better if we can get more news on the career opportunities and openings.

It would be nice to receive email responses from academic services when I sent an email. There have been a few times where I have waited 4-5 days and not received a response and had to email again to try to get the information I need.

it's good.

XXXXX and XXXXX are all-stars!

XXXXX and XXXXX go above and beyond to help with residency applications. Their efforts should not be ignored by the administration.

Larger recreation center. Extended hours. More structure from facilitators in regards to intramural sports

Longer FAC hours please. The catalogue may benefit from a new format and easier accessibility.

Love the Testing ladies!

Make CAP Exam reviews more accessible. Grades First is great, but too few students can schedule at a time. Maybe go electronic exam reviews instead of printed. Don't restrict our availability to just a few days where we can't review before a final.

More career services. When preparing my CV, I visited websites of other prominent universities to get tips. Not even sure if it exists on our impossible to navigate school website.

More interactive with international students to identify their need, and help them to to develop and progress them.

More student activities offered

Multiple mistakes on exam grading. Frustrating that an exam department makes that many mistakes. Improve the exam center grading.

Need better/more timely counseling for the transition between 3rd and 4th year and how to get about setting rotations up, what sort of timeline we should have for ourselves. A lot of the information right now is word of mouth from the previous class.

need more tutors

No suggestion at this time. I want to say thanks to XXXXX. She made the admission process a good experience. Thanks

No suggestions. Those that were marked "Meets Expectations" were not utilized by me personally. This is the only reason I could not give them an "Exceeds Expectations" rating.

No. Of On campus jobs need to be increased. / Student Development should focus on creating a foundation for newly admitted students ,both academically and non-academically.

On campus employment for freshers is very less.

Please clean up the student affairs website, there's two 2014 links. Also, it was hard to find simple/important things such as approved geriatric lists.

Please release test scores sooner if we're going to be fully electronic.

Please tell the wonderful people at the CAP office how awesome they are! Truly amazing. / Also, please tell the testing services (the people in charge of quizzes) to please not be so grumpy. None of us are trying to make tests or quizzes any harder for them.

Please we need the school to organize more career fairs for outgoing students. It makes it easier to navigate the job market.

Promote services more.

Regarding testing services, I am unsure as to why grading scantron quizzes or returning results to instructors for exams which are graded by computer/electronically take such a long time. I realize there are several schools at UNTHSC that utilize them, but it can sometimes take a week or more for exam results. Effective schools research shows grades should be given within 3 days in order for an assessment to be meaningful to the student.

Registrar's are very helpful (not only in their concern of work), but they also give suggestion for any question related to the department.

Revamp the SPH newsletter

Revamping program

Same complaints as before. If your objective is to incite a revolt, you might just get your wish.

should be able to view your tests results for a longer period of time & write down on scratch paper

Some of the people working for testing & evaluation services are low on patience and manners and often treat the students as if they were little children by issuing direct commands without extending any courtesy. Example from earlier this week shouted at DO students quietly studying in the MET: "We're gonna be having a test in here this afternoon, y'all need to leave!" It would be preferable if testing services treated us more like paying clients, rather than a distraction or annoyance.

Sometimes I cannot keep straight who does what, and to whom do I go to address any particular problem. I am not sure that the names are indicative of the type of service offered.

Sometimes the LGT tutoring services were not very helpful. Need to be consistently helpful. I don't want to have to think i'm taking a risk thinking i'm wasting time by attending LGT.

Student affairs should do more things like giving away free snacks and lunches and do it in an area that's more accessible to students at convenient times when we're not in class.

Takes way too long to release test scores. Why can't they give out scores just because 1 person was sick? It's just a number. There's no reason to wait over a week to get a test score, what is the point of streamlining exams electronically if you can't be efficient and timely?

Testing and evaluation services can be more specific about whether notes are permissible prior to quizzes

Testing Services are not the nicest people. Often rude when addressing the class as a whole during in class quizzes, etc. We're already nervous about our quiz/test, no need to be mean about it. However the elderly proctor ladies are VERY NICE!

Testing services need to start exams on time, because they continuously warn students not to be late, however they never start exams on time and we end up sitting there longer waiting for people.

Testing services needs to be more aware of professor standards and let us know in advance if calculators will or will not be allowed

Testing services seem to be more of a distraction than a benefit. During testing they "discretely" record us with iPads. This is simply adding to the stressful environment of taking a test. Also we have been accused of "suspected cheating". I do not cheat and to accuse the class of this and then personally record us as we take a test is disrespectful. Lastly I feel as if the testing service does not return grades in a timely manner.

Testing services seem to be more of a distraction than a boon to the students. During several timed histology test the proctors stood in the isle recording students on an ipad. this was extrememly distracting to the students sitting near the proctor. I think that there are better ways to handle those situations. It would also be nice if they could expedite the process of grading our test. There were times that we had wait a week to get our grades back.

Testing services should not treat the class like children. We are all adults.

Testing seivces could be a little faster/more accurate with posting grade corrections

Testing?? the way costs are allocated for these services is a total scam. administering tests cannot cost what is tacked on my student bill. / CAP: never utilized there services but still had to pay... why should the general student body be taxed for those that use these services.

the administrative and student affairs support offered on this campus are all fantastic.

The CAP faculty should be more friendly, and willing to give added explanations to any lagging area students may have.

The CAP tutors are excellent. I found it frustrating when there was a class that I needed help with but I was told there were not enough tutors despite a majority of my classmated having help that maybe were not struggling as much as I was. I did not understand why I was not able to get added to their group. After multiple tries I was finally able to get access to a tutor. I was also told that I am in graduate school and need to learn not to rely on a tutor (which I completely understand).

The career services are more focused on TCOM, PA, and SPH it seems. I don't think being told that my CV is "too technical" for a postdoctoral position is wise, nor is telling me that I should make a resume instead of a CV.

The catalog can be somewhat difficult to navigate. It would be nice if there were links to each category (BACH, HMAP, etc). To my knowledge there are not, and there is also no search function or anything like that. Searching probably wouldn't be necessary if there were links to each category though.

The catalog needs to be available entirely online in a readily accessible, searchable database. Past years' catalogs need to be removed or at least delinked so that they aren't discovered in place of current documents.

The international student office should be seen to be working to protect the interest of international students by every legal means rather than trying to eliminate available opportunities through some vague state policy, as the case was recently for SPH students regarding the issue of OPT extension.

The last time I had a proctored exam, I believe the individuals proctoring the exam were not focused on watching all the students.

The MHA program is fairly new, but career services could be more helpful in assisting students.

The office of student affairs and development always says that they have the students best interest at hand. But from first hand experience it seems like they are an organization that looks to punish people without merit instead of trying to assist student and promote their well-being.

The overall UNTHSC Website and Application process could be redesigned. there were so many numbers and passwords and keys it was confusing. I would suggest consolidation and let the passwords last longer than 3 months.

The people are great in career affairs. Just very understaffed for growing sizes of classes.

the required 30 minute meeting for every single request for tutoring feels very excessive and unnecessary. It is understood that the school is promoting self-study, but the purpose of providing tutors is to help AID us as students and make life easier. The current process makes it an arduous task and is extremely frustrating and time consuming...

The school emphasizes professionalism for the incoming class. However, the administration has repeatedly taken advantage of their power of us and not treated us as colleagues and professionals. These instances include the irrational implementation of dress code with no warning before hand, the

The staff of Testing and Evaluation Services have been rude and impatient from the very first interaction we had with them in orientation week

The testing and evaluation staff are very aggressive and really add to the stress of an already stressful situation. They rush the students when we are logging into our Softest, and they are very unforgiving of technical errors. It's frustrating to have the testing and evaluation staff talk to us like we are children who are all planning to cheat, when we are all adults and just want to take our exam.

The testing service is frustrating. Many of our tests have had errors that could easily have been spotted via a proofread by either a professor or the testing service. Secondly, it is extremely frustrating when we have to wait up to a week to get our scantron test grades back. On some occasions we have gotten grades back the same day as the test, it would be nice if they could do that for every test.

The way the assign tutors is very reactive and usually too little too late. I would like a program that has more proactive measurements.

There doesn't seem to be a good integration of course descriptions alongside course registration codes when enrolling in classes. GSBS still seems like an afterthought to TCOM when it comes to events catered to particular schools at UNTHSC. It would be nice to have syllabi available at the time of enrollment.

There has to be a better way to review exams. Reviewing exams is such an important part of the learning process - the discussion on why an answer is right/wrong provides great insight and reasoning skills. We are completely missing out on this part of learning. My suggestion is to require exam reviews with teachers and students that want to participate. Limit the time to 1 hour and review questions in order of highest misses to lowest.

There is an aura of discomfort among students that are working diligently to exceed the expectations on them and the very few individuals that have encountered lapses academically or professionally. It is my understanding that professional, accountable students are upholding their responsibilities to self regulate and be responsible but are still feeling punished. -just an isolated perspective most likely in the most extreme case.

There was not enough tutors for anatomy and physiology

Try to eliminate delays in testing due to technology errors

Try to ensure CAP tutor LGT powerpoints contain fewer errors than previously posted. Perhaps designate the tutors to create reviews on the sections in which they performed the best in rather than random assignment (if that is how it is done).

Updated facilities including gym space, location, and locker room space.

We are already not allowed to take anything to write with, so why take our paperwork? Many of us have paid for that with our own money, since printing is not included in our tuition.

We have a catalog? / CAP does seem to be student specific/specialized - they have a this will work for everyone approach

Which there was a better system to review tests and test scores. The current system does not allow us to learn from the mistakes we made

While the demand for tutors is high, the tutor I received could have used more preparation and training before jumping in as a tutor.

While their services are beneficial and much appreciated, CAP is disorganized. They don't often have things posted on Canvas when they say they will, and arranging LGTs and such has been disorganized.

Why is there not a minority affairs office? Also, the curriculum tries to spread us too thin. Clin Med, Clin Comm, ethics, SAGE, Clin Res, while all nice ideas, it takes away from our core learning and makes our academic year too long, I would rather we had electives.....there is no room for student creativity or innovation because we are spread so thin with what we HAVE to do. This creates disinterest and disdain for these subject areas, please pick an area to focus on.

With the exception of XXXXX, CAP has not been helpful at all. They do not seem to understand that when a student is struggling, they need to be helped. Too much time is placed on assessment of a student's struggle and far too little on providing resources to help students. CAP has been an incredible disappointment, & I feel as though when I was struggling I was on my own to figure it out for myself. It has been very unpleasant & not helpful working with them. Glad to not have to go there anymore

workshops (ERAS, interviewing skills, residency 101) need to be given earlier or broadcasted. Many 4th year students were out of the city or state on rotations when workshops (particularly residency interviewing) were conducted making it difficult to attend.

Would appreciate more support from student affairs for graduation, such as yearbook design. Having to immediately return hood and gowns after graduation ceremony is inconsiderate for students and family that wish to take pictures together. Would appreciate more advanced notice on limited seating (12 tickets per student) at graduation.

Would like to have other docs available other than dr XXXXX

Financial Aid

Common themes in the Financial Aid comments included:

- *Extremely helpful Financial Aid staff*
- *Lack of knowledge regarding available debt counseling services*
- *More scholarships and student assistance*
- *Improved communications and marketing of available services*
- *Web site is difficult to navigate and comprehend*

always helpful

Communication is lacking in the financial aid office. I rushed from a residency interview to get to school for a meeting I had scheduled with an advisor to find out she wasn't in the office all day. This was extremely unprofessional and could have been avoided with an email stating my meeting had to be cancelled.

Creation of more scholarship opportunities especially for those who get admitted in the spring semester.

Debt counseling is available?

Debt counseling should be advertised more.

Debt counseling should be mandatory,

financial aid staff is extremely helpful, respond quickly to questions and seem more than happy to help students. they are fantastic

For international students, the scholarship funds available is pretty limited, which is not encouraging much based on what is paid.

Have not utilized

Help with awareness of services

Helpful staff and good communications.

hope more scholarship opportunities

I am not receiving financial aid or taking loans to pay for this.

I did not know we have debt counseling services. Email communication about this would be appreciative especially around the time we must reapply for financial aid.

I do feel that more scholarships and loans should be available

I do not believe that I have had proper debt counseling.

I don't see any scholarship info for next semester yet.

I feel like there are so many "scholarships" talked about, but I have no idea how to access them. I applied for the general scholarship, but now all I do is wait for one of them to line up or whatever.

I find it unfortunate that the cutoffs for acceptance into the Med Sci program and the deadline for the following school year's scholarship do not better coincide. By the time that I knew that I had been accepted, I was already too late to apply for a scholarship, and therefore may have missed out on a great opportunity to save a large amount of money.

I have been very disappointed with the financial aid dept at this school. They have messed up my financial aid every single semester, leaving me to correct their mistakes. Every semester, I have to do all of the calculations for them because they never know what they are talking about when I speak with them. Last year, they couldn't even tell me what the tuition at this school was. Grad students are under a lot of stress. Dealing with mistakes in the financial aid dept doesn't help.

I have visited the financial aid office several times with questions and have found that the staff hasn't been very helpful in providing direction and answering my questions. When it came time to renew my financial aid I felt there was a lack of guidance when I called (what forms to fill out, etc.) and applying for a Perkin's loan was difficult. / / There are a lack of scholarships for students who do not hold class office positions or meet disadvantaged criteria.

I haven't heard of any scholarship opportunities

I never know who to talk to first in financial aid. There needs to be a front desk or something that makes this dept more approachable. I feel like they don't want to be bothered by having to knock on their door ever visit. A front reception desk would make the process better.

I once traveled 7 offices for a simple billing question, it took me the whole afternoon. It seems many of them don't really know what they are doing or what the others doing.

I personally have not used the Debt Counseling services, so I cannot accurately rank this category. However, I think it would be beneficial to make debt counseling mandatory at the beginning of each academic year to ensure understanding and help prepare us for repayment after school.

I really hope for an increase in the number of scholarships particularly for international students with exceptional academic standing (GPA=4). The financial burden is quite much on international students (myself as an example). A scholarship reward for good academic work will increase academic effort by the students, increase the number exceptional graduants by the university and at the same time created a financial relief on UNTHSC international students.

I sent an email to the financial aid office nearly a month ago and have yet to hear back

I think scholarship availability increases as you matriculate into TCOM or other GSBS programs, but I have yet to hear of a scholarship that applies to Med Scis.

I wish the school gave more information or opportunities for students to receive scholarships. Some of us really could use more financial assistance than others.

I wish there were more scholarship opportunities, and more that aren't so specific, but could apply to more students.

I would greatly appreciate it if Financial Aid could advertise scholarships more publicly. There are a lot of scholarships out there that we don't know about.

I would like to only receive payment reminders and things if my account actually needs some attention. When I get the emails for payment reminders it makes me think my scholarship fell through or something and it scares me.

I would like to see more GSBS scholarships, but I'm sure everyone would like my scholarships for their particular school.

I'm not sure what it is, but I feel that staff in Financial Services offices at many institutions always seem to be very curt with students & don't seem like they want to help. They have the business & numbers side down, but I do not feel they have that personal & human touch. Many students are dealing with stressful life situations on top of having little money, so even if funding options have ended, they could say something like "I'm sorry to hear you're having a rough time." It would help.

Improve availability for scholarships for PT students.

It seems as if only TCOM students and officers benefit from scholarships.

It would be great if there was greater availability of instate tuition scholarships.

It would be great to have more information when it comes to handling the vast amount of dept im am aquiring as a medical student.

It would be helpful to create more scholarships for international students seeing that U.S. students already have a lot more federal and state scholarships available for them.

It would be nice to get more information from the financial aid office regarding when disbursements will happen, and how much we'll be getting, and what next steps we should take if we need more or want less. Also, if any scholarship is need-based, that should be made very clear, and the criteria of need should be made clear to the applicant. I suspect that my parents' income is considered even though they do not contribute any monetary support. I'd like more transparency about this issue.

it's good.

I've never had a Financial Aid Office be so on top of things. THANK YOU!

Letting me know the amount of financial aid in a timely manner would help. Other universities have provided me with a clear report of the amount I was receiving, expected living expenses, and other costs, in a timely manner (shortly after being accepted to the university). This gave me plenty of time to determine my expenses and plan accordingly. When I was accepted here it took much longer than expected to receive this information and had to request an estimate from the office.

Make scholarships available to med sci students.

make these services more known.

Many people probably say this, but there should be more scholarships available. I was accepted to a few other programs that offered more financial aid, either grants or scholarships, but UNTHSC offered me nothing.

More available scholarships.

More information about loan repayment.

More institutional scholarships, I saw on the main page there have been some added but I haven't heard of them. Perhaps they need to be more publicized if they are available. I also have no idea where to go for debt conseling (financial aid?) and what does that mean?

More opportunities for scholarships for PT students.

More scholarship availability for working professional doctoral students!

More scholarship opportunities should be made available especially for international students who face enormous financial challenges

More scholarship opportunities would be wonderful.

more scholarship options for PAs

More scholarship options should be made available. Compared to Texas A&M College station, UNTHSC has little to offer to their SPH students

More scholarships are always nice!

More scholarships are always welcome.

More scholarships available to DPT students on scholarship application rather than catering specifically to TCOM

More scholarships available to physical therapy students.

More scholarships for all kinds of students

More scholarships for DPT students

more scholarships for PT students

More scholarships need to be available for med sci students.

More scholarships should be made available and should not just be for the minority. There should be a fair range of scholarships as they become available. We understand that there are limited scholarship options due to our program being newer.

More scholarships!

More scholarships! Especially for physical therapy students

Most of the scholarships are for TCOM students only.

Most of the scholarships are offered to TCOM students. There are very few for SPH students.

Need more scholarship available to pharmacy students

Need more scholarships!

Need more talks about debt counseling.

Need subsidized loans available; no interest loans.

No scholarships for international students

no scholarships for the DPT program

Not enough emails from this office.

Not enough scholarships available for DPT program.

Not really aware of what debt counseling is available but I sure need it

Offer more scholarships.

Often times students learn of policies that would prevent them from qualifying for financial aid until it is too late. Information on changes in state and federal aid policies in a more timely manner would be helpful.

Our program is limited on scholarships from the little that I know.

Paying out of pocket

Perhaps offering a scholarship specifically for out of state or international students to help to the increased cost of attendance.

Please provide financial aid/debt counseling some time this semester for graduation class.

Provide scholarship info in the daily news emails. Or perhaps allow program-based scholarships to be better promoted.

Scholarship opportunities for International students and SPH need to be increased. / Currently, it seems as if TCOM is having way too many opportunities.

Scholarships are not accessible. Many scholarships I do not qualify for because I was a "dependent" three years ago, even though I've been independent for 2 years. This fact should not exclude me from access. I feel that I am denied access based on my age. Because when I started the program I was 22. Most people are still a dependent at that age. It was hard to see older classmates getting money I didn't have access to

Scholarships are very limited and specific and also financial aid office need to expand the student aid options.

Scholarships available to PA students are few and far between.

Send out lists of scholarships or have more scholarships on the UNTHSC web page that will apply to our school.

Should make these things more available!

sometimes the the website can be confusing. I don't know where to go for a lot of things.

Specific scholarships heavily weighted towards TCOM

The financial aid department is not very active on campus. They should have seminars about repaying debt, loans, grants, scholarships, etc.

The financial aid office needs to be careful when charging students as residents or non-residents. There was an error made on the charge accounts of numerous students in the beginning of the school year that if not noticed by the students would be completely overlooked by the financial aid office. There are also not many scholarships available.

The loan information is presented during orientation instead of being available to applicants ahead of time

The new students are being given scholarships for 2 years in the School of Public Health, and the student who are here aren't awarded many scholarships. Some of the students are very interested in their career in public health, such students need to be identified and helped.

The scholarship deadlines were before students found out if there were getting in or not. That is unfair. Also, there are no needbased scholarships or grants.

The scholarships are very specific, and I think there should be more general scholarships available to students i.e. based on grades, community service etc. When I apply through the scholarship application, I only qualify for very few.

There are not many scholarships available to PA students

There are not very many scholarships available to GSBS students.

There are VERY few scholarships for PA students! The few that do exist have stipulations of financial need. I had a professional job before PA school and saved as much money as I could before attending school. However, by most of the requirements, I will finally meet financial need status at approximately the same time that I graduate!

there needs to be a more streamlined process to get this information.

There needs to be more options for scholarships.

There needs to be more scholarships.

there should be enough scholarship made to available for international students or a different kind of on campus job should be there to fullfil expense of living here. here is no any job even volunteer position is also difficult to get. when i compare our university to other i get disappointed but i know wherever i will stand i can make it better. i suggest that deparment faculty is getting enough fund so they can afford to have good students to work under them and then we can know each other.

There should be more discussion of debt counseling leading up to graduation, particularly for students not on campus. At this time as a member of TCOM 2014 I have no idea what I have to do about my finances/loans. I assume that eventually this information may be provided, but in the meantime I will try to seek it out independently.

there should be more oppotunity provided to get financial aid, scholarship made to available for most of students.

there should be more opprotunities available for students who are not GSA/ISA or any student oragnization officers.

There should be more scholarship opportunities for out of state/ international students to help with the increased CoA.

There should be some scholership available for international students in Spring intake.

there were really no availability of scholarships for the MedSchi program as there is for the other programs here

Tuition fees and insurance have been a great concern. almost 1/3rd of our scholarships are spent on tuition and insurance fees which makes it very difficult for us to manage our financial needs

Unable to explain properly.

UNTHSC-TCOM suffers from a paucity of scholarships.

UNTSCP, has only had 1 available scholarship that I am aware of.

Very few scholarship opportunities are available to Pharmacy students in comparison with other programs. Provide more opportunities and find additional external scholarship opportunities.

Very helpful and prompt with financial aid issues!

Was not aware of scholarships until deadline had passed.

we have debt counseling....better advertisement of these services especially to 4th years would be awesome

We need more scholarships for DPT

what counseling?

What little interaction I've had with financial aid, the lady helping me was understanding, accomodating, and reasonable. I appreciate that she had the liberty to help me (waive a fee).

Why are there more TCOM scholarships than any other school? Based of the application process for scholarships and the amount given it seems like lost hope.

Other Institutional Services and Offices

Common themes in the comments about Other Institutional Services and Offices included:

- *Improved communications, especially in regards to scholarships*
- *Improved customer service*
- *Lack of knowledge regarding Alumni Affairs*

Alumni Affairs still has me on their "alumni" list 3 years running and cannot seem to update my status to current student and/or withdraw me from their telemarketing/donation calls. Not sure why this has been such a difficult process for 5 straight semesters.

Clarify when reimbursement refund checks will be deposited in bank accounts.

Continuing my thoughts from above. I did my best to search for scholarships outside of the school, but I do not feel I was directed very well in the availability of scholarships offered or

known by UNTHSC until late in my schooling. Maybe I overlooked an email during my first semester, but other departments do a great job of sending emails. I'd rather learn about scholarships in a separate email from Financial Services than seeing them in the daily news emails.

couldnt ask for better student support and HR staff. extremely helpful and friendly

Didn't think much of the U solutions promotion - hope u didn't spend a lot on that.

During inclement weather it would be nice to have an email that says school is still session. I would like to have a definite yes or no instead of being in limbo wondering.

ENDORSE SCHOOL SPIRIT OUR CLASS ON MANY OCCASION HAS VOICED THAT NO ONE WANTS TO DONATE BACK TO THE SCHOOL BECAUSE THEY DIDN'T FEEL LIKE THEY WERE EVEN WANTED THERE OTHER THAN FOR A CHECK. THE UNITY AND COMMODARY WAS ABSENT FROM THE STAFF TO THE DEAN

Financials office needs smarter people. It took a month to be charged graduation fees after inquiring in person. When nothing changed, I had to send a slightly sarcastic email to get them to wake up and charge me. Then they discovered their accounting system had a major flaw. GSBS office and financial do not communicate properly, otherwise the flaw would have been noticed. FIX THE SYSTEM IF IT IS BROKEN! INVEST IN BUSINESS INTELLIGENCE SERVICES, school desperately needs more intelligence.

HR does not student employees as customers; my dealings with them was very process focused as opposed to customer focused. Bad service as a whole, but individuals were helpful, and polite.

HR has been virtually useless since the primary responsibility has been moved to the Denton campus.

HR once sent me to the Denton scholarship office for some signature that really should provided by Fort Worth office, they need more training.

I am on a training grant and have had nothing but trouble with my compensation and scholarship as it comes through student financials. Additionally, they should better council fellows on a training grant on the tax implications of leaving their graduate teaching assistant position to accept such fellowships.

I am sorry to say that the lady at the front desk of human resources should be more couteous.

I don't really know anything about our MHA alumni. It would definitely be nice if there was a database where we could see where people are working and that sort of thing so we could try and network.

I had a problem involving a late charge that was mistakenly put on my account. The student financial office attempted to remove it several times without success. The registrar's office was creative in finding a solution to the problem, which the financial office should have done.

I had a run in with the Student Insurance secretary and she was not very helpful or empathetic to my situation as a student.

I had no idea we have an Alumni Affairs office

I have bare seen any impact or presence of the alumni.

In terms of Jobs, there are quite a few on campus. Create more opportunities and a link to the UNT Denton campus would be good if there are not much available jobs in the health science center

It seems like HR is never here. Also they all seem to go to lunch at the same time leaving no one there.

One suggestion about the Alumni affairs is that - we could have some informational sessions from the Alumni which could help our career growth. MHA program is trying to incorporate it.

Post matriculation, as a result of my experience I do not anticipate that I will support the institution as an alumnus financially or otherwise, nor would I feel comfortable encouraging other students interested in this degree to seek an education from this institution/program.

Still not sure what all alumni affairs offers.

The "SPH FYI" weekly newsletter often includes expired info. The format/design could also be more polished.

The daily news gets sent out way too early. It wakes me up when my phone vibrates.

The financial office has not been helpful for dual degree students, shared student with UNT Denton.

The marketing and comm dept was outstanding in helping me print a last minute poster!! They went above and beyond and seemed happy to help.

The website for student finances can be hard to find and navigate.

Too many spam emails

When we filled out our HR paperwork, there were lots of problems for the international students. I also had to call Denton to have my deductions for my Teaching Assistantship stipend adjusted to what they were supposed to be. The student financials office is friendly, but I think they do a poor job in articulating the exact breakdown of student charges, and the data in myHSC is often unclear and confusing.

FAC

Common themes in the comments about the FAC included:

- *Great facility for its size*
- *Staff is courteous and helpful*
- *Appreciate new & updated equipment*
- *Longer hours (nights, weekends)*
- *Need more space (basketball court,*
- *Need more equipment*
- *Need updated equipment*
- *More classes at different times (morning, evening)*

A 45 lb and a 56 lb kettlebell would be nice additions to the current equipment.

A punching bag would be nice.

A second bench press station would be very useful.

A wider range of operation times would be nice.

Additional space is needed

Adequate equipment and hours of operation.

another squat rack and a different hamstring curl machine would be awesome

As little as the smith machine is used, I think another power rack/platform would be more often used, and cut down on the wait time for equipment during peak hours. / On the single occasion I forgot my ID at home as asked if I could punch in my ID number, I was met with a bit of hostility and told that I had 3 freebies, afterwhich I assume I would be denied entrance. During hours that the doors are not locked and their is a desk attendant, I dont see the point of limiting entrance on a mistake.

At first glance, it is not very appealing but it does have everything you need.

At peak times, the facility does seem too small for the campus. And I do wish it was open just a bit longer, but I'd be content with more space and equipment.

Basket ball coir should be better and indoor

Basketball court is not adequate.

Better cardio machines (perhaps with own TV screens or fans) that don't click. More classes available after school hours.

Better hours are needed on the weekends, the only time that many people are able to squeeze in a workout.

Bigger building, more equipment, otherwise it has everything I need to get the job done. A special water bottle fountain in the gym would be nice too.

Build a real fitness center Or provide reduced membership to a real gym like 24hr fitness

Buy a glute machine

Coming from UT-Arlington, this facility is very sub par, but I guess it is somewhat understandable since it is a smaller campus. Space and equipment needs to be expanded

Could be open earlier on the weekend. Overall great facility

Could use more space for the FAC, cramped during evening hours when most students have time to exercise

Do not use anymore due to being on rotations

Either completely remodel or build a new center - our current facility is disgusting.

equipment is good. layout is weird. not much privacy for changing unless you feel comfortable changing in front of other people. it's kind of small for the school population but then again it never seems overcrowded.

Equipment is top notch and since I have been going they got alot of new stuff. The padding on the floor by the dumbbells is really thin! I never dropped weights due to this and it could lead to a bad situation if someone needed to drop the weights hard on the ground.

Equipment that is there is great biggest issue is size which is only fixed with money. Did great with what you have. Thanks

Equipment that would be very beneficial to the FAC in order of greatest to least: Kettlebells, Olympic Hex/Shrug Bar, Hammer Strength Row machine, Hammer Strength Pulldown machine, and dumbbells from the 120-150lb range. I used to train professional athletes and compete in fitness competitions so I do truly understand these things.

Expand FAC hours on the weekend

Expand hours

Expand. Needs large mat.

Extended hours for weekends and more exercise classes, especially yoga and Pilates.

Extended hours on weekends

Extended hours would be optimal.

Extending hours of operation would be nice. If possible, being open 24 hours would be a plus. Having access with an ID.

Fitness classes earlier in the morning- 5am

For being an activity center at a health science center, I would hope our FAC would someday expand to a larger facility. Also, I would appreciate more group exercise classes starting after 5pm.

Great facility and the staff that work there are fantastic and knowledgeable. I just wish that it was bigger with more options.

Great facility!!! Don't change a thing besides getting new equipment when stuff gets worn out.

Having a full gym would be nice

Hire more staff to do the fitness classes. Every time I do a class they always run out of room in the class and have to turn people away.

I am very happy with the available equipment, and the layout of the gym as well. I never utilized the classes or any programs, so I cannot give them a rating of "exceeds expectations." The hours, although sometimes disappointingly narrow, are understandable in my opinion considering the available workforce and nature of the gym. Overall, I greatly enjoy the FAC.

I am very pleased with the FAC, however it is missing a back extension station and *desperately needs more than one bench press for the entire facility. More power racks would be ideal as an individual or a group of individuals can get entire body workouts done in a relatively small and confined space.

I believe a new gym will be built soon so hopefully that should fix my concerns about new equipment, larger gym space and new exercise activities.

I do wish the FAC would stay open longer and more variety of group classes. Better hours would have me canceling my 24 hours membership, instead I choose to spend more time at 24 hour fitness.

I feel that the classes are typically during the hours our classes are conducted. I want to be apart of many of the classes, but we can't participate. I think having some classes around 4 or so would be helpful.

I love the FAC, the new equipment has really helped my workout. The staff is great and always greets me kindly.

I really enjoy comptitions like the strongest man comp. I wish that one would happen again.

I really enjoy the Sculpt class but wish it was offered more afternoons and that more spots were available (there are only 12 spots available).

I really wish there were more classes at more convenient times.

I think if the campus continues to grow, it could really use a new gym. While there is a lot of equipment to use at the gym, the fitness classes are hard to make because there are not many offered.

I think the church gym is awesome!! The only thing i would change are the hours. It would be easy to have the gym open until midnight. Working the front desk seems like a pretty chill work study position. Most of us are up studying that late anyway, plus it would cut down on crowding in the gym if it was open a little later in the evenings.

I think the FAC should be open for longer hours on the weekends. Also, with the number of students that use the FAC I think it is time to expand the current facility or build a new one. The cardio room and the locker rooms are very crowded.

I think the hours of operation should definitely be expanded. Its hard to be able to go to the gym if your class begins at 8 and the gym opens at 6. I think they should expand from 5am-12pm

I think this is the biggest issue of UNTHSC. The FAC is in need of a remodel due to the lack of equipment and technology. I am also not fond of the short amount of hours that the FAC is open. I think it would be more beneficial to have it open 24 hours during the week and have it 6am-10pm on the weekends. I apologize if there is a reason that the FAC hasn't been remodeled since I know that it used to be a church and may have some form of attachment to the campus.

I wish it was open more on the weekends.

I wish it were more spacious.

I wish more of the fitness classes were scheduled during the lunch hour (12-1).

I wish the FAC could extend their operation hours

I wish the FAC expanded more and had more basic weight training equipment and less machines. It would be awesome if it was 24 hours!

I wish the FAC had a Spin/Cycle class

I wish the tennis court had lighting and could be used 24/7 or perhaps later than 5. I drive out to TCU just to play tennis sometimes. I like fitness classes, although I can't always attend. I'd recommend having more of them, and I'd also recommend creating a listserv for those interestid in fitness classes and other FAC activities. Additionally, a couple of extra benches wouldn't hurt

I wish there were more equipment that people use frequently such as the bench and the curling rack. Two sets of benching rack and a curling rack will be great.

I would appreciate earlier opening hours on the week days. 5 am would be great, but I understand the hour delay.

I would have expected a larger fitness center with more equipment and space at a place that is a school for health professions, ESPECIALLY because we have a physical therapy school! Most of the equipment is sufficient, but is quite old. The space is very small, which makes it difficult to work out at peak times.

I would like the activity center to have longer hours of operation on the weekends or least open later in the day. I like the facilities and equipment but I think there could be more space and equipment.

I would like to have the FAC to stay open a little longer in the weekend.

I would like to see more classes and more varied times. A morning class perhaps? Or do something to allow more than 12 in a class. The building seems small.

I would prefer more hours of operation, especially on weekends.

I would prefer the hours to be more conducive to graduate students meaning being a 24 hour gym

I would really like to have the boxing heavy bag and speed bag re-installed in the large group exercise room in the back. Also, the weekend hours are very short and inconvenient. However, the new equipment installed this past semester have been really great and has a good variety considering the small space available. I am also impressed by the cleanliness of the FAC.

Ideally a new gym would be great. I would like to have classes like sculpt and ABC's after 5 PM as well.

If the Facilities could be open for more hours that would be great. Maybe there could be a way we could just slide our badges and get into the facilities even when staff is out.

I'm actually glad to see the institution putting more money into the FAC.

I'm happy with the facility equipment and exercise programs. It's not a lot but it's enough for a busy graduate student.

It does seem most other facilities I've seen have better equipment that's easier to use. I would guess maintenance of the building is a challenge. I miss yoga!

It gets crazy crowded from 4-7 every day, but I understand there's not really any space to move into at this point. A pool would be AWESOME.

It would be better if all equipment was within one area. Also would like some extended or early hours, at least during the week. Having current hours all week long would be great too.

It would be great if you're open later.

It would be helpful to have the FAC open till late on weekdays, say 12mn, and on weekends, till 8pm. This may help create more on-campus positions for students too.

It would be helpful to me if the FAC were open later. It is really difficult to study after working out, so later hours would make it easier to fit activity into my day.

It would be nice if the FAC was open more hours on the weekend. I think hours should be from 9am to 8pm on the weekends.

It would be nice if they offered classes later in the afternoons after school classes were over because I can't go during the lunch hour.

It would be nice if you had more space - sometimes (especially January) it can get quite busy and there is not enough space and not enough machines for everyone to get on one - which might be why more people aren't exercising here and are finding other gyms.

It would be nice to be able to work out later in the evening

It would be nice to have more equipment and fitness classes, but there is not enough space.

It would be nice to have more room to work in, since there are hours when everybody want to workout and the place feels congested.

It would be nice to have the FAC open a little longer on the weekends.

It's not a big gym but in the year I've been year a lot has changed. A lot of new equipment has come in, which is great. Everything you need to get a good workout in, whether it be weight lifting, cardio, etc. is available. I am impressed with this gym for its size and capacity. Great place to workout and burn some steam after an intense day in class.

I've enjoyed the updating of the FAC, albeit slow.

larger men's locker room

longer hours and maintenance on equipment would be really great. /

Longer hours please, some classes end at 9pm.

Make the hours open later on the weekdays and or make them longer on weekends.

Maybe have the workout room open one more hour longer (11 pm).

More evening group exercise classes because many student organization meetings schedule for the lunch hour. Most of the machines seem to center on upper body building but not as many on lower body.

More exercise classes would be great. The gym itself is not remarkable, but it's obvious the school is doing the best they can with what they have. It meets my needs. The customer service could use a little help, but that's it.

More group classes after 5 pm would be nice!!

More hours saturday and sunday.

More is always better. Would love to see anotehr pull-up/freweight lifting station. More/heavier kettlebells. spinning cycles.

more space and equipment would be helpful. It is often times to crowded and excess waiting for equipment.

More treadmills would be nice but is normally not a problem.

More yoga classes should be offered. Every evening at/after 5pm would be great! Maybe a few different times per night, b/c if they were offered at convenient times, I bet they'd be overrun.

Most of the fitness programs are during lunch hours which can be hard for graduate students working in lab to attend. fitness classes in the evening after 5 will be useful.

Need a sauna and steam room

Negotiate with local fitness centers for a reduced student rate.

New facility would be a bigger draw for the school

New facility. Larger space. Updated indoor full court basketball court. Ceilings too low.

Open longer on Sunday

Organized intramurals between programs

Rubber free weights and better quality benches in front of the dumbbell rack would be a start.

Should be open until 8 p.m on the wekkends.

Should the facility have some form of overnight restricted access for those who perhaps do late night workouts, that would be great

some equipment needs to be replaced /

swimming pool

The basketball/tennis court could use some renovation. The nets for the two backboard have come apart and require new ones.

The building feels very cramped and needs more ellipticals.

The building is "U" shaped and plans could be drawn up to make it more 'square shaped' to increase overall square footage (i.e. the courtyard with the tree in the middle that no one uses could be walled in to make part of the gym.) This could turn into an alternative to building a newer more expensive gym.

The cadio room gets way too hot and humid even when it's below freezing outside. Also, the ellipticals and treadmills aren't very good quality and I use those the most. Also, the locker room is really small and can get kind of crowded some times.

The cardio room smells like sweat and urine.

The class times this semester has not been as conducive with our class schedule. With the amount of interest in the FAC, I hope that they can expand to a bigger or even a second classroom!

The exercise facilities could definitely use an upgrade. Things like an indoor basketball court, swimming pool, indoor track, etc.

The FAC closes too early on the weekends. It would be helpful if they could be open later. Also, many of the fitness classes take place during the lunch hour. It would be great if they could have them after our classes have ended for the day. / / The FAC also does not have a swimming pool and that's a big disappointment for me personally because I love to swim.

The FAC has everything you need to work out. It would be so helpful if the FAC were open longer in the evenings. Currently, the facility is open until 10 p.m. M-Th. I would like to finish studying and then work out, as I have a difficult time studying after working out because I am physically exhausted. Even if the hours were extended until 12 p.m., this would be so helpful. I appreciate your consideration!

The FAC has made significant improvements with equipment and seems like the administration/staff take student's advice and make changes to satisfy students. Very impressed with the improvements and customer service XXXXX provides.

The FAC is fine. I would have preferred it be open longer (especially on weekends), but I realize that it is seldom crowded. Unless student use of the FAC increases, I would say it's current state is very good.

The FAC is small and crowded. The cardio room has outdated machinery that is prone to crash. It would be very helpful if the FAC could stay open by one hour later on the weekdays.

The facility is way way way below the standard of UNTHSC. UNTHSC is a state of the art school with good class rooms but the fitness center looks as if its just a second thought!!! poorly refurbished, poorly looking building. i mean no enjoyment in that facility. i go there for health purposes but i leave more stressed than i came in

The gym closes too early on Saturday and Sunday.

The locker rooms are small and cramped, hardly enough room to move around. It would be great if there were more classes available.

The only hack squat machine seems to have disappeared... It was the highlight of my super quickie fast leg days!

The only issue is the low back extension machine in there. Those kinds of machines have been shown to be damaging to the lumbar spine. There are alternatives out there that put you in a spinal neutral position.

The space is extremely small and has led me to purchase a membership at another gym which I feel should not be the case. When I do go to the activity center, I feel that I'm always having to adjust every workout I do because of lack of equipment and space. Improvements in space and equipment would be amazing for this campus!!

THE WORST GYM I'VE EVER SEEN. IT'S SAD! ANOTHER AREA THAT NEEDS TO BE THE HIGHLIGHT OF AN OSTEOPATHIC SCHOOL, YOGA, ZUMBA CLASSES THAT ARE NOT ONLY OFFERED TOT HE STUDENT BUT TO THE COMMUNITY ALMOST LIKE A ymcaa,

NUTRITION CLASSES OR FREE DIABETES LECTURES, STATE OF THE ART GYM SHOULD BE EXPECTED. JUST SAD

There are times when it is difficult to get on equipment due to the amount of people at the facility but I understand this will be difficult to change.

There is not really a private place in the dressing room to change

There needs to be a better, more updated facility (machines/weights are not spaced out enough - could be dangerous). The quality of the equipment is good, but there is simply not enough equipment.

There should be some more space for indoor games like badminton or swimming.

There's not enough equipment or space. I don't think it's right that many people have to buy gym memberships because it's more convenient to go off-campus than use the small gym that we have. It's always packed.

They should open earlier on Saturday mornings.

This gym needs more space

This is probably the best operated facility on the campus.

too crowded and hot -- expand. i dont like to sweat on the person next to me

Update the fitness equipment and make the facility more modern.

Weekend hours are too short

Why did you turn the FAC into mostly weight machines? It's like Bro fest every time I go in there

Why is the gym not open later on the weekends.

Wish there was a pool to swim laps.

Wish there were more hours over the weekend!

would be great to have more space /

Would be nice to have extended hours on weekends. Even if there are no employees...for instance, if the doors were locked we could use our id to swipe in.

Would like early hours on weekends too please

Would like it to be open longer on weekends; for example Sunday before noon.

Would like the FAC to be open more on Sat and Sun... Sat earlier and Sun earlier and later

Would like to see more classes and some of those offered in the evening for days that we don't get out of class until 5.

Would love a gymnasium for indoor basketball when it's snowing outside.

Student Health Clinic

Common themes in the comments about the Student Health Clinic included:

- *Praise for doctor and staff*
- *Better hours for students (nights/weekends)*
- *Poor level of care*
- *Doctor doesn't listen*
- *Doctor gives treatment without examining patient*
- *Unprofessional*
- *Request for a DO and other specialists, e.g. Ob/Gyn*

Allow for more student health physicians to be staffed, so that there is not only one physician to chose from.

Best medical experience I've ever had

Change the doctor. She needs to be better at what she does. Seems to hate her job.

Choice of providers would be helpful. The provider I saw at student health was very adversarial with me and provided what I believe to be substandard care. When I requested to see another physician I was denied, so I ended up going off-campus and paying out of pocket because our insurance would not pay for a non-student health provider to do the same services.

Considering that the doctor treating me missed the diagnosis of a life threatening ailment in me, I'm probably not the representative student to answer this. Having that disclosure, perhaps fire the doctor who can't pickup on vital information for proper diagnosis and hire a more competent provider who is not such a massive liability to the university.

Continue to increase the availability of OMM services in the student health clinic as the demand increases.

Doctor seemed stressed and acted like she didn't have the time to answer questions.

Doctor there did not meet my healthcare needs and was forcing me to go through getting another diagnosis for something I have already been receiving treatment for. Had all medical records sent but gave false reasons which made whole experience a waste of time. Then billed our student insurance for education on diagnosis (which she will not treat) that was a completely false. This made the insurance not cover visit. In short I changed physicians and STUDENT HEALTH IS USELESS TO ME.

Dr. XXXXX is amazing!

Dr. XXXXX is very courteous but is not diligent in keeping up with patients issues and disease processes. I had lab work drawn and was instructed not to worry and "If I didn't hear anything, labs were normal". This is the worst practice in medicine, you should call no matter what especially if having lab work done. I also had a ultrasound completed and BOOOTTHHH my ultrasound and labs were extremely abnormal and had to call the office a month later when I was still feeling ill. Not acceptable.

Dr. XXXXX doesn't seem to want to be there or be interested in what her patients have to say. Not very "TCOM-ish"

Dr. XXXXX is inconsiderate and I felt like she was speaking down to me in a very condescending manner. She did not listen to nor address my concerns. I will not use the student health clinic again unless it is an absolute emergency.

Dr. XXXXXs should listen more and not stare at the computer screen when talking with patients - during several visits I was asked the same question multiple times

early/late hours

Easy access and availability.

Excessive waiting, even for a doctors office -- when no other patients are around. Some of the medical advice given not always helpful.

few hours open on weekends would be great

fix the billing issues i keep having invoices for treatment at the clinic when is supposed to be covered with insurance

Get staff that know what they're doing

Great job by the student healthcare team.

Hard to get an appointment quickly. Need more Drs

hard to make an appointment. Also they called me for rescheduling for several times.

Have a Doctor actually staffed at the clinic during the day! If someone needs medical attention they should be able to seek it at the clinic, and not have to wait till the next day because there isn't someone available to see them.

Have heard multiple patients complain about the well woman exam given, myself included. Compared to other doctors, it was painful and poor quality-- have heard of more than one occasion where the sample for the pap smear was insufficient and the patient had to go back to redo it. Not okay!

Hire a D.O. for one. Dr. XXXXXs has seemed extremely negative every time I've visited; it certainly does not make me want to return. I only have because my primary care physician is a 45 minute drive away.

Hours of operation are predominantly during standard school hours which are nearly impossible to schedule unopposed as a full time student. I personally could have benefitted from visits that I had to forego because of prioritizing school and attending class.

I believe the staff, including the doctor, could be more friendly. I absolutely dreaded having to go to the student health clinic because it never felt like I was welcome there.

I came in for a sore throat and had an adverse reaction to the medication. Spent 4 days not being able to eat properly and the doctor who prescribed me the medication still refused to admit it was the medication that caused the swelling of my throat. Went to a specialist and specialist said the medication was what caused the allergic reaction. You do the math.

I feel like the provider is not listening to my concerns and is unwilling to prescribe what has worked in the past. For example, working nights has taken a toll on my circadian rhythm. The provider was not willing to prescribe Ambien (a non-benzodiazepine) to assist with sleeping. What was written was not covered under the insurance. Being a full-time student with no source of income, this is quite an inconvenience hindering my performance in school from lack of sleep.

I felt judged when i went there.

I find that I frequently go for one purpose, and the doctor or nurse practitioner treats me for other ailments that were not the goal of the appointment. I also always leave with a prescription. I am not a guinea pig who wants to take a whole bunch of drugs. I think the office could offer more natural remedies and lifestyle changes that would assist with the common ailments that I have seen them for.

I had a few issues with the insurance I purchased through the school. The insurance would not cover most of the visits to the student health clinic and am fighting charges for routine testing because of the way it was billed. I am now less likely to go to the clinic when I am sick, since I am never sure if the insurance will pay any of the visit or tests. At my undergrad, the student health was free or small fee. An additional phone line would be helpful. It takes forever to get through.

I had a great experience. They have an amazing staff!

I had a very positive experience the one time that I used the clinic.

I had one appointment which was cancelled on me. And of the other two appointments, I felt like i received thorough care in one with Dr. XXXXXs, but I really felt that my needs and health issues were brushed aside when I talked to the PA.

I had to call over a week later for test results sent over from another doctor. Communicating with the doctor and most of the staff was confusing and agitating. I was referred by the doctor at the SHC to have out-of-pocket testing done, after which she refused to continue more than 1 month of treatment. I was forced to spend \$100's and still had to find another doctor to treat me.

I have heard many students complain about Dr. XXXXXs. She does not listen to concerns you may have and always says that lemon tea with honey and apple cider vinegar will cure anything. Several students, including myself, have also said that when they ask for referrals she replies by saying well your insurance will not cover it and you will still have to pay \$300 to be seen. If I ask for a referral it is obviously because I feel I need a second opinion from a more specialized doctor.

I have never been able to make an appointment, I end up having to make one with the PCC.

I have never had a worse medical experience in my life. I was extremely sick when I went to my appointment and received no prescription treatment options. I went to another doctor the next day and was written three prescriptions for the sinus infection I had. Dr. XXXXX might be the worst healthcare professional I have ever been too. She needs to understand that telling me to sip on tea is not a viable tx option when experiencing a sinus infection. Also very rude and didn't tx my symptoms

I have only gone in for shots so no comment on medical care, but the service and professionalism I encountered make me want to come back if I ever need it. I do always wonder about cost and how my specific student health insurance plan works. Information listed online isn't straightforward. I need a basic pamphlet for "this is what you bought, and this is how to utilize it." I'm old school like that.

I have the student health insurance, and while I think Dr. XXXXX is alright, I hate that I have absolutely no choice in who my primary physician is. At least that's what the clinic told me when I called--that I had to see her, and if something needed to be referred they'd refer me to them. I would much prefer getting my well woman exam from an OBGYN than her...And she only lets you talk about one thing while there, which is pretty frustrating.

I have visited the student health clinic once and it will be my last. They take zero walk ins, they are not flexible when trying to make an appointment, and I do not believe they were professional. I saw boxes of patient charts just sitting around.

I only went to the clinic one time last semester and it took almost 45 minutes before I was seen with one person ahead of me in the waiting room. Maybe hire more medical staff so I can save time.

I only went to the Health Clinic once because I came down with the flu. A PA saw me, but I ended up waiting for her in the exam room for over 30 minutes (I was the only other patient in the clinic). During the exam, she spent the whole time asking me questions and filling them in on the computer. She did not look at me or make eye contact, and it made me feel like she wasn't even talking to me, It was incredibly frustrating. I left feeling she did not address my concerns or communicated well.

I really thought Dr. XXXXXs and the staff were very nice and tried to be helpful. It meant a lot when I was sick. However, I left still not knowing what was wrong with me. I was prescribed an antibiotic, even though the doctor thought I had a viral infection. What was most frustrating was that with insurance, there was a \$60 copay. I didn't understand that. Perhaps it's because the school isn't as big but at A&M, a visit to the doctor didn't cost anything if you had insurance. I wont return

I received services from the clinic in November that required lab results. I never received a call about my lab results and the subject matter was very time sensitive. I decided to go to my pcp in Houston for better service.

I think Dr. XXXXXs is wonderful and hate to say anything negative, but it does seems she is quick to dx stress as the cause of many sx. I have had a second opinion for 2 different issues and both times doctors gave me different dx than she originally did, and both times when the issue was addressed with meds for the second opinion dx, the issue resolved. I just think she is so use to student patients, a "universal" dx is given instead of thinking outside the bo & from a clean slate w each pt.

I think that the Dr. could use some re-eval of her training because some of the things we are learning in school are just making me realize more how inept she is - which is why I have found another Doctor off campus for all of my needs. Furthermore my friend told me she gave her a steroid shot instead of a flu shot - which is utterly ridiculous - especially in flu season. So instead of doing no harm she made more harm because she suppressed my friends immune system allowing her to get sicker.

I was lucky enough to be on my parents' insurance until I turned 26; it amazes me that we, as a health sciences center, could not provide adequate care for our own students. If you want to set an example about how we should treat our own patients, then start with the Student Health Clinic.

I was sick one day and there was not healthcare provider to see me and had to wait one day. When student insurance is your only insurance and you are feeling very ill this can be a problem if you can't have access to a provider.

I went once to the student clinic and everything was held in a professional manner. The price of a routine check up was extraordinarily high compared to other physician clinics.

I went to discuss depression/anxiety last spring and was recommended to get an appt within 30 days with one of the psychiatrists on a provided list. I am, however, taking the insurance provided by the school, and ALL of the psychiatrists on the provided list are either not accepting new patients or part of county health, which nearly guarantees at least ten months of waiting since I wasn't severe enough to be hospitalized. SEVERE DISCONNECT. Also there are no in-network psychiatrists! NONE.

I would like to receive follow up on tests done.

If an insured student needs a referral to get OM therapy, don't prescribe the therapy, and then fail to file the referral. The student should not have to pay for prescribed therapy out of pocket.

I'm not impressed with the amount of hoops I had to jump through just to get adequate care during flu season. Why is there only one PA on duty during flu season with no replacement doctor for students coming in with a wide range of health problems which largely have to do with stress.

I'm unsure why it is so difficult to set up an OMM appointment at the clinic--as appointments are a week or more out. Maybe the provider isn't available very often?

It seems as though my complaints have recently been obviated, but Dr. Anne XXXXX is the worst physician I have ever seen. She has changed my standing treatment plan for a condition three times because she came across one research article each time that suggested a new side-effect. She also is notorious for having labs drawn/run so that she can bill a second visit to go over them, even though any abnormal results could be easily discussed over the phone in most cases. We need a new doctor.

It seems like there is only one PA on staff, and all she does is stare at the computer screen most of the time. Also the billing services is really bad. I have the school insurance and I was being billed about \$250 for basically a pt. profile and a single script, that I do not know how the PA determined was the treatment. The billing department took about a month or so to fix the

bill. The billing needs to be more efficient and the clinic staff expanded and more integrative with patients.

It took 2 hours to see the physician and only 1 person other than myself was in there to see the physician. That is a ridiculous amount of time to wait.

It was great.

It would be better if much a well experienced Doctor can be available at the clinic because they take a lot of time to diagnose promptly.

It would be great if OMT was available more than one afternoon per week.

It's frustrating going to a DO school that stresses the importance of doctor-patient interaction and not feel like the physician is really listening or cares about why you are there. Completely dissatisfied with the visit, and the lack of follow up and organization.

it's good.

I've always waited over an hour every time I go to the student health clinic. unacceptable.

I've been to the Student Health care clinic to have a mass in the axilla region looked at and the fourth year student did a more thorough job examining me the second time I went to the clinic compared to the actual doctor who examined me the first time. The doctor looked at the mass, touched it for literally 2 seconds and told me to go to a dermatologist without doing any further examination. The fourth year student was able to tell me more due to his more thorough exam.

I've gone out of my way to find a family dr near Dallas that accepts our insurance. The reason I've done this is not because the doc at the student health center isn't able to cater to my needs (but sometimes she's not very helpful). However, every time I set foot into the student clinic (for an immunization, physical, etc), if I have to see the dr, she sits down and asks me a bazillion questions! EVERY TIME. From sexual hx to family hx. Things that I answered already each time! Waste of my time!!

Long delays in getting verifications for vaccination for 3rd year away rotations.

Maybe have some days a week when they are open after 4pm. Students get out of class then. Even open until 5 would make a world of difference. Also, a PA using an application on their phone to diagnose students is not very professional.

more attentiveness in front office / - better unity within the office among front office, physician, PA

More cost friendly services.

More easily facilitate walk-ins. Screen patients to see if patients are open to homeopathic solutions to their health concerns before suggesting apple cider vinegar as a solution.

More explanation (i.e. explain side effects, risks of medications)

More providers.

My friend had to get stitches and they looked horrible. I could've done better.

My problem was never resolved by the doctor in charge

My worst experience with a doctor in my life. She refused to listen to my concerns, I will never use the Student health clinic again unless it is an absolute necessity

Need a new or an additional physician in the office as another option

need to change the physician. the previous one was very good communicator and doctor.

New doctor. Dr. XXXXX is absolutely terrible. She misdiagnosed me 3 times when I had mono and gave me unnecessary antibiotics and an unwarranted penicillin shot. She is a poor quality physician and uses "empiric treatment" as her rationale for anything, and apple cider vinegar tea. I had to go to Urgent care in town to receive adequate medical care and will never go back to the student clinic again.

Not impressed with the MA who gave me my TB test. She stuck me in both arms and still did not get it the second time. But I was satisfied with all other aspects of the health clinic.

Only suggestion I'd have, is maybe come up with a way to schedule appointments online.

Physical exam was brief and not very thorough.

Professionalism: front desk student personnel sometimes does not seem prepared to meet patient needs/inquiries; as the patient, I would explain what I need from the clinic (i.e. paperwork, test results) and the student personnel acts perplexed on why I need the information or how to get it for me;Hours: could be extended to 5 PM on most days for convenient

Provide more solid hours of service

Replace the physician

Several student have been misdiagnosed at the clinic and had to seek second opinions with other primary care doctors

Should accept more insurances. Scott and White Healthcare plan was not accepted, and I was denied service.

Still disappointed in the quality of care at the Student Health. I have had multiple cases of misdiagnosis, false charges of co-pay with the student health insurance, other cases of providers not being on time to an appointment. However, PA Hoffman is an improvement to the other service provider. A change in leadership and/or service provider will help improve.

Supply new white coats to all staff who have direct contact with patients.

That doctor is the WORST. I said it last year, and I'll say it again.

The clinic should be more transparent with their services. I was to receive a TB blood test and they did not inform me of how to go about this. Instead, I had to have an unnecessary check-up with the doctor first and had to pay a co-pay even though my blood test was not done in the clinic.

The clinicians working at the clinic often give some of the weirdest holistic medicine advice such as roots and teas for actual medical issues.

The doctor in charge of the student health clinic should be more sympathetic, empathic, and a lot nicer in general.

The doctor is completely unhelpful and does not listen to the patient.

The Doctor is inadequate in her knowledge and better doctor is needed.

The doctor is way too invasive in her questioning. I also didn't feel like I was getting good care with her.

The doctor on staff was pushy and inconsiderate

The doctor seemed to rush me out. I didn't have time for questions really. In addition, i felt judged for my health condition.

The doctor was very rushed and impersonal. She also diagnosed me with food poisoning after I had been throwing up for 2 weeks. Ultimately fixed my problem, but did no address the cause.

The doctor who saw me was rude and seemed to be only interested in pushing pills on me. If I ever return to the student health clinic, I will request someone else.

the female doctor I had was very disrespectful

The follow-up in lab analysis and in referring was lacking, in my experience. I was impressed with the quality and professionalism of service, but being more prompt in the administrative side of the work could be expected.

The Health Clinic is too expensive and they should notify you of the cost of your visit, prior to treatment.

The main physician is not my favorite and I would not go to her if I had another choice.

The nurse and office staff are great. Have not felt comfortable with physician.

The nurses are professional but the doctor does not seem to listen to you

The office was empty and I sat in the waiting room for over 30 minutes. Once I was seen by the doctor she was extremely demeaning and rude. She spent the entire time typing on the computer and not once looked at me when speaking to me to try and figure out what was wrong. She was more interested about my grades and MCAT score instead of why I was in the clinic to see her. Instead of diagnosing she gave me a lecture about teaching others to wash their hands. Extremely unprofessional!!

The one time I went I arrived at 7am and the doctor strolled in about 7:30. The service is decent though.

The physician at the student health prescribed me steroid shots for every problem that i went with for the past 2 years. I had to find a specialist on my own who was able to find a better solution for my ongoing problem which the physician at the student health tried to solve by giving me shots after shots of steroids. I would suggest that the school should have a satisfaction survey on the providers as well.

The physician I saw had a computer in front of his/her face the entire time and asked the same questions 2 sometimes 3 times during our interview. It made me feel like I wasn't being listened to at ALL. Though I did recover from my breathing difficulties (associated with being in the cadaver lab--sensitive lungs!) it had nothing to do with the Albuterol or Flonase I received from the Student Health Clinic. Rather, I put on a mask during lab and all of my problems went away.

The physician is terrible, worst I have ever encountered. I will never willingly go to the clinic again. She has a poor grasp on medical knowledge and provides a poor quality of care to her soon to be colleges and equals. I have noticed up charting as well in her documentation. I am unaware if this physician is still at the clinic or not, but as long as she is I will not be returning.

The quality of care provided at the clinic is really not acceptable. I am sure that it is quite difficult to be a doctor to a school of "almost doctors," but surely the school could find more effective care.

The SHC should not refer patients to a psychiatrist for medicine they've been on for over 5 years - I had a terrible experience trying to get a refill on my medication and the Dr. didn't care about my previous medical history and the fact that I was stable and had a chronic chemical issue, not an acute problem. I will never use the clinic again.

The staff at the Student Health Clinic are helpful and friendly. The quality of the facilities is superb.

The student health clinic is seriously lacking in expectations. The first experience dealt with vaccination records. It seems to me that they should either get more training on the matter or find another department to keep track of immunizations. Additionally, after speaking with classmates, I have come to the conclusion that visiting the physician here is a waste of money and time if you expect a prescription or results for your condition. As pharmacy students, we do understand healthcare.

The woman Dr. I went to refused to prescribe me a medication to help with my cold that I was not able to get rid of and instead told me to drink warm tea with honey. Other students I have talked to have also had horrible experiences with her as well.

There is a disconnect between the provision of service, student insurance, and then billing. Why does a bill not go to my insurer? What a stupid system. This is the 21st century; why are we dealing with bills and postage stamps. Horse and buggy systems.

There should be more than one physician available for us to see. I have heard from my peers, they would like to see a different physician without having to pay their deductible. And if

possible, access to an OB-GYN physician (perhaps just certain days of the month) would be wonderful. I prefer to not get my Well Woman Exam done by my family practice doctor.

There should be room to schedule emergency visits. There have been times when I have told the doctor something and she just noted it on my chart as a diagnosis, but did not do anything to address it - therefore, I had no choice, but to go to another doctor and pay with cash since that doctor did not take my insurance. I feel that the quality of the medical doctors can be improved.

They are fabulous. From the receptionists to the nurses and physicians, I am always impressed with the quality of service. They are friendly, helpful, and very knowledgeable. I have never been more impressed with a student health clinic.

They are the greatest!! Very helpful and friendly!

They do not return my phone calls. I have tried to make numerous appointments and have left all pertinent information for them to call me back but I have never received a call back. This is ridiculous! The one time I have been I didn't have an appointment. They called/faxed/emailed a prescription in for me and it never got to the pharmacy. It was an emergency prescription and I could not get back in touch with the clinic because they NEVER answer their phone!

They should get another doctor so I have a choice. The student health insurance really only allows me to go to this clinic without having to pay a ridiculous copay. The doctor and PA there are nice, but I would prefer someone else's care, or the option of other doctors. Doesn't seem to be communication between the doctor and PA when I get treatment from either. Doctor only suggests medication so far, doesn't really seem to understand my needs, or what I really need in terms of my health.

They treated me well and assisted me in my return to feeling well.

This is just all-around horrible. From the MAs to the physician, the student health clinic is terrible all-around.

TOO SLOW. There's like nobody there and they still keep you waiting. Should hire at least another doctor or two.

Very difficult to get same-day appointments. As a student on clinical rotations, I need to address any illness or problem ASAP because we are not able to miss days in the clinic!

Very happy with the doctor at the clinic.

We need a new physician at this clinic, preferably a DO Since we are an osteopathic school... I have had horrible quality of service here, she does not listen to patient concerns, and gives poor advice and diagnoses. It is horribly embarrassing that a health science center would have such a horrible physician at our campus clinic. We need someone who practices holistic medicine. It feels like a parade of questions with no empathy and lots of poor communication.

We were told there would be walk in appointments available but I have always been told that they are booked. This makes it difficult wHen I am sick. I end up having to go to an urgent care facility.

Well women exam was not performed properly, therefore, I had to return for a second well women exam the same week.

When I have utilized their services, it was usually during convenient hours.

Whoever sends the shot records via email is awesome. Very prompt and friendly.

Student Assistance Program

Common themes expressed by students in the SAP comments included:

- *Appreciation for services*
- *More up-to-date listings of providers*
- *Hesitancy to share personal information*
- *Requests for more sessions and longer hours*

After a couple meetings I never heard from the counselor again. Not sure why.

Beyond academic counseling, I don't fully trust the judgement of the counselors. As such, I went off campus for counseling and was very satisfied with other providers.

XXXXX is my favorite person at UNTHSC. Great service!!!

I have used the counseling services off campus. I felt that it has been really helpful and honestly think that as it is, its doing great. I would think that the only other way to make it even better would be to possibly have a counselor on campus to talk to students.

I just don't like having to give personal information (my reason for wanting to get counseling) to the SAP answering service people.

I was given a list of providers to call that were close to my home. The first office I called they informed me that it had been several years since that provider had been at the clinic. I do not believe that this should ever be allowed to happen and it was very discouraging.

I'm glad this services was available. The staff was friendly and was helpful, but I think I needed something more intense so I eventually sought counseling at an outside facility. I'm still glad this option is available. Students need it! Thanks!

Need more hours available

They helped me during times of intense self doubt and suicidal ideations during last semester. They were a line of defense which prevented me from committing self-harm multiple times due to counseling support

They should give 6 session each semester. My insurance from the school doesn't cover extra therapy sessions. I will probably not get the school insurance again because it's not very useful. Also, I called once because I had to switch counselors and felt very judged because I said I didn't like them so I wanted to switched to another. I felt like they were annoyed over the phone. I have the right to choose a therapist I feel more comfortable with.

Wonderful service!

Texas College of Osteopathic Medicine

TCOM 2014

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Bringing back dr XXXXX would be nice. He really seemed to care about us and worked hard to get everyone on the same page

Syllabi would be the most beneficial implementation to the curriculum. Endocrine 1 is the best example of this. In addition, the Reproductive course layout is the most organized and well-taught of all the courses. It should be the model for other courses. Drs. XXXXX, XXXXX, and XXXXX are outstanding educators.

New professors while administering old exams is not acceptable. When students can study an LGT and still get a B there's something wrong with the system. Furthermore, changing teaching methods when the old system was working fine does not make sense to me. Please, if you have not already, go back to the old MLM, question, and answer method (simple. When I left second year, I just remember being so frustrated with having 2-3 pts for each lecture I could not, in good conscience, recommend TCOM.

Have professors proofread powerpoints for grammatical sense and spelling. Create syllabi for courses like other med schools.

CHALLENGE US STOP BABYING US. MAKE THIS A DIFFICULT TIME OF OUR LIVES SO THAT ONCE WE ARE DONE WITH MED SCHOOL RESIDENCY COMMERCIAL MEDICINE IS EASY AND WE BECOME THE LEADERS OF TEXAS MEDICAL INDUSTRY

Geriatrics is over-emphasized to the point of redundancy. I admit there are some differences between the geriatric and general populations but these could be effectively and seamlessly integrated into regular lectures when the topics are covered without taking a whole new lecture to repeat familiar concepts plus a few differences. The time could be better used to incorporate pediatrics. The lack of teaching in 1st and 2nd year can be seen on Peds Shelf scores in 3rd year.

As for TCOM, when the primary goal is a desirable residency position and residency programs primarily focus on board scores, too much time spent for curricula is spent on things that don't help with boards, such as community resources, ethics, etc. while these are good things to implement in a curriculum, there's just too much of it. Also more time needs to be given for board study time, especially step 1.

As a fourth year, it would be helpful to have some rotations offered through the school to help prepare us for intern year. Other programs offer two week EKG courses or radiology courses online that incorporate some assessments throughout. While we do cardiology and radiology rotations, it is sometimes uneventful and we don't get to see everything. There could even be a short rotation offered to teach some of the basic skills like different suture techniques and other essentials.

Need more interactive teaching and also recordings so people don't have to attend class because not everyone learns best that way

Would appreciate more elective options offered by UNTHSC campus, or established electives with nearby hospitals for 4th year. Clinical teaching at Plaza is excellent by faculty and residents. Limited faculty contact at Methodist Dallas, but students are given ample opportunity for patient interaction. Quality of teaching at JPS varies widely by faculty. Lack of supportiveness or friendliness by a large percentage of residents at JPS. Some JPS residents are even hostile towards TCOM students.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

the generic evaluations do not allow adequate discussion for experience on rotations, less fill in the bubble questions and more question prompts would better allow students to comment on their experiences

Some faculty take our suggestions and make a course really awesome (Repro 2) while others keep making the same mistakes year after year.

Some faculty get better with feedback. Some never do and never will.

CHALLENGE US STOP BABYING US. MAKE THIS A DIFFICULT TIME OF OUR LIVES SO THAT ONCE WE ARE DONE WITH MED SCHOOL RESIDENCY COMMERCIAL MEDICINE IS EASY AND WE BECOME THE LEADERS OF TEXAS MEDICAL INDUSTRY

Needs to be turned in on time

Majority of clinical evaluations are delayed by months. Would appreciate face-to-face evaluations by faculty midway and at end of rotations to effectively improve clinical skills. Faculty contact is limited in hospital rotations as well, which makes evaluations neither personal nor adequate.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

As a 4th year TCOM student most of my interactions with the school are through Clinical Education. Clin ed has a reputation in our class of being difficult to work with, overly stringent, and unwilling to understand the difficulties students face when trying to find acceptable rotations.

clinical education department does not make scheduling rotations easier

Administrative Support - Who does this mean? I hear of a lot of my class mates having problems with administration in Clin Ed. I think I was lucky and didn't have any of the problems. Clin Ed seems pretty unreasonable and poor at communication at times.

I got an email by accident from my rotation coordinator secretary where she was making fun of me

CHALLENGE US STOP BABYING US. MAKE THIS A DIFFICULT TIME OF OUR LIVES SO THAT ONCE WE ARE DONE WITH MED SCHOOL RESIDENCY COMMERCIAL MEDICINE IS EASY AND WE BECOME THE LEADERS OF TEXAS MEDICAL INDUSTRY

Academics – Section 4

Quality of Faculty Advising

TCOM 2014 had very poor advising in that this was not really a part of our program. I hope that the advising colleges have addressed this issue, but cannot be sure as this was not offered to my class.

As a 4th year student hoping to match into a decent residency, I have felt a complete lack of informed guidance and/or support. When I asked about matching into a certain subspecialty, all that was provided was a list of statistics (board scores, # interviews and the like) and told to go on my merry way. The faculty members try their best to give advice, but they are clearly so far removed from the whole residency application/interview/ranking process that they can't give what we really need.

As a TCOM 4th year, I have had next to no advising in regards to choosing a specialty, residency applications, and help finding adequate rotations.

4th year rotation and residency counseling is extremely poor. The primary TCOM resources are uneducated regarding non-Texas, non-BOA and non-primary care specialties. Having 1 or 2 people advising the entirety of the 4th year class is useless and leaves us at a disadvantage when looking for sub-internship rotations and residency programs.

Specialty-based advisors (ie surgery, ob/gyn, ENT, peds etc) would better accommodate the needs of the 4th year class "

residency counseling was useless, everything I was told proved to be contrary to reality once I started doing my own research and talking directly with residency programs.

I do have to say that I was very displeased with Dr. XXXXX. I had a true problem concerning matching into the ACGME residency of the field I wanted to go into. Instead of advice, he told me how to interview well (which I didn't need from him), then proceeded to tell me how screwed I was, then had no idea that there was a difference between the ACGME match and the BOA match. Sadly, I had to go it on my own. I couldn't trust a single word he said and will continue to advise others not to trust him

As a student applying to residency this year, the quality of guidance I received was terrible! XXXXX tried her best to give pertinent information but still she only knew what previous students had told her. There wasn't much help from her nor the other faculty about BOA programs and how to set ourselves up for success. UNT needs someone full time to help us! They need to keep in contact with previous students and do polls yearly about what helped them be successful and then SHARE THE INFO!

The "advising" is remarkably poor, particularly in reference to residency and our future careers. The advising pretty much consists of "here is how not to scramble because that is all we care about." This is the prevailing sentiment of those being candid, I guarantee it. We talk to other interviewees on the trail and they tell us about how much residency advising and specialty

specific advising they get and I feel embarrassed by how little support we get. TCOM does not support it's students.

There must be more concentrated effort to counsel students in their respective specialties by advisors within those specialties and who are connected to residency programs. There are too many students and too few faculty who offer residency advising.

ZERO career specific mentoring from school. All USEFUL advice was from outside resources. I received NO HELP from clinical education department. People that are made "available" are not up to date on current residency environment. This stems from lack of residencies on campus and lack of adviser availability (whether it is people with other responsibilities or lack of interest in advising).

I don't even know who's in charge anymore, but the one's that have stayed have been good so far, mainly Dr. XXXXX, Dr. XXXXX, Dr. XXXXX.

Losing XXXXX was a big hit to 2014. XXXXX and XXXXX are trying but never been as helpful as XXXXX. From a 4th year standpoint, losing her was the same as the school flipping us the bird and saying,. "You're on your own, we don't care".

My class has no assigned faculty advisors or colleges. My only advisor was XXXXX, who left the school right before I started applying for residency.

Don't fire an integral and the most helpful member of a team during a time when they are needed to assist students with the match.

I felt the advisers I spoke with were more interested in telling me what to expect and how to react to those expectations than actually hearing and responding to my specific concerns.

Residency advising is not helpful at all. A lot of things that are necessary to do, like what rotations to enroll in, or should you send emails to program directors, are not discussed very well.

CHALLENGE US STOP BABYING US. MAKE THIS A DIFFICULT TIME OF OUR LIVES SO THAT ONCE WE ARE DONE WITH MED SCHOOL RESIDENCY COMMERCIAL MEDICINE IS EASY AND WE BECOME THE LEADERS OF tEXAS MEDICAL INDUSTRY

It is difficult to find advisers outside of primary care or OMT

So little advising specific for specialty field. Other medical schools have advisors for each specialty, which can really help for application strategies (ie knowing which programs one is competitive for vs programs for which one is not). Having physicians for residency advising is not practical since they have such busy schedules. Dr. XXXXX is great but too spread thin. Dr. XXXXX...hardly anyone has heard from him. Firing Ms. XXXXX in the midst of applications was a huge error on behalf of admin

I had contacted several faculty in the past who are listed as the current faculty advisors for different specialties. Unfortunately must never responded or didn't have any time available time to actually meet.

Dr. XXXXX and Dr. XXXXX have been very helpful and available to students; however, two faculties are not enough for 200+ students. Would also very much appreciate more lectures and online materials on residency search/interview/match strategies (and coordinate with clinical sites so we can get the time off to attend). If possible, it would be tremendously helpful for students to have an assigned personal advisor/mentor that they can turn to for advise throughout the 4 years.

Academics – Section 5

Clinical Rotations – Overall

Clinical Sites - Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

Class size is too large!

Class size is increasing but rotation sites and preceptors are not increasing. This is a problem with Residency positions too.

many of the clinical rotations lacks hands on experience and adequate teaching.

Why do we go through OMM training when most of us will never use it in practice?

Need more sites.

need more options, need more flexibility with schedule.

students cant afford to give up valuable audition time in the fall of 4th year because there arent enough spots for our students

more options to accommodate the larger class sizes.

Closer locations.

We need more sites and less students per preceptor for a better experience. It works better when the preceptor wants a student also!

Institutional Services Provided by Your Educational Program

Clinical education should make a better attempt to be understanding of students. I suppose some students are difficult and upset the clinical education department, but I think that most of us are just trying to get our rotations and do our work. It frequently feels as if we are children being punished for events beyond our control. This is especially important since TCOM does not offer enough rotations in 4th year for all students to meet requirements, so we are left on our own.

The office of clinical education provides little to no support for 4th yr students. I have found the clinical education admin as more of a hinderance in my education than anything. I would suggest that for future classes, if you still plan to turn your students loose during 4th yr and have them schedule all of their own rotations, then don't hinder them with arbitrary deadlines.

Please be more considerate and flexible when approving rotations, since we really don't get much help otherwise.

Career services/ counseling: XXXXX and XXXXX are amazing. Outside of that, TCOM 2014 has had absolutely NO career support during this year's application cycle. We have no specialty-specific advisors, which is the norm at other schools. The general opinion is that Dr XXXXX is too busy to provide adequate career support and has been known to provide outdated information. Dr XXXXX is not generally considered a useful source of information. Firing XXXXX left our class at a serious disadvantage.

The office of Clinical Education is the terrible. They are unwilling to work with 4th year students to help us find sites for mandatory rotations. They threaten us with having to do 23 rotations because we cannot find open sites for mandatory rotations in a limited one month block that they have randomly selected. We are hard working students and to say that we cannot receive our diplomas at graduation because of some fault of there's is obscene. Way below expectations.

Hire more advisors to help answer questions and get information to students before they have to make decisions.

Clinical Ed has been inflexible with deadlines & rotation requirements to the point of hurting the 4th year students. We are expected to set up an entire year without any/minimal access to/knowledge of resources. The guidance in the 4th year is laughable. Many 4th years have to do extra rotations because we were forced to choose between an audition rotation for residency or adhering to an arbitrary schedule. Other schools have elective "catalogs" for students to pick electives from

Clinical Education: Talk about an unhelpful bunch. I have a pregnant classmate due in April. She will have her ER rotation in March and has been trying to find a site since October; she was almost forced to Corpus for ER with only one month before her due date, almost 8 hours away from her OB. She then found an ER physician at Huguley who was willing to take her on, but this dept rejected her request on shaky grounds. Other schools have personnel that actually HELP their students find sites.

Clinical education is not consistent in policies. Repeated episodes of providing permissions for rotations and then denying approval with no notice. Creates reputation for TCOM of disorganized and inconsiderate students and staff to residency programs. Staff is not willing to assist students, but rather serves as road block to successfully applying for residency. Very disappointing.

Policies for clinical education are incongruent with reality. the current rigid application of assigned geri and ER slots is simply unnecessary given the change in the policy dealing with location. Students need flexibility to make there auditions and interviews work and clinical education was anything but accommodating.

How about actually have some specialty specific advisors who can help guide us along the residency pathway instead of trying to elucidate any and all advise from the class above us. They would also need to be committed to being advisors or what's the point. Only advising us on how not to scramble is not acceptable. As it is, I would tell anyone considering medicine to go elsewhere, due to the lack of support were given in the second half of our TCOM careers.

XXXXX is an outstanding resource to students. He is prompt, professional, and always eager to help. His advice and feedback are always helpful. There needs to be more advisors in place for residency counseling that is specific to the field that you're going into. Dr. XXXXX and Dr. XXXXX are not enough to help so many students.

Make sure enough preceptors are available for geriatrics. It is stressful having to go out of town and find a place to live for a month when you have kids/pets and are paying rent on a place you won't live in.

When our residency counselor gets fired and we don't know why, how much confidence do you expect from us?

It would be nice to be treated respectfully by the Clin Ed office staff instead of having the secretaries get their jollies by denying legitimate rotations and making fun of students by email

Clinical Education should provide more support on finding rotations. Core rotations should not be left up to the student to find and schedule. If the school cannot provide quality rotation sites, it is an unnecessary obstacle to require students to find their own educational experiences and then try to schedule them in certain periods.

"

additional support staff is needed to assist the ever increasing class size and expedite request PCP and geriatric rotations are increasingly hard to fill. More mentors need to be added, restrictions need to be lifted, and more preceptors need to be approved. Perhaps a stipend from our tuition could help defray the cost of preceptors teaching us. "

As I stated earlier. Counseling can be improved with better listening skills. Maybe hire more clinical education staff so they can help students find rotations that they want instead of just telling them to "find one before the deadline, OR ELSE!" I didn't find that particularly helpful.

Better organization and earlier communication about rotations

Clin Ed dept makes scheduling 4th yr rotations unnecessarily cumbersome and stressful. It is important to note that not everyone will know what 4th yr rotations they'll need by the end 3rd yr. Also, scheduling core 4th yr rotations is more difficult when they're required in a specific period regardless of location. Keeping our students from signing up for available spots makes it more likely for students from other schools to take them because programs don't reserve spots for TCOM students

Too many policies in Clin Ed that don't make sense. Residency advising is so far under par...way too few advisors with so little time to help. When I would ask questions about residency application (arguably the main culmination of med school), I would get such short answers and little availability to speak with someone who was truly knowledgeable. Given there are years of matching, you would think the school would have more relevant data to help individualize application strategies.

I have been met with substantial resistance by the clinical education staff when trying to set up some rotations. They tend to treat us as though we are all not attempting to set up rotations on a timely basis. Some of the encounters I feel like border on unprofessional and am shocked that they ask so much in this area from us but can't maintain the same respect for us.

Needs to be more organized in the clinical rotation part and also be more flexible to change.

Better organization so that multiple submissions of the same paperwork is not necessary.

Need more experienced faculties like Dr. XXXXX to be available to us during residency application season. Students from other schools mentioned their advisors gave them advices on which reputable programs to apply to in nearby regions. Would be nice if we can have some guidance on that as well. Clininal education policy is not flexible enough for students to pursue the learning they need, and are largely indifferent with the quality of teaching, or even reported mistreatments, at clinical sites.

TCOM 2015

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

more small groups and interactive lessons, no quizzing

Our comlex board scores are suffering because of a lack of osteopathic principals in our core classes. If you want us to pass comlex with higher scores we need to start acting like a do school. Almost every question had osteopathic finding on the comlex. TCOM teaches to the USMLE, maybe we should stop doing that so more people can pass, and not just barely pass.

During the hands-on portion of clinical medicine early in TCOM Y1, it would be very beneficial to teach (and practice repetitively) basic clinical skills (blood pressure, taking pulse and respiratory rate, doing joint exams of the knee, shoulder, ankle, etc). These are critical skills that need repetition to be learned well. These are also very clinical skills, which are exciting to 1st year students because they are hands-on learning as opposed to textbook-based didactics.

While the quality of some of my lecturers is outstanding and above reproach, the quantitative majority of my lecturers overly-relied on the text of their PowerPoints to do the teaching for them. As a "big picture"-type learner, I felt like I missed out on several opportunities for my lecturers to connect thematic dots that would have added great value to my learning process. I learned the best from those that would paraphrase, repeat, and link concepts throughout the lecture.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

Does the faculty use evaluations to improve the curriculum?

The school does not seem to be responsive to the evaluations

Only random and ridiculous things change from year to year. Instructors use powerpoints with the same errors year after year yet still take forever to post on time. Decades of experience yet every year feels like TCOMs first year of doing this.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

no support what so ever

Most of the administrative support personnel are outstanding and extremely helpful for students.

Academics – Section 4

Quality of Faculty Advising

Colleges haven't don much

more individual meetings and more social events

I have met with my college adviser one time, before we started the first year of medical school and I have not seen her at any college socials.

Find something to replace the current residency counseling. It's not helpful at all. There isn't enough support given to third year TCOM students preparing for 4th year.

My faculty advisor still probably knows nothing about me. Meeting with the advisors has been an available option, but I did not have any impending needs or questions to be answered. If there was a checklist of things that the advisors had to go over with you in order to get to know you better for the purpose of writing a good Dean's Letter I would be willing/wanting to meet. But having no agenda, and if I have no needs/issues per se, I am less likely to meet.

The colleges are great for facilitating social events, but advisement from the college advisor is lacking.

I am pretty disappointed with advising for clerkships and residency. On a whole it has been pretty lousy, full of needless difficulty, wrong information and outright lies.

The "residency counseling" advice we got as 3rd years was a joke. Went in and told Dr. Stone my specialty and he just said no you don't want to do that, you want to do this. Terrible advisor and literally should not be advising anyone of anything if its not surgically related.

This may be off topic here, but residency counseling with Dr. XXXXX was the worst experience of my academic career at TCOM. I want to be a pediatrician (that should have been my first clue), but he was very blunt and made me really uncomfortable. But, on top of the fact that I cried when I left because he made me feel so bad about my academic standings (which are above average) he didn't even help me with the questions I did have for him, like how many programs I should apply to.

The residency advising is very much in NEED of revamping. The quality of residency counseling advice received from Dr Stone this past fall was inadequate. I am actually going to OTHER medical schools to seek out residency counseling and advice. Allopathic schools. I'm desperate but I cannot get answers from TCOM.

Academics – Section 5

Clinical Rotations – Overall

Clinical Sites - Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

Closer locations

More sites.

Need more sites

too many students for each preceptor

Closer locations

We shouldn't have to travel across the state

more options

Institutional Services Provided by Your Educational Program

Our residency counselors are not knowledgeable

The availability and quality of career counseling, specifically as it relates to residency preparation is lacking and insufficient. More personnel with certification in counseling should be added to the ranks to support demand for the medical school classes. There should be less reliance on the directors of the program as their availability does not adequately expand the offices capacity to meet student need.

More prompt communications regarding scheduling. It would be VERY nice to get a set schedule for every rotation like the OB/GYN department does.

It would be nice to have group meetings for specific specialties. All students interested in each speciality could attend and it would be more focused on the specific questions pertaining to that specialty for career counseling and rotation scheduling. We feel very lost and confused on scheduling 4th year rotations and planning interviews. We need more individual/ group support.

Third year has been horrible because of the lack of communication. The first semester I did not know where to go for the entire semester until the morning or sometimes afternoon off the first day. If I switched attending I did not know where to meet them until the day of. Lots of Monday mornings waiting for hours not knowing if I even had one. One time I did not even have an attending, I had to find one myself. I cannot express how on my own from TCOM this has made me feel.

Career counseling, AKA residency counseling was a complete joke with the exception of Mrs. XXXXX, who was extremely helpful and prepared. Residency counseling, etc is a SERIOUS lack at this institution and I believe our match and students will suffer for it. This institution's job

is to do everything it possibly can to facilitate us getting into residency(the one the student desires, not what they are TOLD to do).

Clinical education department needs to be more active in helping students find rotations and being okay with setting them up. I have run into so many difficulties and barriers just for the ClinEd department to be satisfied with my choices, and I have contacted so many physicians - it has been such a difficult and challenging set-up.

The dismissal of XXXXX was not made public to the students at TCOM. This is unacceptable. It was also unacceptable to not have an adequate replacement for her at the beginning of the academic year.

Start assigning rotation assignments much earlier in the fall for third year and fourth year. We need more time to make arrangements fo the upcoming year.

More help with residency counseling with regards to scheduling 4th year rotations.

TCOM 2016

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

KBIT needs to be edited or removed from curriculum. Ethics course is VERY poorly organized. SAGE is a joke, and not relevant until third year."

I think the school is doing a better job of having less classes for first years and more DSA's. KBIT's need to be updated and have better case stems and less contradicting symptoms.

Too much emphasis on clinical application, not enough emphasis on topics that are tested on first board examination. Sometimes reading assignments are given and they're highly relevant to class dicussions, but 50% the information in the assignments is largely ignored and only information in powerpoint presentations is relevant. Professors should advice IN THE SYLLABUS whether students need to read or not the required textbook reading WHEN a powerpint presentation is provided."

If at all possible, please increase consistency of requirements made by professors and the amount of reading given in each class. I realize this is not covered by the topics above, but please change the curriculum to a pass/fail system. The letter grades system is not conducive to community studying and only leads to competitive and high unnecessary stress; unnecessary because residency programs can't compare our letter grades to anything since most other schools have pass/fail."

Mandatory class forces those that are not auditory learners to benefit. The classroom should only be for clarifying material. It should not be used to teach. We are capable of studying and learning if provided adequate material that gets to the point. Getting really tired of y'all wasting my time.

Renal 2 was a trainwreck for 2nd year TCOM students. New professors need to be accompanied as they start a course. Clinical interviewing has been a waste of time this year

because they have not been able to find patients, so instead we have to go and have random and directionless discussion. I feel like it is not considerate of our time as students to not properly plan something and they force us to come just because it was scheduled. It should be cancelled if they cannot find interviewees

TCOM - Occasionally faculty members will not submit a DSA document. THis makes exam preparation more arduous.

The biggest thing I'd like to change about tcom is more focus on board exams. All of the focus is on what the particular teacher thinks is important but many of us would like more attention to what is important on boards. Only complex is ever mentioned but most of us will take usmle and go into NBME residency, making usmle more important score wise. I'd like that reality to be acknowledged instead of us only being put at a disadvantage to all of the md students in tx competing for residency.

I wish professors focused more on disseminating info instead of how they are running the classroom. It always seems as though they are delivering a presentation for a play instead of simply telling us what we should know. Many of my classes sound nice, but they are boring and a waste of time. These include: community resources, ethics and clinical medicine. They all are great, but can be shortened and made more impactful. I feel like I'm just sitting around in them. "

I feel like I am expected to teach it all to myself now...would have liked to know this in the brochure. "We teach you year one and then you teach yourselves years 2,3,4"

I think some teachers go above and beyond and you can tell teaching is their true calling, others however are subpar and it seems you cannot find someone to teach their field. I do think that credentials does not mean a good teacher - and I take very seriously the instructor evals and I hope someone up there is reading them so that the teachers can know some things to work on.

Sometimes I get the impression that professors that do not teach MLMs/PLMs regularly at TCOM do not have the understanding that our answers to the powerpoint questions are graded, so they may not wait for the whole class to answer or they may not bother opening the iclicker program for responses at all.

Mandatory classes are neither needed, beneficial, or professional. Each student has their own method of studying best. The classroom only wastes time with inefficient professors who do not teach in a manor that is beneficial to 75% of students. Many students I know (by many I mean 35-60% of the class), including myself, perform better on tests and retain the knowledge better when our time is spent studying instead of wasted in "mandatory" class.

Sometimes the professors are lacking in their ability to explain difficult concept in a way that makes sense to medical students. They often talk way above our level of knowledge. They need to remember that we are not experts in their field and that they must begin from square one and not skip to step six expecting that we know what steps 1-5 are. It would be nice to have a more systematic explanation from professors on how they go about evaluating a patient and making a diagnosis.

Let me qualify this by saying that there are many professors that are incredible. However, when the teachers are bad, they are really bad. I would have hoped that there could have been a better selection process or a shorter leash when it came to the education of future physicians. Also, I feel like in year 2, there is not enough time to study for boards, along with many areas that are taught that are not on the boards. The first two years should focus on helping us dominate our boards.

We have become more focused on the extracurricular (ie ethics, clinical communication, SAGE etc) and deviated from emphasis on the core material.

Most of the times it feels like clin med and sim lab are a WASTE of time!!!!

Sometimes I feel the professors teach us at a higher level than we're expected (for example: they teach us information that we should know as residents, not as 2nd year medical students). This causes more confusion rather than a greater learning experience.

Dr. XXXXX needs to be recognized somewhere so I guess I will do it here. He is an awesome professor who demonstrates every positive attribute that is humanly possible. He needs to have a role in the development of curriculum for every class. Give him a raise, promote him to dean, do something, he is a vital asset to this institution.

Some teachers are really good and some are not very good. Some of the policies don't make sense. For instance, on the OMM competency second semester, if you only score competent in all the categories you fail, you have to score exemplary in have the categories to just pass. Passing is also considered an 81. Also, the second year syllabus was full of errors both semester and has to be revised unilaterally and the OMM course director is not very flexible to these changes. Dr. XXXXX is fantastic.

I'm not a big fan of KBIT. I think it would be valuable to do a serious evaluation of its contributions to student education. I personally do not find much value in it, other than to cushion my grade with a few points. But I'd rather spend that time studying material more relevant to boards and tests. There have also been those who have been suspicious of some conflicts of interests issues related to KBIT and I can understand their concerns and think they are worth addressing.

The clinical aspects of TCOM's 2nd year curriculum need much improvement. There should be ONE major resource used to teach the clinical approach like Robbins is used to teach physiology. Step Up to Medicine is a great one, that way all the teachers would have one resource to reference and teach from. It's very confusing to us, because in real practice everyone uses slightly different approaches to managing a patient and it's difficult to learn when being taught by many different people.

For TCOM, there needs to be better preparation for the boards. Other med schools, from talking to my friends, have a lot more preparation for the boards and less extraneous information. For example, at one of my friend's med schools they give them packets that have everything they need to know in them, they don't have to go searching. And for pathology, all they have to know is in the high-yield boards book "Pathoma", whereas we learn tons more pathology than what is needed for boards.

I don't feel the way that KBITs are structured currently help me learn course material. Clin Med sessions are the same. I feel that two hours are too much to spend on cases and googling

answers. I would much prefer to spend a shorter time on cases and more time practicing clinical skills.

Pro: DSA's before class and reviewing them in class is an awesome approach. Way to go.

Con: As strongly as I can say it in writing, please change our curriculum. Second year should be about pathology, and we should leave treatment and maintenance for 3rd and 4th year. We would be so much more competitive on boards if we focused on it like this. Our curriculum is so packed there it is ridiculous when you compare it to almost every other top tier school in the nation. "

2nd year curriculum could be improved. Pragmatism is needed in the scheduling. For example, this semester the school started the 2nd of January, however the material that Thursday and Friday could have easily been pushed to make a longer Monday and Tuesday. That way we could have the extra weekend to get back after the holidays and be settled. This is only one of many examples.

Lectures mentally exhaust me because I'm just trying to stay awake because it is not how I learn at all. Passive learning is painfully useless in my education. Since lecture mentally exhausts and demotivates me, it takes a large portion of my day before I'm recovered to do actual productive study at home. I need to dive into material at my own pace to learn. In conclusion, lecture: 1. Takes away from time I could have been productive. 2. Robs me out of a productive mindset.

The curriculum is mostly relevant, but we learn so many things that are extraneous to what we need to know for boards and some things that we don't learn very well that are on our board exams. I think teaching to the test is the best way for the curriculum.

At the graduate level I would NEVER have expected the following to be required: 1) Attendance for ALL classes. This completely negates the idea that people learn differently and I'm convinced this required attendance policy has negatively affected some students grades. 2) NUMBER GRADES. This encourages competition, discourages teamwork, and makes students worry more about grades and less about learning. Get rid of the number system! 3) Inconsistent Calendar/Schedule--COMMUNICATION ERRORS!

Some of our assignments feel like busy work, and we are busy enough without it. Ethics needs to be re-constructed. Having speakers come in is more helpful than discussing cases in our small groups.

Community Resources is the dumbest curriculum requirement I've ever heard been a part of. Why does XXXXX have a job here? Students don't learn anything constructive in this class, as it is a complete waste of our valuable study time. The UNTHSC curriculum would vastly improve if community resources did not exist. Stop making us go to this course!

This year I have had a lot of trouble with classes because I feel like I don't have enough time to adequately grasp the material. It is not because of the classes or the time frame for the classes but because they require us to come to class. I am a visual learner so I have to read and write my own notes to be able to understand the material and by being required to come to class I lose a lot of time just sitting and not learning anything. I feel that there should be more flexibility.

I feel like the curriculum is taught solely from Robbins which even though many of the things on the boards is pathology based, there are many things we are tested over that is not boards relevant. Also, even though it's good to have student participation sometimes it takes much too long to get through a certain amount of material when every facet of a certain disease process is explained by calling on students to explain it. I honestly zone out and get nothing from the classroom time.

This category is very broad. The majority of my classes are well-organized, but some are not. The ethics class stands out as being inefficient.

Better scheduling of classes to not waste students time. Let us study what we need to and don't schedule weird breaks in class.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I take the course and instructor evals very seriously because the better this institution is the better it will reflect on my education and training here. That being said some professors are obviously reading them and making adjustments to improve their education and I appreciate it and let it be known on the next eval - others are so stuck in their ways it does not seem to matter what is written they will not change.

Repeat questions are frustrating.

I have stopped doing these because I feel like they are not anonymous and are not utilized the way they should be. I wish I was ensured anonymity. Also, I don't think the professors utilize them. I can't blame them, but it's hard to change their ways after doing it for so many years. I think they should be used for the course more than the professor, and just let us talk about what was wrong instead of a lot of questions that we don't care to fill out.

Although we suggest opinions on our evaluations, I feel like they are never addressed, as the same materials are used year after year without change.

cant really tell if the faculty use evaluations to improve curriculum since most of the times we don't see that faculty again. Maybe a good to way for us to know is by letting the students know what changes were implemented and how the curriculum people arrived to that decision.

I feel like some professors don't care about their evaluations.

The instructors take the evaluations way too personal. They feel threatened and attacked and try to justify their reasoning to us instead of considering our ideas and making appropriate changes. Plus the evaluations are not anonymous so many people don't feel comfortable being completely honest for fear of retribution.

The new teacher evaluations are way too long. It takes much too long to specifically answer our opinion on every single topic taught in a course for every class. Perhaps there could be an option to select a topic we feel strongly about to address much like the format currently used to evaluate specific professors at the end.

Tons of the faculty talk to us about things we've written in their reviews, and they defend the things they've said. I mean if they want to comment on things we've said I guess that's fine, but they should be using those comments to improve not trying to defend themselves.

Students know a lot about the curriculum, they live it. You could listen a little more in my opinion. A great example is Neuro for first year. Terrible experience. This year they changed the curriculum director instead of doing what it took to get it right. That is why it did not go well this year too. As hard as it sounds, you should fire Dr. XXXXX and Dr. XXXXX, and take a hard look at the course's content to see ways of simplifying the material for better retention.

Evaluations need to have a maximum of 15 questions before being given the option to write extra details/evaluate professors individually. If people have specific concerns, they can (and WILL) write them out. Evaluations with seemingly endless "bubble" questions are tiresome and people don't take them seriously because they merely want to "get it over with."

The evaluations are too long which is why I don't take much time to respond as I should.

Not all faculty even read these evaluations, and thus, do not improve in subsequent years.

I'm not sure how or if the evaluations are used effectively but along with the first point, I find much of the information that we're given and tested over is based on management and treatment. These topics have their place but they aren't helpful for boards which don't test those topics nearly as rigorously as we seem to. I would prefer to have more emphasis and testing on things that will prepare me most for boards.

There were several times last year when professors made drastic improvements due to student evaluations and it was nice to see our input was being considered so thoughtfully.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

Wish we had more teaching assistants for our courses
Admin support - sometimes it is hard to know who to contact -- wish their was a more centralized place to find this information (generally for TCOM not course specific) "

I feel like we are being treated like high school students in some areas of our education.

We've had multiple issues in our courses with administrators leaving unexpectedly or not having enough support to provide us with what we needed for our courses. This is highly detrimental to our education and wastes our time that we have paid A LOT of money for!

Academics – Section 4

Quality of Faculty Advising

I think advising college advisors should request more one on one meetings with students. at least 1 or 2 a semester.

A more structured advising system would be more helpful. Our college advisers meet with us maybe 2 or 3 times before they write a letter for my residency applications. This person barely

knows me. An advisory program with a smaller number of students would be more helpful, and one who belongs to the specialty I am interested would be marvelous.

I don't have an opinion on faculty advising because I can't even remember the last time I saw him. If I need advise I don't know if he is who I am supposed to utilize or who else I am supposed to talk to.

Some colleges already do this but it would be helpful if all college advisors met with their students every year or so to discuss your progress/ plans for the future.

I noticed that they don't pay attention to my grades.

I would like some more advising - perhaps if they offered one on one meetings so we could talk out our concerns for the future and get some advice on what we can do to improve - and if this is already offered better advertising of it would be appreciated.

Although the advising colleges have useful events and ways to get to know other students, there really is no faculty advising occurring. There needs to be better communication about the purpose of this advising and when it should be occurring.

Elko needs better faculty advisors. They are both great but are at the bottom of the list in regards to interaction with students and taking an interest in them. This will hurt us when it comes time for Dean's Letters.

I've barely done anything with my college this year, and I often fail to see the benefit of these colleges.

I have not had any advising from my faculty mentors. I am unsure of their role beyond being chaperons for events and meetings.

Dr. XXXXX is an excellent advisor.

The faculty seem too busy to have adequate time to meet with us individually unless there's an issue. I'd like to have someone to talk to just about general concerns, life, etc. Perhaps the workload could be shared with 4th year students or a student advising department.

If it wasn't for Clin Med weekly, I'd never see my college advisors, and I've hardly seen the primary advisor at all in the past year and a half. I think there is discrepancy between the colleges. I know some people got to have an "end of first year" meeting with their advisor and were shown rankings of where they stood in each class in comparison to all other students. My college didn't get that.

I absolutely love Dr. XXXXX! He is awesome. So supportive, has an open door policy, and provides real-world experience to learn from.

I'm in Zachary College, and Deans Cup activities always seem unfairly weighted against us by population alone.

Institutional Services Provided by Your Educational Program

Our admissions department is amazing! Even helpful to students once they are matriculate..

Information regarding clinical rotations should be given earlier in the year. Maybe even have a small preview in first year just so we aren't completely clueless about the process.

TCOM - Clinical medicine OSCE dates are communicated at the latest possible time. Some of the time slots are terrible (having Clin Med OSCE and OMM competency examination on the same day).

TCOM - the communication from administration about future plans for a student dress code was not handled well. "

The biggest thing I'd like to change about tcom is more focus on board exams. All of the focus is on what the particular teacher thinks is important but many of us would like more attention to what is important on boards. Only complex is ever mentioned but most of us will take usmle and go into NBME residency, making usmle more important score wise. I'd like that reality to be acknowledged instead of us only being put at a disadvantage to all of the md students in tx competing for residency.

I do wish it was made known if we had counselors we could talk to about the future and how we could make appointments with them. Also the one meeting we had so far with the career counseling was pointless and was one man talking about how great he and some other girl was and didn't give me any useful advice on how I could do well in rotations and how I could improve my standing come applying to residency beyond - do better.

If something is cancelled, just send us an email letting us know. Also, I don't think the student government has done an adequate job of representing all of the students. But at the same time, I don't blame them. They really should be more focused on studying than on helping us out."

For communication, TCOM really needs to work on how they send out emails. For instance, they send out emails saying if you haven't gotten a previous email then you passed. Is it really that hard to send out an email to the group that failed and a separate email to those saying you passed. It has lead to lots of confusion.

Improve career counseling.

I think we should spend a little more time talking about clinical rotations and should start a little earlier than right before we need to decide where we want to go and why you might want to put long rotations before short rotations or vice versa. I felt like I had no guidance during this time and just picked what I thought was good (which may or may not be good, since I don't know anything really about rotations other than what I've heard from 3rd years.)

I feel like the communication with regards to clinical rotations has been very poor. I think that 2nd year students should get information about how clinical rotations work, how long they are, and specific details about each rotation much earlier. I also feel that the information we have been given is very vague, so maybe a handout at the beginning of 2nd year with "what to expect for the clinical years" with bullet points would be helpful.

Communications specific to ROME clinical rotations are outstanding. Important communications should be emailed rather than included in a mass newsletter. Many TCOM students did not receive their flu shot this year because the only information regarding the days

shots would be offered in the EAD were buried in a newsletter and not communicated directly. With the huge amount of emails we have to go through every day it's hard to read every headline in a newsletter. "

TCOM 2017

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Sometimes lectures are hurried, too busy, and even out of order. Overall they have been good, but sometimes I think timing is an issue.

Wherever possible, the curriculum should be more clinically relevant. We are often expected to know many details that will never prove very useful. Overall, teachers should be more engaging. More student involvement and real-world applications would help make class more interesting and educational.

More afternoon classes, as the average student age is probably in the 20's and most 20 year olds are not morning people. As the professors work from 8am-5pm regardless, it shouldn't be asking too much to have them reverse their morning and afternoon schedules. That way more students would attend class on a regular basis, the professors would be happier as a result, and therefore less likely to write an overly difficult test because they are upset no one attended their lecture!

I believe that the quality of teaching is very hit and miss. I believe there should be some teaching evaluation performed by faculty to help their fellow faculty members.

Some teachers are really awesome teachers. They get it. I would say the majority aren't. Lectures are adequate, but here and there are some star teachers that I really want to go to class for. I wish faculty would be hired based on teaching skills in addition to research. Outstanding - XXXXX, XXXXX, XXXXX. The rest, meh.

Some professors have bad slides. I can't follow some of them because information isn't organize logically or emphasis on what's important. Some don't refer to a reading. I prefer reading from a book.

Hit or miss. It's not a popular opinion but I think that the best way to learn could be built around teaching to the COMLEX/USMLE. Many teachers add unnecessary amounts of minutiae and it gets frustrating at times.

Some courses are well organized and present material in a logical manner with clinical correlations (Renal has been good). Other courses (Neuro, Cell Sci) were not organized well and had no logical flow making it difficult to learn and most importantly retain the material for long-term use.

I would like more formal lectures over Embryology for board preparation.

Dr. XXXXX, XXXXX, and XXXXX should be re-evaluated for their teaching skills. Especially Dr. XXXXX. He really lacks teaching skills and makes inappropriate comments to the women of the class. All the professors are excellent.

I understand that it is impossible for all faculty to be amazing teachers. However, we had a couple faculty whom many of us students felt did an exceptionally poor job. I believe the most sensible solution is to identify the faculty with consistently very poor ratings, then identify a couple of problems that are consistently brought up and give that faculty member the opportunity to improve on the problem area the following year. If they can't it may be time to consider alternatives

few poor professors, but overall good

The high quality of education is particularly evident in the anatomy department.

More specific objectives

More clinical relevance in the exam questions would allow for more application of classroom objectives.

Too many instructors reading slides, need more time spent expounding on difficult topics and calling out students by name with questions. To involve and find weak areas. Additionally, there have been lectures by instructors who barely speak English or have accents so thick the lecture is nearly unintelligible.

Neuro needs to be redone. please consult another school to see how they do it, also Dr XXXXX and Dr XXXXXX are not very good lecturers

I feel all that we do helps in some way to prepare us to be better physicians. SAGE course takes too long to respond to emails makes use feel lost and geriatric I have no problem going to this class but really dislike emails telling us to show up when we already have had two no show lectures, one that we never heard anything. Then most being taught by someone how was asked to give lecture and are unfamiliar with it so be patient with me.

systems based starting 2nd year

MORE CLINICAL. DON'T GET RID OF CLINICAL RELEVANCE DURING FIRST YEAR. DON'T CRUNCH ALL OF FIRST YEAR INTO A SEMESTER EITHER.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I feel there should be more free response questions for evaluations. Ranking questions are very subjective in my opinion...

You guys (the institution) don't listen to us (the students). Hence the current disagreements over the proposed "dress code". Also, the fact that we have to cram into a tiny locker room to quickly get dressed for clinical interviewing from OMM when this could easily be solved BY SCHEDULING THE CLASSES BETTER!

evaluations need to be more tailored to each course

I haven't been here long enough to see if adaptations are made based of students evaluations/comments. I hope they are.

How are we supposed to know if the faculty use our evaluations?

I haven't really seen how our evaluations are taken into consideration. They will probably affect next year's class more than they will ours.

these should not be compulsory

Don't like hearing that's medical school deal with it and never get feed back if what we have suggested is being addressed.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

The administration does not seem very involved in our day to day activities

some TA's during anatomy lab are not helpful at all and don't seem to know what they are talking about

Administrative support has been late this semester in posting materials on canvas as well as enrolling students in the courses to where we didnt have access to needed materials in time

You want to impose a dress code for 1st and 2nd years. What's the point? We already have to dress up for Clinical Communications and SAGE. We have a dress code for anatomy lab. Why do we need a dress code for lecture? The last thing students want to do in the morning is dress professionally. If you want us to dress nicely for guest speakers, then put it in the invitation that it's business dress. If you want to create "new" jobs for people to enforce dress code, then go ahead and waste money.

The administration is creating a culture of fear and oppression among the students with their frequent threats, ranging from imposition of a dress code to random drug testing based on witch-hunt tactics. It's an embarrassment to the school and deleterious to the academic environment.

****The students working for CAP are incredible****

Academics – Section 4

Quality of Faculty Advising

The advising colleges are good for social events, but other than that we do not have much interaction with them. It would be nice to have more meetings or advising events.

I feel that Advising Colleges could play much more of a role in a student's individual academic life and general well-being. Currently, I view it as an initial welcoming atmosphere, with not very much substance after the first month of classes.

Love the opportunity for social events and getting to know people better within my college.
Makes it a smaller school!

Maybe the different colleges have their own lounges to meet their advisor in for meetings.

The "Big" program where we're paired up with an upperclassman to mentor and help us with the transition into medical school FAILED HORRIBLY. Otherwise advising college meetings have been informative.

Continue the strong support. I wouldn't be a student still without the support of faculty. I would have stopped believing in myself

Have contact with them during orientation then they kind of fall off the face of the earth, as far as advising goes. not the advisors fault but there's no structure to the system

need more time with advisers; not enough college meetings

I think this is a good support system for the students.

Dr. XXXXX has been fabulous to us. He is very helpful, and is always willing to make time to help us out one-on-one.

More college advisory meetings.

I have not utilized the advising to a very significant degree, but I have no complaints. The advising colleges seem to be best-utilized for the social outings... other than that I don't really know what they're for!

Dr. XXXXX is awesome

Institutional Services Provided by Your Educational Program

I have not heard any communication about rotations yet (maybe this is normal). I also feel that sometimes communication of deadlines and such come a little close to the date itself (example: CAP LGT sessions)

Don't feel like Students have a voice. Student government recently informed us that a dress code would be enforced on us whether we like it or not so we have to pick scrubs or business attire. This demonstrates that as a student I am not respected at this institution. We remain in compliance with the rules that are given to us, however further rules get imposed on us without logical explanation. For communication of student activities we NEED MORE BILLBOARDS to post fliers on.

I would like formal lectures over embryology and at least a 15 minute gap between clinical communications (we wear white coats and dress formal) and OMM lab (we wear shorts and shirts) to allow time to change and prepare.

Admissions: diversity of the student body, it would be nice to see a more varied student body especially in TCOM. As future physicians that will be taking care of a very diversified population, this makes a huge difference. In a class of TCOM 2017, out of 235, we have only 7 black students! That is not representative of the population of patients that will be served.

I only had one career counselling experience with Dr. XXXXX. He was very willing to take time to speak with me. However, I think the advice he gave me was very poor. I set up a meeting to ask him how important research, leadership, service etc. is for getting into competitive residencies and he told me all I need is to focus on grades. Since then I've done lots of research and talked with many physicians in competitive fields and they all disagree with him

I wish the student org's were more active and offered more volunteer opportunities. Some clubs are active but not many of them. This was kind of a disappointment.

The students need to step up and do more with their individual organizations. This is no fault of the school.

The academic schedule is published then changed without notification. The schedule does not auto update to personal calendars. This has resulted in missed classes.

communication in general is not very streamlined,

Does not seem like our voice or our student government has much voice. Get told to deal with it or here are the option but the only real option is this one.

My school email account is chronically spammed by dozens of completely irrelevant messages, frequently labeled as urgent.

I wish there was career counseling and counseling specific to rotations integrated in first year.

Physician Assistant Studies

PA 2014

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Too much turn over of faculty in PA program.

I wish all the faculty had more resources to help communicate large amounts of information. I feel like they're frustrated at times and this comes across in lectures

Hire more faculty

quality of teaching has been variable, some cases were good, and some were terrible and the students were punished in their grades. students lost points on tests in which the professor did not cover the topics but forgot to remove the items from the test. Also, the quality is terrible because the lectures are inconsistent with one another. I have never used my powerpoints as a means of reference after beginning rotations. I have solely relied on outside books because the powerpoints are unreliab

This has been unstable with many instructors leaving. We should have more classes with the medical students whenever possible (like anatomy). Especially since we will be working with physicians.

Shorten the PA program. There were a few classes that were a waste of my time and I gained nothing from them other than frustration. There are times when I feel it is a students vs faculty situation. Other parts of the PA program can be greatly improved.

our PA professors (except for PA XXXXX) do not care about the quality of teaching or if what they are saying is up to date or practical.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

We had issues with some faculty members that never seemed to be addressed. I went to a group discussion of the student survey last year and the issues brought up in the group discussion were not pertinent to the issues our class was facing.

We would love to include more about preceptor and instructors but not when we get confronted and griped at for it. If you don't want our opinion, don't ask.

Questions are phrased in a way that only makes the faculty look good. They should be phrased, "is there room for improvement?"

XXXXX and co. are not approachable and do not address serious concerns raised by the class. People who presented concerns were labeled trouble makers and their concerns readily dismissed.

Instructor evaluations don't ask relevant questions

Student's opinions do not seem really taken into account in the PA program.

We get yelled at when we give honest reviews of our classes

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

nothing, I enjoy lunch and learns

The PA Studies office is fantastic - thank you XXXXX and XXXXX!!! You both are sweet, professional, competent, and efficient - great examples for future PAs!

ADMIN IS THE BOMB! They're always on top of things

Academics – Section 4

Quality of Faculty Advising

I wish we had faculty mentors during classroom and clinic year. The high rate of turn over of faculty makes mentoring difficult.

My mentor was awesome, I trusted her and she have great advice. HOWEVER, I strongly distrust the rest of the faculty. Not dislike, distrust. After several classmates had personal conversations with their mentor the info was used against them. Also, the faculty do not support us. We have no voice or advocate. I'm fearful if I ever get implicated legally aaas a student because I know I'd be on my own.

Majority of faculty that has remained in this program does not care about students. They are there for themselves. Students are punished for minor mistakes without any forgiveness, but faculty is allowed to make countless mistakes and students must put up with this.

Faculty who take advising seriously and are available to students even when in clinical year. Less faculty turnover.

Academics – Section 5

Clinical Rotations – Overall
Clinical Sites – Quality
Clinical Sites - Availability
Quality of Clinical Instruction
Clinical Sites - Access to Preceptors

I've had a great clinic experience. Would prefer to have all clinical sites in Fort Worth.

We all need to work harder to get sites.

need more obgyn sites for males. Most of the time, if good preceptor they willing to teach

Overall, I have been satisfied with the level of education we have received, which I have noticed in the real world on rotations

Very disappointed in the quality of the clinical sites and experiences, with few exceptions.

Few rotations have been good, others have been a waste of time. While I do not expect all my rotations to be spectacular, the PA program does not seem to be doing much in terms of finding new rotations to replace the bad rotations. Also the PA program does not seem to be very accommodating in helping students find new rotations.

Many people have been out of town, or have had to drive >2 hours one way to rotation sites.

Institutional Services Provided by Your Educational Program

Would like more career preparation information.

Resume presentation and career counseling needed sooner.

PA 2015

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

'- hire better teachers

The didactic phase of the PA program is as long as the didactic education FOR ANY MEDICAL PROGRAM in the nation. And yet we cover maybe 75% of the material. I think a few things could be done to improve the curriculum. Increase the number of simulated patient encounters. In the second year we rarely see typical patients. I would prefer to see a typical patient with MI (for example) and be evaluated on my assessment and treatment.

The program is actively working on this.

More adherence to course objectives in teaching rather than having them for the sake of having them.

Review the necessity of the following courses: Culture & Diversity, Evidence Based Medicine, Health Promotion / Disease Prevention. All of these courses could be combined with other courses offered, which would prevent a lot of wasted time in the PA studies curriculum. Professors should have required teaching and test writing classes/training. Reading from slides is just not a great teaching style. Although most of us do like our teachers - the quality could use improving.

Some disorganization in the curriculum and quality of teaching. It could be improved upon, but overall I am satisfied.

This program could be shortened and a little more organized.

For PA block courses, I feel that we should have teachers that actually work in that field- for instance, our Emergency medicine block is taught by someone who has never worked in an ER, some of the guest speakers have though.

Depending on the course and teacher there are instances when we get off topic or spend too much time on a topic and don't finish the rest of the material. I think it is very important for the faculty to have a lecture plan prior to class and to stick to that plan and avoid telling irrelevant long winded stories.

The curriculum is relevant, but the execution is disappointing. Apparently, the faculty is too busy with committees, accreditation, and metric reports to prepare and present quality lectures that consistent with published syllabi, objectives, etc. It feels like some instructors are burned out and "phoning it in" when it comes to organizing and presenting courses.

Lecturers teach based on objectives provided by the program for what we should be competent in along with personal insight related to those objectives.

Hire faculty members who are good are PRESENTING, not just nice people that don't mind talking in front of a class.

Keeping professors with bad reviews in check! About their exams, their organization, and other quirks.

More organized curriculum. Closer monitoring of guest lectures (sometimes content isn't relevant)

I wish an approach based on pathophysiology was given. I've had to learn all the mechanisms on my own to put the pieces together. If I was taught this way from the beginning I would be much further along in my studies. I have taught this way to other students and it doesn't take longer to get through material, the material is understood better this way, and it remains in memory longer. Please approach teaching this way instead of giving memorization lists which quickly fade and have no substance

I do not think it is a lack of quality of teaching, but a lack of quality in test writing. The PA program exams often have typos which can make understanding the question difficult. In addition, many things tested are not items discussed in lecture, PPT slides, or the textbook. This does not seem like an adequate measure of learning if testing does not align with instruction. During year 1 of the PA program, I think the Physiology department did a great job of ensuring valid test items.

Academics can always be improved. Lecture PowerPoints could be posted by 5 PM the day before the lecture. Some PowerPoints could be formatted (much) better. It would be great if the PA program hired someone whose only job was to format the PowerPoints and make them look professional (fitting of a major medical center), organize them in a consistent and easy to navigate format on Canvas, and post them to students in a timely manner.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

Student feedback is discouraged by our program director. He mocks people that leave feedback and refers to them as "Whiners".

I feel about half of the faculty take these to heart, the others disregard them completely.

Too many e-mail reminders sent for course evaluations (>1/day, depending on how many courses you have to review). Can be frustrating during exam week when you are trying to study.

I feel like the course comments are heard, but ignored.

Have instructors who can teach and understands the science behind the disease.

There have been instances where our class has become frustrated with the organization of particular classes and the faculty has been incredibly responsive to that. PA XXXXX has done a great job with the second year, assuring a smooth flow of curriculum.

It is noticeable how our program is actively changing based on its own student suggestions.

Its hard to adequately evaluate a course or an instructor in less than the equivalent of 2 tweets. The low character limit makes it seem like the responses are either not read or not cared about.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

My favorite parts of our education come from simulated teaching. I would like to see more guest lecture MDs and more hands on labs, such as the lab for OBGYN/

More guest lecturers who are experts in the subject

Publish objectives (in advance of the course start date, preferably), suggest outside reading material that covers those objectives, specify more than just "Current...somewhere (I waste alot of time searching and scanning for a small or obscure section), and then let me review that material in advance of a lecture. That way when I show up and your guest lecturer is teaching whatever he wants to teach, I know what I need to know and have the added bonus of a guest's perspective and experience.

Same as suggested in part one.

Guest lecturers are great but need to make sure they follow the objectives that we will be tested on! And the course director should tailor the tests around what was stressed in class (so they should attend the lecture and pay attention to what we are taught or what we never went over).

Other programs on campus should learn from the PA Studies administrative team! They do such an amazing job. I feel very lucky to be part of such a great program!

guest lecturers are hit or miss

The guest lecturers often do not meet the objectives of the lecture, and the lecture is therefore not tested. This is really frustrating after listening to a four hour lecture.

PA program has great admins!

Academics – Section 4

Quality of Faculty Advising

Have faculty members that actually desire to have students and care about their development.

The advising program seems to target students who are struggling with the program, but it does not provide professional or character development. Meeting once a semester in a large group really only allows for complaining about the current classes/professors. I would like to see faculty take a personal interest in the mentees and provide more shadowing or personalized advice.

I don't think the faculty are engaged enough with the students one on one. It feels as if we meet with them once a semester and it's checked off the "To Do" list. It would be nice if we had more informal, individual/small group (if need be) "How's it going meetings" with our faculty mentors. I think a relationship of that nature is good for professional development, especially for the student that is not prone to be as vocal and loud as others in group settings.

Academics – Section 5

Clinical Rotations – Overall

Clinical Sites – Quality

Clinical Sites - Availability

Quality of Clinical Instruction

Clinical Sites - Access to Preceptors

We completed "dream sheets" for our rotations but we are beginning to wonder if they were even reviewed. Students requesting certain subjects or locations are not being given those. Meanwhile, other students (that did not request these) are getting placed there.

There should be more rotations available in fort worth area such as the Baylor hospital

Offer more on-campus clinical sites to PA students (at PCC)

Our clinical skills class is very unorganized and a waste of time that we don't have. We could get the stuff done in half the amount of time.

We need more clinical sites. I was not aware of this issue until we were preparing for our clinical year. Many students do not have confirmed rotations for the first few months, and it's a concern because we are trying to plan a year in advance as far as our living situations. If there was greater availability of preceptors we would be able to address this situation.

Not there yet.

Have not yet begun clinicals but the process of having my clinicals confirmed is below expectations. I am one month away from my first rotation and still do not know where I am going or if I need to find housing.

It would be nice to have a guaranteed rotation schedule at least 3 months in advance, but I understand the limitations involved with the planning and coordination.

I understand that the process of trying to get rotation sites for all of the PA students is hectic. That being said, I feel students have a right to know where their first rotation will be one month out. Students have to make arrangements for travel, housing, renewing leases, etc. Perhaps the rotations coordinator could use additional help/resources to make the process more manageable.

Institutional Services Provided by Your Educational Program

I would suggest for a PA Studies update email to be sent to the students once a month or once a quarter. This would keep students informed of what's been going on in the department - accreditation work, recruitment/incoming students, faculty training, class updates, etc.

Our schedule needs get out sooner!

PA - 2016

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Most of my experience has been excellent, however there have been a handful of experiences that have been sub-par. I believe these were situation specific and addressed them in the course evaluation surveys.

quality of teaching is very uneven.

Most of the teaching has been exceeds or meets expectations. Only a couple of instructors have performed below expectations, and one has since moved elsewhere.

Some classes, such as evidence-based medicine, is not necessary to be a whole separate class. It should be integrated into another class

There has been a significant turnover in instructors, and at times, I've felt like my education has taken a hit, but I know they're doing their best.

"I have been disappointed in the style of teaching with some classes. Some professors just read straight from their powerpoints and do not add any additional information. I might as well just stay home and review the powerpoints on my own if that is going to happen. I have been extremely disappointed with how long it takes to get test grades back. The two tests thus far this semester having taken over a week to get results back."

Some of the courses could be cut out, and more time given to core courses. The quality of teaching is dependent on the instructors. I do enjoy how everyone takes our suggestions and actually uses them to make the course better.

'- we should have recordings for our lectures also so we can go back and review the lecture if we miss something

This is a general complaint for every professor that simply reads the powerpoint slides to us in class. These tend to be the associate professors/graduate assistants or those who didn't create the presentations themselves. It's not additive and is disappointing, especially when placed adjacent to some truly great professors (which is the majority).

"PA Class of 2016 is taking an Evidence Based Medicine Class. I come from research, I am fully capable of reading and analyzing a scientific journal article for what it's worth. In undergrad I took class that taught us to read, analyze, and write our own journal articles. Given that, I can honestly say this class is in NO WAY helping me hone my skills or anyone else's skills in the class. Drop this course from the curriculum, or just assign an article a week for us to read (would be more helpful"

quality of teaching has been variable. we will likely address this with our department soon.

Teaching quality is hit or miss depending on teacher.

some of our teachers this semester are slightly unorganized but brilliant educators.

The majority of the quality of teaching is superior, however there have been professors for segments of classes that I feel have been less superior than their colleagues

I don't think our PA program is perfect but I have to say that our faculty and staff always go above and beyond for us! And they are always willing to listen to students for ways of improving.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

We are asked for feedback on speakers at the end of the semester. Often, the speakers came at the very beginning of the semester, and I don't always remember who was who. Having pictures, as you do for most of the professors, is very helpful in identifying them so that I can provide feedback.

I wish there was a way to change things WHILE you're in the class, rather than voice opinions at the completion of the class.

I didn't see a way on the evaluation form (other than free text) to communicate that a particular prof was frequently late to class, unwilling to provide his materials in a format easily used by students, materials contained several misspellings, etc., material was arranged and presented in such a way that I felt completely lost in the class, and he used some coarse examples. The evaluation allowed me to say he didn't use electronic media very well... I guess I'm saying the options are limited.

They are diligent to apply student feedback to future classes.

There should be more a stringent selection in lecturing instructors. Some of the instructors waste time and cause confusion in unnecessary material that could be presented in a short, clear way. They don't always teach. Some just make power points, read them, and tell us to read other sources. Actually teaching us the material will help us be better providers. A few are so hard to understand.

I would prefer the surveys to be done mid semester rather than at the end, so that if something truly needs to be addressed it can be before we are not in the class anymore.

I do not think I have been in the program long enough to see if evaluations are used effectively.

Honestly, youtube taught me way more cardiophysiology than did Dr. XXXXX. I'm sure he is a good doctor, but he just shouldn't be teaching, it is too hard to understand him.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

Guest Lecturers are especially helpful, so any support we can give to them is great.

See part 1

I enjoyed having the extra staff available in the gross anatomy lab, and having them come in as guest lecturers. Their different teaching styles/perspectives allowed for a welcomed change of pace. In PIMP & Cultural Diversity, the guest lecturers were professionals in their respective fields, and it's always nice to learn about the "real world" applications of the material we are learning.

Academics – Section 4

Quality of Faculty Advising

I would like more planned advising meetings.

Mentorship experiences seem to be highly variable. I spent 5 minutes with my mentor last semester, with little to no information on succeeding in the profession or program. Other students in my cohort have had several group and individual meetings. More consistency would be great.

The PA faculty is always ready/willing to answer questions, or provide guidance. I probably do not use them as much as I should, because ultimately I feel that it's on me to learn the material. However, I have been summoned for a discussion regarding grades/performance, and I appreciated the sincere concern that was shown.

The instructors are always ready to help and answer questions anytime of day. This is one of the main reasons why I chose this program.

it seems kind of weak, although it is present by mandatory meetings every semester. I'm not sure any of them really have time for high quality mentoring for 75 students.

Institutional Services Provided by Your Educational Program

The daily emails are very helpful in communicating activities, events, deadlines, and other news!

PA Club seems kind of pointless at this point. Rarely meets.

The calendar is CONSTANTLY changing. I know that things happen and sometimes changes need to be made, but a more static schedule would be ideal. I also understand that we need to block off 8-5 in case there is a schedule change, but I would like less "last minute changes."

Deadlines and self-study days have been a little bit confusing this semester.

Doctor of Physical Therapy

DPT - 2014

Academics – Section 1

Relevance of Curriculum
Quality of Teaching

No comments

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

The evaluations just don't seem to ask all of the pertinent questions. However, I don't have any specific ones to add.

The daily email reminders to fill out an evaluation are a bit annoying. Also, I really don't see the point of doing a course evaluation for an "clinical rotation". We already fill out evaluations of our on-site clinical instructors at the conclusion of the rotation, I don't see what good filling out an course evaluation for the university when the person being evaluated is not a university employee, and has already been evaluated for the department anyways.

I do not think evaluations should be required

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

No comments

Academics – Section 4

Quality of Faculty Advising

No comments

Academics – Section 5

Clinical Education Experiences
Clinical Instructors

I think the availability of sites will improve as our school is able to make more connections with PT clinics.

Not all of my CIs have been high quality. I feel like I missed some learning opportunities. We always feel that there are never enough sites.

Nothing, my clinical sites were all great.

Institutional Services Provided by Your Educational Program

No comments

DPT - 2015

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

The DPT Department has a fantastic open-door policy with students.

I am very impressed with all academics

Some classes have a lot of filler group work that is a waste of time. Other classes utilize our time wisely.

As a 2nd year PT student, I feel that the quality and relevance of our curriculum exceeds the standards and I feel very well prepared.

Some of the classes need to be readjusted regarding the order taught. MSK 1 was taught a whole year after any previous classes that focused on MSK content. Students would have better recall and therefore a higher quality of learning and incorporation into memory of material if the classes were closer together. Perhaps MSK1 could be switched with TherEx 1, since we technically need to know how to identify conditions before we can intervene to fixing them.

quality of teaching could be improved by aligning more to the board exam, as well as teaching us real world issues seen in clinic (insurance, billing, etc.)

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

DPT Department professors are fantastic about using student input to modify their courses to make student learning more effective.

Actually change the things we note are worth changing. Evaluations seem pointless when no changes are made thereafter.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

DPT Department has fantastic guest speakers.

See above

Guest instructors are awesome; this has been a great way to find the techniques &/or body mechanics that work for us, since we have the varied techniques of instructors.

Academics – Section 4

Quality of Faculty Advising

I don't know my faculty advisor.

See above

I believe that the faculty should reach out more to have meetings with the students on a one on one basis. I have had one meeting with my faculty advisor during my time at school and that was only because I initiated it. Now, the faculty member is no longer here, and no one has taken the time to even contact me or assign me a new advisor.

I feel like there could be more guidance from faculty advising. Often I feel it would be nice to talk to a faculty member, but don't feel that I know them enough personally or that I would be a bother to them.

Academics – Section 5

Clinical Education Experiences

Clinical Instructors

I loved my Clinical Instructor for my rotation, but I know others did not.

We need more local affiliations.

See above

I feel I have no options when it comes to choosing clinical sites. I just seem to always get the leftovers

could always use more sites in cities outside DFW

We were told to request sites by March of this year for our specialty site. According to our program we will now not have a chance of getting the sites we wanted or requested due to the lag time in requesting. I think that more sites out of state should be requested by the school to be available for students rather than students have to request and not getting them. With a larger pool of clinical sites already processed of getting approved we will have more options out of state and in state.

Need more sites available in DFW.

Since I've only had one clinical experience, I'm not quite sure how it measures up in comparison with others.

It would be nice if the administration of clinical paperwork was more automated.

Institutional Services Provided by Your Educational Program

I love my department. I don't think anything needs to change.

I would like to have additional career counseling. If it is available, I am not aware of it. Therefore, the publicity about it is not up to par.

I think there should be more counseling on what we can do with our career and the paths we can take with our education and our license. A lot of students do not know their options such as specialties (esp. if we want our profession to move more in that direction), residencies, PhD programs etc. Our student organizations are only run by students and feel like faculty should support more than they do. I feel like they just show up and don't even know what is going on.

A new method of intercommunication between different programs would be helpful.

I wouldn't mind having some designated time to discuss career path/options with someone in my department

DPT 2016

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

I have slowly seen the organization and preparedness for lectures slack. Classes are not starting on time, the professors are coming in a few minutes late and we are starting 10mins late for lectures.

There will always be professors that are amazing and others who just get by.

Listen to student feed-back, meetings with class curriculum liaisons to make improvements

This semester I have two classes that are only 4 weeks long - this basically makes me memorize information and forget it because there is not enough time nor enough application of the material

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I have seen the faculty try and work with schedule change requests from students

I don't know how to evaluate the second and third points. Are they really used? I don't know if there were changes made to the class I had heavy criticism for. I don't know how many others shared my opinion of the class in question.

In the course evaluations, have a place specifically for rating the instructor, and not just the course.

I really feel that the course evaluations should be shorter. It is such an ordeal to fill out an evaluation for every class that I finish because it takes way longer than it should. Maybe combine certain things and cut it down by 10 questions.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

The guest PTs in labs are very helpful to get more one on one instruction during labs

I like adding the variation of guest lecturers.

"Class schedule and schedule changes are frequent and difficult to follow with the current method. Prefer regular course instructors over guest lecturers."

Some guest lecturers and lab assistants have enhanced my learning opportunities, but at other times I have received nothing from what they had to offer. It's been hit or miss.

In my experience, guests/helpers seem to have contradicting advice/opinions. The assistants/guests need to collaborate and talk before class to be on the "same page" in teaching

Sometimes if the guest lectures aren't organized well by the main instructor, they can become extremely confusing to the curriculum.

Academics – Section 4

Quality of Faculty Advising

I thought there would be more interaction w/ faculty in a non-class setting. I know I can go to any of them with questions/concerns at any point. What if we had some sort of informal "coffee break" where we could have a setting with which to have casual interaction with professors? It shouldn't be mandatory for anyone involved though or it just creates more tasks to accomplish instead of relationships.

Have never been contacted by mine. Have a mandatory touchpoint throughout the semester for 15 minutes or so.

Academics – Section 5

Clinical Education Experiences
Clinical Instructors

I have not done any Clinicals yet

Have not participated in a clinical rotation yet, but I was the last to choose and had the option of relocating 3 hours away or travel out of state to a contract facility where no one has had interactions w/ clinicians or opinions on quality. I feel like I'm taking a gamble either way and I truly want to maximize my clinical experiences. Also, being last I still have to hope on the lottery system to get a better placement next time.

Wish there were more opportunities, especially outside of Texas.

Institutional Services Provided by Your Educational Program

Didn't know there was specific PT career counseling.

Graduate School of Biomedical Sciences

MS, Medical Science

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Some of the teachers have made it known that they do not want to teach and that they are forced to

Some of the professors we have just do not teach well. For example, Anatomy lecture is basically a waste of time because we receive no content from lecture. It is basically all self-study, so it would be much more time-efficient to skip lecture all together and just have it be self study and lab times.

Many professors are too difficult to understand. I know it's not their fault but we also cannot learn in class.

Unfortunately, I feel like there needs to be more integration of the material with clinical application. Since most of us will be attending medical or dental school in the future it would help keep us interested. As for the teaching, some professors are fantastic, others are not. The purpose of lecture is to actually teach the class the importance of the information otherwise it is pointless to attend. Not everything should be "self study."

Many teachers have told students they don't want to teach and only do so because they have to. They would rather just focus on their research. It is hard to learn from someone who doesn't care about your education and doesn't strive to better the teaching experience for you. Often times a 20 min YouTube video can be used to learn more than 3 hours of lecture from faculty. It would be beneficial for faculty to watch other teaching styles on YouTube because they have some incredible educators.

Overall, my expectations are met. However, there are many teachers who I think should be better. I'll let my opinions be shown for the teacher evaluations for that, though. On this note - I will say I'm frustrated that my professors are incapable of sticking with the schedule. We've had one professor not show up and have to reschedule, another showed up 30 minutes late, another was 15 minutes late, and today a professor decided to lecture through our lunch break so she wouldn't have to later.

I suggest there are no pop quizzes, so people that benefit more from self study can make good use of their time. Making attendance mandatory gives students that learn best from lecture an advantage over those that do not.

The lecturers span a broad spectrum in terms of quality. Naturally they can't all be the best, but perhaps their course instructor survey comments would suggest ways that the institution could help them to improve.

I am very impressed with the quality of my learning and the faculty at the UNTHSC. The most important things are obviously the focus of the institution and I'm proud to be a student here.

Some teachers simply do not want to teach and they should not be forced to do so. They seem to take it out on the students and rather than teach us meaningful material seek to "weed us out"

There are certain classes that seem to bear no relevance on our goals in the med sci program. Specifically the Biostatistics and Epidemiology courses which have not only taken precious study time away from core classes like those of biochemistry, anatomy and physiology, but have also had ridiculous demands that have had a devastating toll on overall GPA.

Hire teachers who are here because they want to teach and don't treat it like a side project/annoyance. This is not across the board, as some of the teachers are phenomenal and you can tell they want to be there.

Feels like some professors don't want to be there, they would rather just be working on research but are required to teach. Also, some of our curriculum is irrelevant. For example, a large chunk of our epidemiology class was covered in biostatistics, and we were tested over random topics such as who was related to studies with scurvy in the 1700s. Literally nobody cares about who the person was. Also, everybody with whom I have discussed it in my Med Sci class thinks our CRM class is worthless.

Some profs. are worlds better than others. Example: Dr. XXXXX is much more engaging and better at explaining than Dr. XXXXX.

As a med sci, I feel like there are a few classes that we are not relevant to our course of study and that are taking study time away from our more relevant classes such as biostats and clinical research.

We can tell if that some prof do not care to be teaching. This shows with the quality of teaching that we receive.

Change the first course from biostats to something else. And the grading system for that course was not good.

Professors who actually know the subject they're talking about

There are some courses that I feel are irrelevant for my stage in academia. Professors should be able to properly speak English so that it is understandable to students who are trying to learn and get the most out of their Medical Sciences Education.

Powerpoints can use some improvement. Distracting choice of themes. recurring microphone issues. Too many schedule changes this year.

Some professors need to make the class more upbeat. Monotone does not help whatsoever.

Some professors are hit and miss, but in an overall sense, I have enjoyed all of my classes.

In order to improve the quality of teaching, I think professors should be encouraged to do more outside the box lectures with clinical relevance (not just read power points). Off the top of my head, a few professors that are great at this are Dr. XXXXX, Dr. XXXXX, and Dr. XXXXX.

Many of the classes could be passed without needing to attend class. Although I attend all of my classes, I find that I frequently can't follow what the professor is saying (poorly organized presentations) or understand his/her accent.

I believe that the strength of the program comes from the core curriculum, and that the extra courses are merely a distraction from the medical sciences core curriculum. If more time was spent teaching the basic sciences, we would be able to learn concepts that would benefit us in professional school, rather than memorize powerpoint slides before an exam. When we have multiple exams in a week it would be great if they were spaced out rather than having them back to back.

There were very few instances of Prezi use during lecture - If I were in control I would outlaw it. It is not conducive to notetaking, does not transfer well to pdf format, only works with Prezi apps or the website, and is overall much less functional than more traditional presentation methods.

"Most teachers that we had in the program were incredible and I believe that I learned a lot!! However, some had very thick accents making some lectures impossible to understand. "

While I understand the need to have multiple professors per course (different availabilities and expertise), it makes it difficult to establish any consistency with regards to teaching style and testing. It would be nice if courses had no more than 2 professors split the course (vs. a new one every section).

I am not really sure there is a "good" way to teach some of this. But, if teachers could identify high yield topics it would be extremely helpful. Some teachers seem to think everyone already understand difficult material and some teachers can be very wordy (when not necessary).

Curriculum is relevant, but I think professors should align their units together so everything about a subject is cohesive.

Embrace the i-Clicker for student feed back, but be strict about time limits.

Several of the professors have a very thick accent and we have a difficult time following along in class.

Teach anatomy and physiology in tandem if it can be worked out

Dr. XXXXX and Dr. XXXXX are awesome instructors. Everyone else needs to be more interactive with students and less reading off the slides.

I applaud the faculty for the designing the curriculum. It is well structured to teach the basics of biology and aids in specialized fields, but there are few exam questions that were poorly written. Students have showed references that dispute the answers but were not given credit while others complained of spelling errors and were awarded full credit. Please refrain from teaching outdated material and catering to the masses. Please acknowledge the students for trying becoming better scientists

some teachers are amazing, others read the slides and don't give enough examples

I think the curriculum could be made a little more difficult. I think the exams are way too easy given the materials we cover. I think the rigor of the program could be increased.

Many professors here seem to be unenthusiastic about teaching, they tailor their lectures to the research they are currently conducting. It is readily evident that some of the faculty members would rather do other things with their time besides teach. My med sci class had the unfortunate pleasure of hearing our biostatistics professor admit that he doesn't want to teach our class, and that he would rather focus on other pertinent things.

There were a few instructors that never seemed prepared for class or were lax in their course planning. This can be very frustrating for students who are taking time out of studying to attend lecture or who have made plans based on the syllabus only to find that there are multiple issues due to poor planning.

Changing teachers of those who do not receive good ratings from students after the end of the course.

For the most part, I have friends in first year TCOM and the classes were relevant to medical school classes.

I found the professors to be hit-or-miss during my tenure here. Some professors clearly had not written their own lectures. Others deemed their time to be better spent talking about life in general. I appreciate extra-curricular knowledge and experiences of others, but only if they pertain to my own future or learning. Other professors did a great job, and clearly cared about teaching us students.

We need professors who can teach topics in a more concise and clear manner. Sometimes things are taught vaguely.

I truly enjoy the very large majority of lectures and lecturers.

Some teachers are a lot better than others, needless to say.

As a graduate student we are capable of reading the book and powerpoints on our own. During lecture, 90% of the professors just read off the powerpoints and explained things in confusing ways. The best lecture experiences are when professors expect you to come to class knowing the material and then add additional information and questions to further help learn the material. Having said that, there is no need to ever have a three hour lecture! The course material was great.

Even though Dr. XXXXX stated at the beginning of the program that professors were chosen based on their expertise in the area they are teaching, attention needs to also be paid to whether or not they can actually teach their subject well. There have been a few cases already of the professor's expertise not at all matching their teaching abilities - that just further complicates the learning process.

The Medical Science program has a mandatory research class that I believe is unnecessary. Not all students in the program will be involved in research and the class is thus an added stress to a heavy load and takes valuable time needed to focus on classes more pertinent. Also, there have been multiple instructors throughout the program that speak English either

very poorly or with such a heavy accent the can't be understood. The portion of the course they taught thus became self study.

i believe that the introduction to clinical research course could be shorter in time, and still teach the same material.

I feel like some of the teachers fail to adequately cover all concepts they test over. Sometimes they would spend 30 minutes on a topic and it would not show up on the test but a small minor detail that was mentioned once and placed off to the side of the slide would show up.

Dr. XXXXX has substandard teaching methods, he becomes defensive when students ask for assistance/explanations and often insulting. Dr. XXXXX failed to adequately cover the material at the level of detail he expected his student to know for his exam, in both his textbook and lectures.

Teachers tend to read from the slides during class. The information would be much more engaging if the professors presented the information differently. Also, there should be more communication between professors, especially when writing tests in order to better suite testing material to what was presented in class and the expectations of the program.

Reduce the amount of hours Biostatistics and Epidemiology are worth. For a course as important as Histology to only be worth 2 hours and a class that was as irrelevant as Biostats to be worth 4 seemed counterintuitive.

Sometimes it seems the subject matter is disorganized in the notes given online.

Quality of teaching varies across the courses we have taken, and even the professors that we have in each course. My chief concern is the availability of practice problems, questions, cases in some of our courses. Some professors will have an incredible amount of practice material that allows us to understand the material. Others have 30 questions covering 14 lecture hours, which isn't enough. It could be as simple as professors suggesting other texts or websites that would help us practice.

"Add neuroanatomy to the anatomy course! If TBL materials are going to be posted then please make sure the TBL actually encompasses the assigned reading and is not just a part of the after discussion"

It is obvious that the professors know the information that they are teaching to the class. Although the instructors were knowledgeable, some had difficulty actually teaching the material in a manner that was easy to understand. This was frustrating, but it did teach me to seek other resources when I am struggling with lecture.

Exams should not be used to measure how much material can be memorized and regurgitated. Rather, a genuine understanding of concepts should be what is tested. Minute details picked out of size 10pt font on 1 slide out of 500 for one exam should not be worth multiple points. When learning material, it is often more helpful in the "real world" to understand how concepts work and integrate with one another.

While the classes teach us a lot, there have been many professors who are very rude. They forget that we, as students, do not spend every day with the material, and in some cases the classes are the first time we see material. If we ask a question that may seem "obvious" to

them they respond in a way to belittle the student. In some cases the professor has just said "no you're wrong" instead of taking the time to explain where our train of thought has gone of course.

I'm happy overall with the quality of the professors and the curriculum

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I hope the instructor evaluations are used effectively. Considering I don't have the same professor twice, there's really no way to know. Given how long Med Sci has been running and evolving, I'm surprised the program is still as unorganized as it is.

Unless I repeat a course, how could I evaluate how effectively the faculty use the course evals to improve the curriculum? Any response to that item would require a number of assumptions.

Dont know if works because we dont get to see them in more than one class.

I don't think much is done of course evaluations. If they did, I would think changes would have occurred from last year's med sci classes.

adequate and fair.

It is clear that this program has previously undergone extensive streamlining, to the students' advantage.

I dont know how they used the evaluations

I would not know whether or not the course and instructor evaluations have been effective, but I hope that the criticism is being taken into consideration to improve the program in the future.

There are certain professors in the physiology department who have consistently had extremely low averages on their tests throughout the years. Yet there seems to be no attempt to correct the method of information delivery or the information given

There are some courses, like physiology for example, where certain professors have had failing averages for their exams every year and student comment that they do not present the material well at all. Yet they make no effort to change their presentation or teaching technique and continue to have students perform badly and not learn the material.

All the professors are very knowledged, but not all are good at teaching the material which makes it challenging to learn in class (students stop attending class).

Some professors have noted that they have changed their style of teaching or material to reflect the constructive criticism of former students.

With courses that require use of words that are difficult for native English speakers to pronounce, it would be nice to have instructors that are better able to articulate what it is they are trying to say. Also, some of the staff has been (there are email records of such

conversations) rather condescending to the students. When respectfully asking for help, there is no reason an instructor should be derogatory towards students genuinely trying to learn.

Cannot comment as the professors don't tell us how they've improved their course.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support

Some of the GA's are great at helping out, especially in lab and during reviews. Some of the others, however, act like they do not want to be there to help at all. I have had a TA say that she didn't know the answer to my question and that it didn't really matter anyway (it did matter; it was on our test).

I'm sure there's a lot going on behind the scenes that I don't know about, but I really think I could do a better job than my program director. Professors don't adhere to schedules. The administration continuously seems incapable of adapting to unexpected events. iClickers have been used for attendance more than they've been used to test knowledge.

The majority of the TAs and tutors showed deep familiarity with whatever topics in our courses pertained to their research, but beyond those small areas of expertise, they were generally not effective instructors. Perhaps mandatory course attendance would benefit the TAs as well?

Orientation could be better organized and prepared.

Lab TAs are good. Only administrator I've really dealt with is XXXXX, he is the man.

I do wish that our schedules were set at the beginning of the semester and not changed along the way.

While many of the TAs are helpful with class material, there is still a handful of TAs who I wish were more confident in what they were teaching, so that they would be able to answer questions.

Hire more people. It seems that there is not enough staff to cover all administrative duties in a timely manner.

The biggest problem with the problem has been with the administration. Iclickers never worked and were always emphasized for attendance that was hardly taken. Grades were rarely promptly posted. Exams rarely started on time during the summer semester and the administrative staff merely complained about tardiness. Please simply start the exams and let the students learn. This is after all graduate school. We should all act mature and those who do not should be filtered out.

XXXXX, the Medical Science curriculum coordinator is awesome!! I think I have heard so many students discuss and have had personal experiences with his patience, attention to details, attentiveness, and willingness to respond to emails throughout the day.

Mr. XXXXX is amazingly helpful and easy to approach.

If there was one shining aspect about the administration and professors, it was their willingness to be open to students as often as possible.

No suggestions worth mentioning.

It's never good to ask a TA a question and they say, "I don't know, I did this 4 years ago."

The graduate assistants were extremely helpful.

What TA's? I don't remember ever seeing them except first day of courses. They skipped more times than students and couldn't really answer questions related to information discussed in class.

Administration is very supportive.

Would appreciate TA's that seemed interested and want to teach. Also, it helps if english is their first language so they can be easily understood.

If TCOM has their schedule linked to their email account why can't all campus programs have the same? It would be a lot more helpful that to constantly update via new forms being sent out.

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor

There should be more than one faculty advisor for 200 med sci students.

Improve ability to make appointments with course director.

The professors and mentors are always willing to help and although it can be intimidating at times, they are quick to make a student feel at ease.

I doubt the GSBS program director knows my name, let alone what I will/hope to do at the end of Med Sci....

Dr. XXXXX and Dr. XXXXX are fantastic mentors.

I think a lot is done in the beginning of the year to help students determine applications and get off on the right foot when the medical sciences program starts, but not enough is done for the students who might be applying after the program has finished. There should be optional classes/assistance provided to students who need/want it throughout the year.

professors always willing to help.

Something needs to be done about Mentoring students to get into medical schools.

No suggestions. Fully satisfied.

Dr. XXXXX was exceptional! She really tries to help each one of her students. All the anatomy faculties and professors are fantastic as well. In addition to these wonderful professor, Dr. XXXXX is really great as well.

I am tired of being told to "act like a graduate student and be professional." This seems extremely hypocritical when we as students were on time and many of our professors were not. When the faculty do not show up or lecture through lunch we feel disrespected as students. Many of us gave up careers to pursue a degree. If the faculty is going to DEMAND that we be perfect, we expect the same.

I have emailed my director twice on "guidance" and both times have received what I felt was a "rude" response; if would respond like that to them, I would have consequences. So, as far as guidance haven't received any. I got into my medical school for Fall of 2014 on my own with my own research and guidance from mentors I made in my undergraduate career; NOT from this school.

Institutional Services Provided by Your Educational Program

The communication goes out in a timely fashion, but I just need to discuss proper respect for time. There needs to be adequate planning so that the amount of schedule changes throughout the year is diminished. This may be a full time job for us, but don't expect to just "fill the gaps" with lectures/labs or whatever if there is a cancellation. Also, don't show up late to lectures and expect us to stay late. This is a waste of our time and shows a complete lack of respect for the students.

I am quite averse to the daily news that fills up our inboxes. Let there be a website for those interested and leave it at that. Regarding my program specifically, I do not appreciate being emailed about a schedule change after the change has been decided. Specifically, I did not like being told class was cancelled 30 minutes after I had been waiting for the professor to show up. Not cool!

Everything is good in general, but the admissions lost some of my application materials. However they were quick to resolve the problem and were very nice.

Admissions is really complicated on the website compared to other schools. Maybe have a separate and simple portal for those applying?

Especially during what is no doubt a challenging transition to a new job, I feel that XXXXX has done an outstanding job in assisting all MedSci students in our efforts this past year.

The website can be improved or more user-friendly

If possible, it would be helpful to decrease the length of the admissions decisions in order to give more time for moving and orienting oneself to Fort Worth.

Very professional people when I spoke with them on the phone.

I think it would be better to set an earlier deadline to med sci, because I applied 6 weeks before the deadline but discovered my acceptance extremely late. This late decision prevented me from attending the open house and made it extremely difficult to find a living situation.

I don't know of any news specific to my program/school, so knowing more about what was going on would be an improvement to the program. Moreover, I know very little about what I

should be doing to prepare for graduation. I have a few questions, but I'm unsure to whom I should direct my graduation questions.

I often receive multiple copies of campus news emails that do not pertain to my area of study. I consider this "junk mail" and usually delete it. This can sometimes make me overlook an important emails about my area of study or actions required of me.

Schedules are constantly being altered during the semesters which make it very difficult for students to plan "around" them. Please have a set schedule and not make constant changes unless due to weather/school closures.

Daily news letter kept students informed of everything on campus.

It would be wise to correct the act of accepting students a week before orientation. I understand the less desirable students will be informed of their acceptance later in the process, but still, it caused some serious issues. Give the students some time to look around for places to live.

I don't have any suggestions. I think that each of these services runs as smoothly as could be expected.

Over the course of the school year, there have been various instances of miscommunication regarding the guidelines pertaining to regulations governing test-making. It seems as if the professors and the students have different expectations. I also expected to have a more consistent class schedule that does not have numerous changes after release to the students. The lack of routine in a schedule that keeps changing even after dean's approval can be frustrating.

Applying for this program was confusing and I felt like everything could be organized better.

A lot of students did not know that they were accepted in the medical science program until a week before the program started. They had to scramble to move and find housing. The same is true for medical science students finding out whether or not they got into TCOM. It is inconsiderate to the student and it gives the impression that the school is invested in actually enrolling the students they accept

Applying for this program was very confusing.

MS, Biomedical Sciences

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Some of the profs you can tell do not like teaching and they aren't very good at it. There needs to be a standard on how to grade exams since some profs are much more harsh than others.

organization of time/credit hours allotted per core class is insufficient time for covering important material; some subjects are completely skipped due to time constraints within the semester. it's a bit frightening how much new classes are NOT expected to know. ALSO WHY

WAS THE BIOCHEMISTRY COURSE EXAMS OPEN BOOK!? THIS IS OUTRAGEOUS AND INAPPROPRIATE for a graduate school program!!!

Some of the professors are really good, and some provide no more material than is on the powerpoint. Also no matter how good of a teacher you are, if you cannot clearly communicate in english, I will never be able to learn from you. It takes a lot away from learning when I have to use 80% of my brain power just figuring out what you said. Even that however is better than professors that only know what is on the slides and nothing else.

The quality of teaching refers to the biochemistry department, Dr. XXXXX, Dr. XXXXX, and Dr. XXXXX who did not seem like they wanted to teach us or cared about our performancec.

All of the core professors need to be on the same page as to who has taught/ will teach what. There were several instances where one professor assumed that we were already taught a key piece of information or that someone else was going to teach it to us.

The majority of the Core curriculum is not relevant to the forensic genetics students.

More practical emphasis on research and less on memorizing and regurgitating.

I was in a class in the fall semester that I paid for it to be a class but most of it ended up online and was it extremely difficult to follow the material.

Some professors are exceptional, others are not. The teaching in immuno/micro was great!

Class would be more enjoyable if professors did not simply read from their power point presentations, but instead presented the information in a more interesting manner.

Some professors do not know their information and are unable to answer questions, some are also hard to understand

I would like see more clinical questions on our test.

could get professors that are easily understood in English

several of the lecturers cram so much content in their lectures, they go over the allotted time frame without time for interaction and questioning. Planning to remain in the time frame with an adequate amount of student interaction time would be beneficial.

I feel like the Forensic Genetics students could have specialized core classes that would be more relevant to the field of study.

There really should be separate CORE classes for FGEN students. The vast amount of information that is expect to be learned far exceeds the requirements of a DNA analyst. If the CORE subjects must remain as part of the curriculum, it would make sense to have an FGEN-specific CORE course. The order of lectures in the CORE as it is now seems jumbled and out of order in some courses (immunology in particular)

Have the Core professors on the same page regarding who is teaching what. There were several instances this past semester where professors were confused about what we know, which hindered our understanding of key topics.

I am very impressed with the curriculum of my program. I feel that the content is challenging, useful, and very relevant to my future and we are taught by amazing faculty.

why in God's name were the Core Biochem exams open notes! This type of accomodation should have been embarrassing to the GSBS. If the students are struggling to a point where exams need to be open notes, something needs to be revised - whether it's the structure and timing of core classes or the expectations of admitted students and their capabilities.

Syllabi be updated every semester to reflect the actual content of the class. More training/experience with equipment. No online classes.

The curriculum can still be improvised, especially for physiology core courses the lectures are too focussed and trying to feed in more details which is not necessary for all students except for those students who would like to specialise in physiology. Instead curriculum for pharmacology core course can be improvised by providing more details as it might be quite useful for most of the students to know more about pharmacokinetics and IC50 calculations as they would use it at some point of time

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I feel like the evaluations are not taken seriously by the forensic genetics professors whatsoever.

none - area is sufficient

Make the instructor evaluations not mandatory.

Changing the schedule and/or syllabus for biochemistry mid-semester was an unnecessary stress added to an already stressful schedule. I appreciate our voices being heard; however, I believe the timing of actions taken by the administration were inappropriate.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

A lot of the TA's and helping med students don't know half of the questions we ask, this does not facilitate learning.

XXXXX needs an assistant and a raise.

Some of the TAs in the MedSci anatomy lab have been known to give incorrect answers or information that contradicts what the course professors have taught.

adequate help is available

For some reason, within the first week of applying for classes for Spring; I was unable to get into the Scientific Communications class, but the rest of GSBS class was able to. I thought

this class would have plenty of openings, and I tried several times weeks later to get in and it was still full. Now I have to take it another semester.

XXXXX is amazing.

XXXXX needs an assistant and a raise. That woman is a miracle worker.

More classes should be offered per major. I am Micro/Immuno major and have only taken one class outside of cores classes for my major.

With the exception of one TA, most of the assistants that have helped with the FGEN classes have been terrible. They don't fully understand the lab work/course material; yet, they push their faulty concepts onto the students and argue with the instructors when the instructors correct them. There is also a major lack of communication. The instructors ask the students to do one thing, and the TA will tell the students to do something entirely different. This was confusing and frustrating.

when students enroll for classes and feel the course might not be necessary or if it is intense they should be able to get full refund even after attending the first class, and probably from second class the student can have 80% refund.

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor

Dr. XXXXX, and Dr. XXXXX are exceptional at this. I don't know about the other teachers.

My PI never has time to go over my research plan...he is too busy with his PhD students...no one ever shows me how to run new experiments!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Main head of program gives a lot of false hope and no true guidance or other options in case this program is not working well for us. Need more straight forward help and suggestions

support is sufficient

mentors too busy hard to find them and not enough time to meet, not enough guidance what and how to get help from mentor

I don't have a mentor yet.

More communication.

Mentor needs to cultivate a sense of understanding to students, treat students with respect and foster a sense of communication and trust.

Major professors seem too busy and uninterested in providing necessary guidance to complete research projects.

Institutional Services Provided by Your Educational Program

GSBS is incredibly unorganized. One person says something and another will contradict and both will end up blaming the students. I find this unprofessional.

Communication in general is lacking between the administration and students.

Receiving an actual acceptance letter would be nice.

The graduate school appears disorganized and at times is extremely unhelpful. They want student to adhere to their deadlines however they cancel meetings and do not make an attempt to make sure the students have all resources to adhere to deadlines.

Deadlines should also be posted on the bulletin board.

I like how this school has a really hands on approach of helping students and making everyone feel welcomed and that any questions I have will be answered. However, during orientation, we were told that we would get a break during our first winter break and to chill out and not worry about school. In November we were told that we should be doing a rotation and that we still need to work.

expectations for lab rotations should be clearly outlined at the beginning of the semester.

When applying to my program, I had a great amount of difficulty contacting anybody when I had questions about my application. I left voicemails and emails and rarely heard back. And when I was able to get an answer, it seemed to contradict the information from another source.

the deadline for enrolling for classes and be given a longer duration, atleast a months duration should be provided.

PhD, Biomedical Sciences

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

There are not enough bioinformatics/data analysis/statistics courses in the GSBS program.

The core classes for PhD students changes so much between each year that I don't think results from students not currently enrolled in core will have any bearing on the current status of the core classes. I found my year (2011-2012) to be quite helpful and served as a great foundation for my research. Except statistics, that class was not useful.

The CORE needs to be re-evaluated. The content is often not at the graduate level. Also, the relevance of some courses to those in a particular major need to be re-evaluated (i.g. pharmacology for students majoring in immunology is not relevant, at least not based on how it is taught and what the students end up learning from it). Also, some professors lack the ability

to teach properly and effectively. Something needs to be put in place to ensure that all instructors teach the same way

A few Professors in the CORE have tried to work too much material into the CORE courses in Physiology and Biochemistry. This makes real learning difficult as it relegates the course to memorization in lieu of integration

Offer advanced microbiology courses (microbial genetics, microbiome health/disease, etc.)

Biochemistry and Molecular Cell Biology are certainly essential for the study of Genetics, but Physiology is so different that I don't see a lot of overlap with that course and what I plan to do with my research. It also seems unfair that for some students after taking the 5 Core courses, they have to start over and take the Anatomy core courses. Why can't they start this their first year instead?

I have observed that several of the teachers are simply there because they are required to be there. Many of our teachers do enjoy teaching and we enjoy their lectures but some of them are less than excited about teaching (which makes it hard for us to pay attention and learn).

The core courses are designed in such a way to promote the advanced understanding of students which is appreciable. But, the order in which professor taught the courses (BMSC 6301 and 6302) in Fall 2013 is not in perfect order. They taught us first 6302 and then later on 6301 which is not in accordance to the strand way of teaching from simple to complex. For example, once we studied the protein synthesis, transport etc in 6302 course, they taught us about what is protein, amino acids etc i

I despise the core. I find it very irrelevant to the grand scheme of my degree here at UNTHSC. As someone coming with a Masters degree in my field, I feel like I am losing a year of time to take courses that are neither comprehensive nor relevant to my degree. It was my understanding that the core was to provide a solid foundation in a variety of biology topics, however it seems to be a lot of memorization and then no retention or integration instead of actually learning core concepts.

Students entering our department (i.e., Integrative Physiology and Anatomy) do not have enough basic understanding of physiology, due to the time constraints of the core course. An option should be in place for students with an interest in joining our department to take the medical science physiology course, which is a comprehensive, well-planned, well-taught alternative.

Core is a bit ridiculous. I don't understand the need for everyone to be an expert in everything, i.e. taking these exceeding difficult classes in the core that are way too indepth that is required for a graduate school education. Graduating and being successful in your field has nothing to do with knowing every aspect of biology.

I believe the that quality of teaching is difficult to just one a simple 4 point scale for the core course. This is due to the fact that there are so many professors who teach the core. Some of the professors are great, interactive, and helpful; while others are boring, monotoned, and standoffish. I would defer to the individual course evaluations for more information.

Half the teaches act like they don't want to be here. Maybe things have changed; I haven't taken a class in years.

I am disappointed in the first year GSBS core

one year of coursework, more than that is unnecessary, being in the lab and one on one time with mentor is more important for research

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I have spoken with a few professors who have not read their evaluations, so I am not sure how effective the evaluations are in general.

I am a little leery of evaluations before my grade has been turned in when I have to use my student ID to log in and fill it out, making it not truly anonymous.

I have no idea how to judge whether or not the evaluations are used effectively.

It would be good if student can evaluate the instructors during the course time. The survey conducted at the end of the semester can be of help to the new comers but it is not helpful for those who already completed their semester.

I have no idea whether or not my evaluations will be used effectively by the faculty because students complete the survey after the class is over...

I have provided feedback and it seems to fall on deaf ears. What's the point of HAVING to do a survey if no one actually takes what I have to say seriously? The first year core had MAJOR issues with BMSC 6301 in the fall 2013, with really bad examinations and poor professor grading and interactions. Thus far this spring, we are being penalized in BMSC 6303 because our class asks a lot of questions and remains engaged. I'm very disappointed in the institution.

I have spoke with a few professors who have mentioned that they haven't read the evaluations "yet". If they don't have time before a new semester starts I am not sure that they even read it at all. I would hope that the course director and deans look over the instructor evaluations to make use of any student suggestions.

The administration has worked really hard on improving this area. Happy with the changes that have been made.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

"Graduate and teaching assistant programs are very limited. The availability of these positions are not effectively announced. Class schedules are confusing on HSC. It would be ideal to improve website resources for above."

There needs to be more teaching opportunities, possibly partner with TCC or TCU or a local school. UNT-Dallas is too far to drive. It takes away from our research hours.

We have to take the core, and then, unless we want to be here for 5+ years, don't really have a chance to take other classes. It's a real bummer.

Provide more opportunities for teaching for graduate assistants and provide courses for Osteology, pathology, juvenile pathology courses, etc

While teaching positions have been currently available for senior graduate students, they are in Denton. It would be ideal if there were opportunities available closer to campus for the graduate students who are interested in entering academics to have more opportunities to teach undergrads.

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor

My major professor has been a great mentor. I am making progress through my degree with all the support I need.

Require faculty to have a teaching/training/mentoring plan and hold them accountable - my experience has been abhorrent. My mentor has no idea how to "mentor" or what it means to train future scientists. Perhaps this is because they did not have a traditional PhD experience themselves. If I pursue a career in academia I will at least know what not to do if I take on any students myself.

It is very difficult to find guidance from someone as a first year student who has yet to select a major Professor

There needs to be an evaluation for our graduate adviser as well the mentor mentioned above.

Because I have not yet finalized my major professor/mentor. But I got good cooperation from all other class instructor.

I really enjoy my major professor. I think he has a lot to offer in terms of guidance, available projects, funding, and overall positive lab environment.

Not at all satisfied with the guidance provided by my mentor. disappointed.

I feel a complete lack of guidance by the GSBS faculty, I feel unwelcomed in this institution

Institutional Services Provided by Your Educational Program

The quality of students admitted to the program has declined.

I am appalled at the quality of incoming Master's students - it seems as though GSBS believes in quantity not quality. Academic deadlines and regulations are a joke... My academic advisor doesn't even know what the school's requirements are for graduation.

Anything involving communication is lacking. I do not find out what is going on until I receive a last minute email. It is incredibly frustrating and increases my stress levels significantly

Students should be notified well in advance if there are changes to tuition charges.

Give students an outline of the academic guidelines and regulations, especially pertaining to their stipends. I am often left in the dark, doing my own research wondering what UNTHSC stipend policies are, for example: how long I can be off campus, what days are considered both student/stipend holidays as compared to staff, what is the timeline over the course of the year for which I will get paid? These questions should be CLEARLY answered by orientation.

UNTHSC is the most disorganized, inconsistent institution I have ever attended. I deferred for a year, although they did not allow me to defer my PhD (but allowed another classmate to defer). I had to re-apply and pay another \$40 when the other student did not. We are also in the core which has not been the same in any previous year and the expectations and policies are in constant flux. We also feel a lot of pressure/negativity from administration.

I have received a few emails about being in compliance with some code or ethics training. My issue is that the email was received on the deadline and I never received an email of the non-compliance beforehand. Therefore, I was unaware that I was not following protocol. I would have appreciated a better line of communication either during new student orientation or from the emails.

The GSBS offices file everything late. I turn in an intent to graduate August 14 and it doesn't get filed until October 4th? The delay was because it was signed and approved but sitting in a folder for MONTHS waiting on a student worker to scan it into the system. Every single form turned in to that office is late in filing or just disappears. Most of the time there isn't anyone at the front desk either.

School of Public Health

MPH

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

The quality of teaching in particular is unacceptably variable. I feel that each class I take I am playing Russian roulette as to whether or not I will gain anything or not. In particular, I think it is appalling how inactive and un-engaged teachers are permitted to be with students. It is COMMON to the point I expect my professor to be minimally available, prepared, or timely in grading.

I am in the EOHS department in the School of Public Health. I have greatly enjoyed each department professor and their teaching.

Some professors "copy and paste" their old syllabus and old dates are listed as due dates; or irrelevant topics are given as the assignment, but they are not what is expected for the semester for students to work on, essentially, there is poor editing on the syllabus/curriculum when some professors "recycle" their material

There's not a lot of connection between classes, except for the natural overlap in Public Health themes. Little skill building.

Some teachers are not good enough in teaching.

It was odd to have a teach with only a masters, that had nothing to do with public health, teaching at a masters level. Most universities require a phd level to teach at the masters level (XXXXX).

Too much stress

The quality of teaching seriously needs to improve. The instructors and teaching assistants need to put much more care into preparing course materials accurately and on time, interacting with students, using good English. The instructors should be setting a good example of meeting deadlines, writing professionally, etc., but this is often not the case.

I would like to see more case studies/ scenarios integrated in my MPH coursework, especially for policy and management classes. I think these types of learning activities would give me greater ownership and deeper understanding of the course contents and also something more concrete to discuss with potential employers.

it's good.

The minimum requirement for the number of credit hours for international students is 9 per semester. They should be allowed to take 9 credit hours if they want. They should not be forced to take more than 9 credit hours per semester if they do not wish to take.

"MAINLY FOR PHED: there is no point in writing assignments without prior teaching.

Many of us are new to the system of writing reviews and papers. This needs to be taught first, our outline of the matter should be evaluated and later assignments should be given. This course has disappointed us because we thought we would improve our profile by learning. But all we are doing is submitting assignments without being prepared."

The only complaint I have about the quality of teaching is with BACH 5300 Dr. XXXX. She doesn't respond to her students' emails and she is very rude.

Most of the professors I've had are great. However, there are a couple professors (e.g. Prof. XXXXX) who, despite being very intelligent and knowledgeable, need to improve as teachers. More needs to be done to measure and improve quality of teaching. In addition to knowing the subject matter, teachers should be dynamic and clear communicators who engage their students. Prof. XXXXX is an excellent example of a good teacher who energizes students.

I think we need more elective courses and possibly more faculty members in the BACH department. So that students can meet diverse mentors in their areas of interest.

I would like to see more integration of the different curricula in other classes outside of just the first semester. I find that this is an essential part of public health, that all areas are connected and I would like to see this show up more in the future. I also would like to see more application practices than just the practicum, although I am enjoying more activities that seem to allow us to apply what we've learned. Possibility of a push for sustainability awareness through class? School?

"The newly introduced portfolio course is a quite tasking. The class appears helpful but the many article reviews and writings leave you with little time to study for other courses that are more relevant. Again since this course does not appear on the transcript, I strongly suggest that tuition fees should not be applied to this course as it adds more financial burden on international students. It would be nice to get an university-sponsored public health experience trip outside the US/Texas for s "

One of my professors, last semester would be on facebook during our presentations. She dismissed class at least an hour early every class period and cancelled class once. They should only keep teachers on staff who care to be here. Also, several instructors give assignments which require the use of software they assume we have already been taught. If knowledge of a particular software or program, such as SAS, is expected, then a SAS class should be a prerequisite.

I would recommend more practicum classes, such as the field trips to the border and/or the Legislative Experience.

I believe the curriculum is fine, but faculty and staff continue to remind us that graduate courses are higher order thinking classes and we're to be developing skills. However, some classes (BACH) do not seem to offer us enough activities that will allow us to develop skills we might actually need in our careers. Just reading about skills will not develop them. When we do have skill building activities, we seem to start them too late in the semester to get a sound grasp of them.

Teaching should be more interactive.

Sometimes it seems as if we are focusing too much on one specific concentration. I sometimes lack the information in bridging the gap between different concentration classes or even between classes within a specific concentration.

The curriculum be revised to meet the present status of the students depending on what they have had a foundation on (like say economics) for better understanding and some past topics removed

Improvement teacher-student relationship and more interactive teaching

"One thing I do not like it the portfolio program. I know it is meant to help me professionally, the way the program is set up, does not help. For example assigning a literature review due the same week as midterms for all of my courses does not help. Additionally assigning a topic does not help. For example I am currently writing papers for other classes, if I was allowed to write a review of literature on material I had already read critically, it might not make the task so daunting.
"

I had some professors that were awesome but I also experience poor professors. Some appeared not prepared or interested in the students success.

Sometimes it seems that staff are there simply because they have to.

Quality of teaching meets expectations overall. Exceeds expectations in many classes however, especially BACH 5300 I feel like it was far below what I would expect in a graduate institution.

"As public health professionals, we should take into account the presence of social disparity in health management. As such, the curriculum should integrate some African-american health care system and not generalize based on Caucasians and Latino health alone. Some Africans will like to return back home after their studies and should be able to apply what they learnt from UNTHSC to their various health care systems."

not as many EPID electives offered as hoped.

I love my degree, but I don't think practical application isnt always focused in the program. I would love to understand the relevance of these topics. some amazing classes I took were public health law, programming and planning, health finance 1&2, public health politics and policy.

The phed class is a waste of time for some students, however I do realize that there are students who benefit. I recommend making the class one semester long for 2 credit hours. I would only include critical assignments/topics. The time management class was not at all beneficial.

Have more rigorous teachers/faculty members

I have had some amazing professors and some not so good. I think when bringing in outside professors really look at their teaching style and curriculum, not just their CVs.

There is only one instructor in the whole school of public health I could recommend.

I feel it should be in class. As the online lectures were not satisfactory.

Some professors don't show much interest in the students, so are not willing to assist in their educational pursuit, however this is the minority of professors.

Some professors may be good at research but are not so good at teaching. For example, Dr. XXXXX is probably one of the worst professors I've ever had. She doesn't teach well, she doesn't understand what she's teaching, she plays favorites, is inconsistent with her grading, and makes the class up as she goes along. Please hire more faculty like Dr. XXXXX who really care about what and how they teach the students. Nothing worse than leaving a class more confused than when you came in.

SPH needs to have more options/flexibility in courses taken within a concentration. Electives shouldn't be restricted to courses within student's concentration.

Intermediate Biostatistics is made much more challenging due to the lack of SPSS training in Intro to Biostatistics.

The quality of the teaching is low. The introductory period should be limited because of the extreme overlap.

The courses listed as "ELECTIVES" in order to complete the degree plan should not be electives if there is a whole bunch of hurdles in getting them approved as electives. For example, the school website for degree requirements lists that we can take epi courses as electives for biostatistics. However, it does not mention anywhere that it is under the discretion of the advisor to approve. These kind of things should be made clear so that students don't waste time and money on useless courses.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I do not think that teacher evaluations are taken into consideration judging by some teachers still following the same classroom agenda.

It is discouraging to learn from past students that the same teachers I have complained about have been complained about many times before. I have no faith that the administration listens or cares about the students at this point.

Some professors "rush" the course evaluation process as final projects need to be presented/completed, thus students are not given adequate time to give valuable critique.

The surveys you use have very little meaning to students, and people tend to base their responses more on if they liked the professor than if they learned much.

Curriculum is good but teaching should be more skillful.

It was disappointing to have a professor tell us at the beginning of the semester what to not put on our evaluations, based on negative feedback they received from the last semester's.

evaluations (Dr. XXXXX). Transparency of how evaluations are used and what changes are and are not made would be nice to see, so we know they actually made a difference.

The evaluation process does not seem to be resulting in significant improvements in online course quality. I have had several courses with very similar problems as described in the previous question.

I would highly encourage all professors to utilize mid-course or even more frequent evaluations. I am taking an online class where the professor had the option to take an anonymous survey after two weeks of class.

it's good.

More needs to be done to measure and improve quality of teaching. In addition to knowing the subject matter, teachers should be dynamic and clear communicators who engage their students.

Unfortunately there's no way for us to really know about the improvements made in our previous classes. We hear about them through word of mouth, but they don't benefit us any. Some teachers are open to improvements through out the year, but an almost matching number of teachers don't believe they're anything wrong with their course until the end of the year. By that time, it is too late for us. Teacher workshop? Mid-semester evaluations?

I have had two instructors which failed to give us course evaluations. I took it upon myself to let the office staff know this. In one case the instructor came in the room several times during and made comments about the amount of time being taken. In another case, we had to do an online eval, because the instructor never did give us one in class (despite the fact that the office staff gave her the evals to pass out weeks prior). I think online evals are the most secure and private method.

There are faculty who are teaching that could use more instruction on how to be better teachers. Superior knowledge of a subject does not necessarily make you an effective teacher.

One thing I can say is that UNTHSC values its student's opinions and thoroughly reviews evaluations/surveys. I've seen changes since I've been a student and I'm thankful. The turnaround time for change (that is within the school's immediate power) is excellent.

There were many issues with a course being offered only online. This has been resolved for future students but I feel I was not given a fair chance to succeed.

Bios 3500 power point has a lot of mistakes , unrecognized , not enough to understand the lectures.

sometimes due to the length of the survey, i rush through it. Hence i am not sure how reliable it could be. I think giving the survey at the beginning of class might help with that.

Instructors might change how they implement tests or assign readings but I have never witnessed an instructor attempt to change their teaching style based on a course evaluation.

Course evaluations are a waste of time if true changes don't occur .

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

MPH classes are not offered frequent enough. It is forcing students to enroll in an extra semester or two by having them offered once a year.

Do GA receive any kind of training or support? Some are great, some are useless. I will say the administrative support team is phenomenal. They are polite, organized, and helpful.

More options need to be available.

Some Teaching assistants do not communicate with their professors well, leading to major confusions pertaining to assignments from the students' perspectives. It should be emphasized to the teaching assistants what their responsibilities are.

TAs often feel uncomfortable answering questions due to institutional policies. Timing of classes is a huge issue. BACH focus required classes often offered at noon during the week. Makes it IMPOSSIBLE to have a full time job--something I was told wouldn't be a problem when I started school

Number of Graduate assistants should be increased.

I found it odd that a TA in one class was a classmate in another, when they were in charge of writing quizzes and grading. This was prohibited in undergrad. This was not a problem for me, but I can see how it could be if the two individuals had personal issues or history together. It would also be good if all core classes were offered every semester.

Please keep offering as many online classes as possible. The online offers allow me to work and thus fund my education without going into debt.

it's good.

There seems to be confusion between academic departments, and Student and Academic Services. For example, XXXXX is the point person for students registering for the HMAP comprehensive exam; however, she didn't know who I should contact for info about the exam. Professors within the HMAP department also gave conflicting responses about the availability of sample exams for study purposes.

Not enough course options available at different times

Will like to see additional elective courses.

Specifically for the HMAP concentration, I believe a majority of the classes are more geared towards the MHA students, than MPH-HMAP. It would be nice to see the options for some more policy related classes and in general, HMAP classes. It can be quite discouraging when

you walk into a classroom as the only HMAP student and the professor is excited that there are all MHA students.

Provide more required class options for the summer term (SPH)

Strive to offer MPH classes every semester. More classes pertaining to infectious disease epidemiology. More classes on statistical programs used in public health (such as STATA, R, MINITab, etc.) in addition to SAS and SPSS.

Improve the Epidemiology department

Biostatistics electives should be available over the summer.

One of our TA's was very good friends with a couple of our classmates. I witnessed one get a text from her about relevant and helpful course information. The rest of the class only found out because the student announced the text content. I do not think that TA's should be writing half the tests, all of the quizzes and grading most (if not all) of the assignments. Instructors have literally said, "if you have a problem with grades or test questions, take it up with the TA."

There were some courses listed at possible electives for my program that were not offered at all in the entire length of my program which I wish had been offered. I.E.Mental health for MPH

Class availability is fine in the sense that they are never full when registering, but the problems come in when SPH students want to take certain electives, but they are not offered due to low staffing or they are only offered every other year. I'm not sure what can be accomplished concerning additional BACH staffing in the future. I'm not sure if other departments or schools at UNTHSC have this concern.

Teaching assistant should be selected by interview rather than other reasons. TA are a huge resource for the students. New classes should be discussed with students and then put in curriculum. Timing of the class is changed a day before the first class. This affects the schedule of many students. Please try to update during the time of registration.

Sometimes the TA's are not willing to listen or will sometimes give vague answers. I think there should be a better preparation for TA's on how to interact and teach students.

Some of the foundation courses are offered only online. It would be nice to have more options for them.

Increase availability of evening classes

"More class options for spring semester. MPH Portfolio NOT helping!"

I find it difficult to manage my schedule when there are many classes at a wide spread of time. I don't like classes at 6:00pm, and I find it difficult to focus when all classes are 3 hours long. I think that all student would be more productive if there were 2 classes a week with 1.5 hours in each,

Some graduate assistant handle their duties like a lecturer and take charge of grading. This should not be so, also criticism should be done with caution from the TAs.

There are very few online classes offered in the concentration of Biostatistics and Epidemiology, as compared to the HMAP and BACH classes. There are circumstances when we would like to have a online class but there are no much courses offered in the concentration of Bios/Epid. Whenever you see the course schedule for the online classes, its always filled with HMAP and BACH classes mostly.

Many of the Bio-statistics courses are not offered in regularly. Few courses like consulting and survey sampling were offered only once. The course schedules keep changing each year and this makes planning the curriculum difficult.

There are no required courses for my degree offered during the summer

Most core classes are now being moved to online, and it is not very conducive to everyone's learning pattern. Also the schedule of classes need to be reviewed along with the sequence of coursework to ensure two classes recommended for a semester are not offered on the same day at the same time

Many of us work and go to school part time, some instructors/TAs are very flexible but some are not so we are not able to attend outside learning opportunities. Same goes school wide, many meetings or outside lecture activities are scheduled only a day or two in advanced. Those of us who have to take time off from work to attend can not.

Offer more required classes during the summer session.

Most TAs are no help and I have been one before. I know how hard it is to be a helpful TA. I know how hard it it to be a helpful TA and they are no help. Administrative support is few and far between. Class availability is improving.

I'm not sure who are the graduate assistances and what there roles are. Maybe more opportunities to be a graduate assistant would be beneficial and have clear interface with fellow students

I just wish there were more class options.

"I would like to see more class available for 6:00-9:00pm for students who are also employed during regular business hours"

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
Comprehensive Evaluation

There is no guidelines or direction to follow for the comprehensive exam, even the teachers express they do not know what to suggest to study. The internship for MPH is a joke- I was told to take a 5 week vacation from my FULL TIME PAYING JOB in order to complete an internship within their ridiculous time frames (which do not have any justification for why they are so tight). Who would quit a job in hopes of graduatong to get a job?

Advising has been more harmful than helpful. I appreciate how busy they are, but on that note, don't students deserve someone who is actually invested in students? And doesn't the adviser deserve a decent workload. Again, student experience is sacrificed.

For SPH we have to complete a comprehensive exam and an internship so we can graduate. While I have not taken the comprehensive exam yet, I do know many students struggle to find internships. I think it would help that if within each department in SPH, someone was assigned to help students find internships.

Very little information is availability about the required community practicum. You hear different things from every person you speak to. Hard for students who are working to fit practicum in to one semester- should be able to track the 200 hours over the course of more time. Requirements should be made clearer. Requirements should be codified and made available to students.

I agree with the results of last year's survey that there needs to be more support and guidance to help students match their academic and professional goals with a practice site that is a good fit for those goals and also has staff available to oversee the practice experience.

it's good.

More exhaustive teaching methods need to be implemented. Extra class sessions can be introduced.

There is confusion between academic departments, and Student and Academic Services. For example, XXXXX is the point person for students registering for the HMAP comprehensive exam; however, she didn't know who I should contact for info about the exam. Professors within the HMAP department also gave conflicting responses about the availability of sample exams for study purposes. Academic advising doesn't seem to be an asset. Most of my HMAP classmates don't seem to get much value from it.

I think the comprehensive exam is nice, but will like the process to be more organized, like for instance I am enrolled to take it this semester, but don't even know the date of the exam.

My experience with my Practice Experience was fine, however, I know many who struggled with their experiences. I believe the school is now taking actions to rectify that by offering the Practice Experience seminars as 1.5 credits and the actual experience as the other 1.5 credits, which will help in the long run. However, for the departmental comprehensive exam, I feel that not enough guidance is given as to how to study for the exam, what to expect, and just general aid

I did not get involve in any of these at this point.

The lack of guidance from the advisors and absolute disorganization of the practice experience has been very disappointing. I was very excited about my practice experience but received zero guidance in finding a site or notifications on when items were due. The competencies are not a good way to judge the practice experience, they may be used to guide them but trying to fit our experiences into the limited competencies is not helpful at all. Please improve the practice experience!

I did my internship this past summer and I had the best possible experience. Unfortunately, I had to find intern placement completely by myself. I was not required to take the departmental comprehensive exam, however, I did take the CPH exam and passed on my first attempt. Encouraging student study groups is a good way to help students prepare for the exam.

Communication regarding comprehensive exam was minimal and difficult to navigate. I was lucky to stumble upon registration information the day before it was due.

More explanation is needed of practice experience requirements.

I felt like I needed a category for something in between Meets Expectations and Below Expectations. I believe academic/career/personal advising is fine when I've attended and made appointments. However, some students in SPH have felt confused concerning career advising in the sense that we don't always know what questions or opportunities in which we should inquire. I guess some students thought advising was going to be more like mentoring, but that was probably a false assumption.

CPH exam is mandatory for mph. But comprehensive exam can be optional (as before). About Internships = Dr.XXXXX does a great job to inform about the internships. It would be great if the other professors were helpful about it too (In each concentration). Their expertise and contacts would be helpful to students.

In the school of public health, the issue of advising is not clearly defined. I don't conceive a single professor advising tens of students whom he never have close contact with, but the classroom.

I have not received much advising thus far. I believe this is due to all the changes occurring at the School of Public Health. I do not feel this will be an issue moving forward.

More tutoring hours provided by CAP would be nice.

I have had little if any Thesis information if I decided for that option.

The departments should announce in more advance when the comp exam is.

Not adequate guidance for projects, assignments, paper and personal.

There is not enough communication from administration or academic services to students regarding culminating experience, as to how we should prepare for them or when things need to be done for them.

In my opinion, the portfolio classes should not be compulsory. If they must be, they should not have tuition fees attached to them.

Advisors do not really advise.

Very little information has been given on requirements and how to prepare. There is no structure, guidelines, and the student is left to make assumptions on what is required.

My adviser does a good job.

Having an advisor was more of a burden than a benefit as same with the practicum experience liaison, I had to do a majority of everything by myself with little guidance , more emphasis should be put on finding a practicum site ASAP , this was very difficult to find a "credible" site for my specific discipline

The comp exam process seems a bit unorganized to many of us, maybe because it is new

Comprehensive exams assess a set a curricula that may not have been taught to all the students. With all the models and theories in public health, different professors teach different aspects of these models and theories, sometimes in conflicting ways. More congruent teaching by all professors would help students understand the basis of these models and theories as it would be tested on a comprehensive exam.

Dr XXXXX moving interrupted the courses of many students who were previously in the process of graduating. The CPH has not proven to be helpful in any job opportunity.

Online Courses

Students should have a temporary license for SAS, SPSS, and GIS on their personal computers. GIS lab is not prepared for teaching and isn't fully equipped, doesn't accommodate all students.

SAS availability to students off campus is not possible. This should be remedied if this software is a requirement for the class.

Some instructors do not respond to questions in a timely manner or don't ready the question and answer adequately.

it's good.

Courses which would normally require a lot of teacher interaction or class interaction/discussion do not fare well being online. Although Canvas facilitates discussion boards, in class discussion is a much better tool, and better for our field which will require face to face interaction, people, and communication skills. Having an accessible faculty member is preferred. Often communicating with online faculty can feel as if the concerns were merely skimmed over in an email and disregarded.

Provide sore classes in person as well as an online option.

better SAS availability from home

I had Dr. XXXXX for EOHS 5300 and he is excellent!! His class offers a variety of options for learning the material. His format was perfect for online (text reading, website reading, videos, discussion questions, and quizzes). I believe all of the above are needed for helping students retain information.

During the SAS class, software needs to be provided to student at least for the duration of the course. It facilitates greater learning experience.

Professors need to be more interactive when it comes to online classes. Often times, I feel like my professor is reading from a script and doesn't care to talk to students.

Online teachers to should make out more time to attend to students' concerns

Classes like SAS or SPSS, limit the student's ability to work on them when not on campus. Also, Lab 400 isn't open often and there are a limited amount of computers with the software available to students. These classes should be reconfigured or provide the students with better access to the software at all times.

I took two online courses. One of the instructors was fantastic and provided a great learning environment. He was also responsive to my emails and would provide feedback on each assignment. Unfortunately, I cannot say the same about the other online class I took with Dr. XXXXX. Her lectures were boring and often contradicted the book. She was not nice through email nor willing to help students.

It can be very difficult to communicate with teachers in an online course.

Get rid of Dr. XXXXX. An online course for intro to Bach is not conducive for learning the theories and concepts. Dr. XXXXX is not good at directly answering questions, has exam questions with conflicting answers, and does not care about her students at UNTHSC

Not having off campus access to software packages makes taking many course online hard. Specifically SPSS and SAS for those with the Biostats focus. Each package can cost up to \$10K. Some instructors are easily reached and some are not. Also, canvas often hick-ups especially around finals which can be devastating if you can not access your final exam.

Not a fan of online courses. I know many people who don't even take their own exams or do their own homework. They get someone else to do. Who will see the difference? It is so easy to cheat online and it makes students into major procrastinators.

The switch from blackboard to canvas has been difficult and incompatibility with documents. Students need more space other than sky drive

Bach 5300 was offered exclusively online. I didn't like that at all. Dr. XXXXX left a lot to be desired as well.

More faculty interaction would help prepare students for real world public health practice.

Institutional Services Provided by Your Educational Program

For some reason, I never receive SPH office emails. So unless another student informs me, I never know what is going on within the department or PHSA. I have talked to people within the office many times to get this issue fixed and it never has been. I am not sure who is in charge of career counseling, but I am unaware of it being offered.

There should be more communication about important documents and/or events regarding our specific program. Unfortunately, there was little to no communication regarding the Intent to Graduate form due in December; the only communication we received was that the form was due at the end of the week. It would have been nice to see it posted in the SPH Friday Newsletter, on the TV powerpoints, etc.

Poor communication on deadlines; would have to hear about them from other students who stumble on the information when searching around for other information

It's not clear to students that the career center does offer career counseling. Difficult to communicate student activities - students don't read daily news because it's repetitive and boring.

SPH administration seems a bit unprofessional compared to other institutions I have been to. Please create mailing lists instead of saying "if this doesn't apply to you, please discard" when the e-mail was going to graduating students. I was in my first semester. This is one of numerous e-mails. This floods our inbox and gives the impression the school cannot keep track of data or use available technology.

it's good.

Transportation should be provided. At least one bus system, in the morning towards the university and in the evening from the university. You can limit the areas around campus.

Reminder emails for approaching deadlines is a great way of keeping students on the run!

"The ""SPH FYI"" weekly newsletter often includes expired info. The format/design could also be more polished. XXXXX seems overloaded, because email response and follow through is inconsistent. The Career Center needs improvement. The HMAP career advice was quite vague and all-purpose. It would be great if they tracked alumni placements, employment rates, hosted more career events applicable to different concentrations, etc."

The career department has to be more proactive.

Better communication about the student government offices and duties. Better involvement of student organizations in public health activities, better awareness of our schools schedules, and more cross-school and community interaction.

Would recommend promoting more awareness of the various graduate certificate programs available to students in SPH.

EVERYONE IN SPH ADMISSIONS IS SOOO HELPFUL AND ON THEIR A GAME

Communication regarding comprehensive exam was minimal and difficult to both find and navigate.

On the communication end things could be better. I tend to find out about things more so word or mouth than from per say and advisor. Many times when you go to an advisor they are unaware. The career counseling in SPH needs help. I wish there were more employers and companies coming to the school actively recruiting. I see movement towards improvement and have accepted the fact that change won't happen while I am a student at this institute.

Begin career counseling the first semester and remind students of the types of questions/opportunities they need to take advantage of during orientation/first semester.

changing in concentration in the School of Public Health should have defined guidelines. (For example - other universities have guideline of gre score for each concentration, that will give chance of equal competition and career growth. Additionally-about the graduate assistantships- it needs to be given to students who are interested in the concentration, rather than financial benefit.

I would prefer to have all information to be sent out in one email. It can be overwhelming to see multiple things sent to my email throughout the day. I also think it would be beneficial to have more organization or at least more involvement within the organizations.

I wish there was more guidance for students regarding career opportunities and research.

Do we have student government aside from the organizations?

Overall communication from academic deadlines and program specific content could improve. I have requested to be a part of the weekly newsletter and have yet to be added.

library news should be given to all students who are in library. news are provided by email but think how many people are going to read email daily??!!

Some people have been assigned an advisor while some have to keep following up to get an advisor assigned to them.

The daily news is not always read, I am not sure how to fix this issue and increase promotion though...

News about the Degree of MPH -general public health as opposed to MPH- Concentration specific was not conveyed to all students properly and lot of confusion prevailed

Many activities are communicated only a day or two in advance.

Please make career counseling more available to graduating seniors. I never knew that you had career counseling.

Let students know what's going on before the day of the event , utilize the daily news more than the swamp of many emails from many organizations , I do look forwarded to the Friday SPH newsletter , but not the continuous emails on a daily basis, sometimes overwhelming

MHA

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

I took an online Epidemiology class that was terrible. I had heard several negative things about this class prior to taking it, but taking it with XXXXX was my only option. There have been multiple complaints about this class prior to me taking it, but the quality of the class was terrible. She wouldn't make an appointment with me and we had to critique an article that she wrote. This is unethical to be graded on critiquing her work.

great improvement from last year. More health administration certification courses should be included in course work. Other campuses have that

The Epi class that I took last summer online had terrible teaching practices. I was very unhappy with that class only. The rest of the curriculum was fine.

I would like to see more professors with professional experience. Also, I would rate Health Politics and Policy below expectations. Not the instructor herself, but the course. It was essentially a high school government class with a slight focus on public health. I understand that we have foreign students, but if it is going to be taught at such an elementary level it should not be a required course for MHA's. I literally got nothing out of it until the final presentation and paper.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

make sure every professor does this. a few of the poor instructors have avoided giving these surveys..... finance prof in SPH specifically.

Course evaluation takes place at the end of semester and the problems during the course are not solved. It would be helpful if the evaluations are done at least twice (once during the semester and once at the end).

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

Availability of Classes

Some classes are only offered in the spring or fall. We're at one of the largest universities in Texas and only have one section a year?

The process of selecting graduate teaching assistants needs be based on academic performance or knowledge in the course rather than any other reasons. And I think at least the core courses of SPH should be available each semester in class. Example - Community Health wasn't available in class.

It would be great to have a separate health administration department for more administrative support

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Comprehensive Evaluation

putting below on capstone due to past experiences from other students. currently enrolled but not expecting much improvement.

In capstone class, there needs to be a diversity in the group which can be very helpful for the success of the project.

The new MHA program management staff is unorganized and often not helpful. Last minute required activities and notification is unacceptable. For students to be successful we need adequate notification, as well as accurate information.

The advisors don't seem to be hands on with students. I wish that they would at least meet with students 2x a semester to ensure everything is going ok. Its like your going through the program by yourself.

I am currently in the capstone course, and I really enjoy the structure and our instructor.

Online Courses

XXXXX is an inadequate professor. She would not make an appointment time for me to come meet her. I tried coming to office hours, but she was always already tied up with other students. I work so it is necessary for me to schedule in an appointment due to my full schedule. I can be flexible with my schedule, but need a set time. She would not accommodate this to any extent.

could use more access to different products - microsoft project in particular and different design software for flow charts etc (Visio).

Institutional Services Provided by Your Educational Program

Information regarding graduation not updated on website as of 2/2/13.

During the admission process, it is important to determine if the student is truly interested in the School of Public Health. This can done by a Skype interview or a personal interview. By doing this, the students in the program can contribute more towards public health. Student Government - PHSA- Please make sure the nominees know about their concentration and help students.

I am concerned that the Internship approach this year might be a little laissez-faire.

"Student Gov needs more exposure. I heard we could vote once but I have no idea where, who, when, what I would be voting about. Very little exposure to the organizations outside of a shortlist during orientation and not enough sports organizations. We have a TCU rugby assistant coach in the MHA program and no one has thought to ask him to see if he would like to start a rugby club?"

"Quality of Career Counseling-It seems like people don't really know what MHA's are supposed to go do. All of our professors and advisors have MPH's, so they give us the best advice they can but that's not always adequate. There was no communication at all whatsoever about when we were supposed to submit our intent to graduate form. Luckily, someone told me. I still have no idea about anything regarding graduation."

DrPH

Academics – Section 1

Relevance of Curriculum
Quality of Teaching

I have found the instructors to be knowledgeable and involved.

Would like to have professors that have real-world experience in public health (not just academic), especially for DrPH program. Would like to have professors prepared for the course they are teaching.

The classes do not build upon each other in the curriculum. As I am progressing, I do not feel previous classes have adequately prepared me or provided me with the tools to be successful. Faculty are making assumptions that the program has provided certain trainings when that is not the case.

I feel that many courses in the DrPH curriculum are irrelevant. Need an upper level biostats course. Many of our courses are with MPH/MHA students and there is no differentiation. DrPH students should be held to higher standards in any required course that is conducted in conjunction with masters level students (i.e. extra assignments that are challenging for doctoral students). DrPH students should also be given the required to serve as student teachers for courses as are PhD students.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

The SPH has consistently demonstrated active responsiveness to student feedback.

It does not seem to matter what students think. Faculty are in the positions of power and do not have to change anything if they do not want to.

I think class discussion/participation or writing assignments at the doctoral level should be more heavily weighted vs. memorization and multiple choice exams

Based on my observation, many course evaluations I have completed have resulted in changes within individual courses in the DrPH program

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support
Availability of Classes

Being able to stay on campus Tuesdays has proved very valuable. Thanks you for the coordination of class offerings.

Course frequency should be evaluated

There needs to be a required training at the start of your first year as a teaching assistant. There needs to be a standard across departments of expectations of teaching assistants. Teaching assistants should receive an evaluation of their performance at the end of every semester. Teaching assistants should be able to formally evaluate courses they serve as a TA for as do students. There needs to be adequate funding for graduate assistants.

There should be a training for teaching/graduate assistants. There should also be an evaluation of the assistant and the supervisor(s).

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)

Comprehensive Evaluation

Left with little instruction exacerbated by continued transition of faculty leaving students in the middle with no guidance. Little assistance and direction securing culminating experiences. Advising appears to be extremely beneficial for some and less so for others. Many are "punished" for programmatic components that they are unaware of. Students being produced are not competitive compared to other institutions. There is ZERO mentorship.

Students do not receive academic support from advisors or administrative staff

Would like to have more information up front about ICE and Residency.

The program keeps changing from what I was told when I first applied and was accepted. I understand that part of it is accreditation but it seems unfair to continually have things switched on us and be expected to make it work.

Many of the opportunities that have been afforded to me while in this program have been of my own doing and not of any assistance from an academic advisor.

Academics – Section 5

Doctoral Residency

It would be helpful if advisors and the committee could be more transparent with residency requirements and expectations. Also, it would be greatly appreciated if the committee would stop adding/changing requirements mid-way through the semester.

The process by which students enter into this experiences needs to be revamped. Upon entry students should be matched based on their practice interests with faculty and gain applicable knowledge in that area. Students should be better mentored on how to apply DrPH competencies into practice. Furthermore students should explore options for their residence and propose a project for residency BEFORE entering into the experience, allowing them a process by which they can advance to Candidacy.

Unsure of what this will consist of and what is going to be required.

I would love having clearer information and guidance on residency requirements.

I have no idea of how to prepare for this.

Institutional Services Provided by Your Educational Program

inform students of the range of options that are available to them as a person with an MPH. Help student to determine how they can maximize their education and degree. Stop accepting students who are using this degree as simply a space filler or a means to reach medical school. Show students that they are more than just a number and that there is a desire to invest in their futures as public health professionals.

We have just elected new officers in many student organizations so hopefully this fixes the issue. However, I have felt that there is emphasis placed solely on MPH and MHA students and no services really cater to doctoral students and our professional development. The truth of the matter is, we will be looking for different types of jobs than a masters student and need to develop a different skill set at this level (i.e. scholarly writing, conference presentations, teaching, etc)

PhD

Academics – Section 1

Relevance of Curriculum
Quality of Teaching

More courses available for advanced topics - advanced courses and specialty topics become independent studies

"professors with english as a native language or at least english as a native language speaking assistants to check get professors to use spell check on emails and powerpoints their disregard is insulting"

The SPH needs to hire senior faculty. If we lose senior faculty, please hire senior faculty to replace them. Also, if a class is called "Advanced XYZ," please teach XYZ in that class. It is less than ideal when we come to school to learn XYZ and something else is taught instead of XYZ.

professors with English as a second language should be paired with English native speakers to proofread their exam.

It can be difficult for adjunct faculty to be adequately available to meet students learning needs.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality
Course and Instructor Evaluations - Used Effectively by Faculty to Improve the Curriculum

Send the course evaluations out via online survey just like this one.

"professors don't take it seriously its all about \$ not student opinion"

students believe that evaluation czar ineffectual. It is common knowledge that professors are capped based on the monetary contributions from their grants.

I don't see much feed back as to how these are used.

Academics – Section 3

Program Teaching/Graduate Assistants
Administrative Support
Availability of Classes

More night classes. As our program does not offer ample funding, many students are forced to work and go to school at the same time. I think doctoral level courses should be offered at night.

It is difficult for graduate/post-graduate students to adapt to classes that are offered during working hours. Would prefer post-graduate courses to be exclusively 6-9pm.

Some courses are only offered every other year which restricts my ability to meet degree plan.

The SPH office of academic services seems to have too much on their plates. I had a great experience with the admissions process years ago, but now that I am a student the there is a lack of responsiveness to emails and questions.

Academics – Section 4

Quality of Guidance Provided by Major Professor/Mentor (Professional Report, Thesis, and Dissertation)
Comprehensive Evaluation

The comprehensive exam should be material that is taught throughout the student's courses that they took at UNTHSC. It is not fair to make the majority of the comp exam material focused on material that is only covered in 1 or 2 courses. It is not fair to offer a test that covers material that students learned from other institutions. It would be nice if the advisors would be encouraged to reach out to their students more often.

I know the SPH has tried to work on advising issues, but there are still problems with faculty changes and advising. For example, it is unclear how a student should handle the situation when they have to change advisors and the new advisor is not a good fit or there are other issues. Students are told to "ask your advisor" when they have problems, but where do we go when our concerns are about our new advisor?

Institutional Services Provided by Your Educational Program

Student office space EAD 717 is dirty, disorganized and not user friendly.

Questions regarding our specific programs (e.g. PhD, MPH, MHA, DrPh, etc)

This covers it

System College of Pharmacy

PharmD 2017

Academics – Section 1

Relevance of Curriculum

Quality of Teaching

Have more critical thinking activities rather than lecturing directly from power points.

Pharmacy students address this issue practically every week - no need to reiterate in this space

Some professors need to be more prepared for lecturing.

There was one course that several professors taught together but didn't have a constructive plan. The materials were overly repetitive or the professors didn't help us with how to apply the concepts to the real practice. So it made me very confused and I didn't learn as much as I expected.

Many teachers are way too new/inexperienced with teaching. It seems that our professors are either a clear hit or a clear miss. The teachers that do not meet expectations are hurting our academic career and causing students to do poorly in classes due to their inexperience and poor judgment when it comes to exam questions/content.

New program, bound to be changes.

Truly, it is a reflection of being the first year of pharmacy school. Quality will get better over time.

I believe the professors are all great and very knowledgeable. However, some teaching methods could be improved and I have noticed after evaluations that there have been changes for the better. It was nice to see that the professors really care to change teaching methods based on evaluations. I will note that the teaching method that myself and other students dislike, is filling in charts and slides for homework, then passing the mic around to read the slides in class.

Sometimes I feel like I'm not learning anything from the professors. Some professors advocate self-teach in courses that have new concepts to us, which wasn't taught in undergraduate. I understand that it is important to read and prepare for class, but the volume of reading assigned for just one class is too much. Exams are filled with typos and grammatical errors. It makes it hard for students to comprehend the question being asked.

Some professors seem to be much more helpful and encouraging us to succeed. One professor in particular, seems very hostile to students and unwilling to help us be successful at her class. She teaches what one would think would be an easier topic, communications, but she is unwilling to budge on the interpretation of vague questions, and she speaks to us in a very demeaning manner.

The instructors I have are very impersonal in general. It seems like they hold grudges against the class, and this translates to an overall decrease in morale. Professors need to communicate clearly what they want, and then voice concerns instead of keeping it quiet and punishing the whole class later on.

The quality of teaching strikes me as below par at the moment. This is probably because the professors themselves haven't got everything in order yet. I envy the coming years classes and the increased quality of education it may bring.

Instructors need to be more consistent. Providing all needed material prior to assigning due dates.

Difficult to understand and hear certain professors. Each one have different methods. Assignments tend to stack together in one week, which can be overwhelming. Certain subjects are made more difficult than it should be...

There have been several times when we have had teachers present incorrect material. When students attempt to interject to ask a question about the accuracy of the information the teacher often reacts in a condescending manner. This type of behavior from some of the teachers does not facilitate classroom learning nor does it encourage student input.

Academics – Section 2

Course and Instructor Evaluations - Adequate Measure of Quality

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

I was okay with the evaluation process. However, evaluation should not be taken personally by any professors.

I feel like some professors are punishing the students this semester for what they wrote in their Fall evaluations. Evaluations should all be done at the end of the Spring semester.

Certain professors are not good at teaching and should let other professors take over. There is also a lack of communication between faculty and students.

sometimes feedback seems to be taken personally. even when the feedback is unprofessional/personal, the faculty should be able to maintain neutrality and avoid retaliation, either individual or group

It would be better to have the evaluations spread out more and starting a little earlier so that it is easier to take your time on each one.

Academics – Section 3

Program Teaching/Graduate Assistants

Administrative Support

Administration for the College of Pharmacy are truly amazing. They really show that they care and are working with us to improve this school.

Many professors give an unapproachable vibe and this needs to be changed. I get this is a job, but if you make it seem like you don't care or the material is below you, of course students will be reluctant to ask for help.

Academics – Section 4

Quality of Faculty Advising

Professors are readily available to help out

I do not have an assigned Faculty Adviser that I know of.

Professors need to adjust attitudes/personality to be one that is conducive of respect and openness.

CAP counselors really have no idea. They should go give their basic study methods to kindergartners .

Institutional Services Provided by Your Educational Program

The student government for class 2017 has been phenomenal. They have been great with staying in contact/asking for feedback from the class, and they really work well and communicate with the faculty. They let the class' voices be heard and are truly advocates for our class. The leadership has been great, and they want to help the class in any way possible. They have set up an event to give the class service learning hours, and they take every meeting/event with the class or faculty serious.

Provide direction and clarification to officers of what student government goals and purpose is. Provide more encouragement, funding and assistance to start more professional student organizations. "

It will improve in the further years.

I feel like the student government really hasn't really made an impact. I feel like only the student liaison has made a noticeable difference. For example, no one has been attending any of the activities planned by the student government.

The required number of hours for calculus credit was posted wrong (posted as 3 hours when 4 are required) when I completed the application process. I notified the admissions office of this error and my concern was never acknowledged or addressed. It would be helpful to have the admissions office more accessible during the application process.

It's a new program. Needs more time to adjust and organize itself.

On the first semester, not all instructors knew how to use Canvas to post dates of assignment due on our calendar, but it is also my responsibility. This semester seems to improve, I have not come across a problem yet.

There needs to be more volunteering opportunities. Please help!!!

Stress Assistance

Prepare students to better adjust to new fast pace of learning, study habits for retention and health at orientation. Ensure class material posted early enough to allow students to view before class. Provide handout suggesting best study habits, importance of adequate sleep to learning. Ensure coordinated amount of reading assignments to allow for reasonable expectations & quality learning to avoid overwhelming and continual sense of failure due to inability to complete readings each day. "

The provider should be willing to prescribe what the patient already knows to work. It is not as I were seeking narcotics. I simply need to be able to sleep to be able to perform to the best of my abilities.

Appendix B: Survey

Student Satisfaction Survey

Please note that due to the logic embedded in the survey, not all students will see all questions. This is particularly true in the Academics section, where certain questions are visible or hidden depending on the program.

Q1.1 Welcome to UNTHSC's 2014 Student Satisfaction Survey. Your responses are anonymous. Please feel free to be candid, while being constructive, in your input. Following data analysis by the Office of Strategy and Measurement, the report will be distributed to UNTHSC's administrators for review and appropriate action, where needed. Your participation will move UNTHSC closer to our vision of 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 all sorts of prizes. Please do not click the browser back button to change your answers. Use the back (left arrows) button in the lower right portion of the screen.

Q2.1 What is your PRIMARY program?

- TCOM - DO
- SHP - PA
- SHP - DPT
- GSBS - Medical Sciences
- GSBS - MS
- GSBS - PhD
- SPH - MPH
- SPH - MHA
- SPH - DrPH
- SPH - PhD
- SCP - PharmD

Q2.2 How many years have you been enrolled at UNTHSC?

- Less than 1
- 1-2 years
- 3-4 years
- 5 or more years

Q2.3 What is your expected graduation year?

- 2018
- 2014
- 2015
- 2016
- 2017
- 2019 or later

Q2.4 What is your enrollment status

- Full Time
- Part Time

Q2.5 What is your gender?

- Male
- Female

Q2.6 Please Check Your Major

- Biochemistry and Molecular Biology
- Biomedical Sciences
- Biotechnology
- Cancer Biology
- Cell Biology
- Clinical Research and Education: Osteopathic Manipulative Medicine
- Clinical Research Management
- Forensic Genetics
- Integrative Physiology
- Microbiology and Immunology
- Neurobiology of Aging
- Pharmacology and Neuroscience
- Structural Anatomy
- Visual Sciences

Q2.7 Have you taken any UNTHSC courses online in the last year?

- Yes
- No

Q3.1 Compared to your expectations for the institution, please rate the following institutional facilities and services.

Q3.2 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"/>

Q3.3 What do you suggest be done to improve the items listed above?

Q3.4 Please identify any classroom by building and room number where electrical outlets and/or network connections are a concern

Q3.5 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"/>

Q3.6 What do you suggest be done to improve the items listed above?

Q3.7 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"/>

Q3.8 What do you suggest be done to improve the items listed above?

Q3.9 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"/>

Q3.10 What do you suggest be done to improve the Lewis Library

Q3.11 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"/>

Q3.12 What do you suggest be done to improve the items listed above?

Q3.13 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"/>

Q3.14 What do you suggest be done to improve the items listed above?

Q3.15 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"/>

Q3.16 What do you suggest be done to improve the items listed above?

Q3.17 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"/>

Q3.18 What do you suggest be done to improve the items listed above?

Q3.19 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"/>

Q3.20 What do you suggest be done to improve the items listed above?

Q4.1 Compared to your expectations for the institution, please rate the following areas.

Q4.2 Academics, Part 1

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Curriculum, Relevance of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of Curriculum Integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.3 What do you suggest be done to improve the items listed above?

Q4.4 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"/>
Student feedback used in program curricular revisions	<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"/>
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"/>

Q4.5 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"/>

Q4.6 What do you suggest be done to improve the items listed above?

Q4.7 Academics - Part 3

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Program Teaching/Graduate Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching enhancement through guest lecturers and lab assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.8 Click to write the question text

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.9 What do you suggest be done to improve the items listed above?

Q4.10 Academics - Part 4

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Quality of Guidance Provided by Major Professor / Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Advising/ Academic, Personal, Major Project or Paper (Thesis or Dissertation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Faculty Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culminating Experience (e.g., comprehensive exam, capstone courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of guidance/mentorship by program faculty	<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"/>

Q4.11 What do you suggest be done to improve the items listed above?

Q4.12 Academics - Part 5

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Clinical Rotations - Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Clinical Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Sites - Access to Preceptors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (MHA) or Field Experience (MPH, DrPH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral Residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.13 What do you suggest be done to improve the items listed above?

Q4.14 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"/>

Q4.15 What do you suggest be done to improve the items listed above?

Q4.16 Indicate whether you agree or disagree with the following statement:

	Strongly Agree	Agree	No Opinion / Indifferent	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.1 Compared to your expectations for the institution, please rate the following areas.

Q5.2 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"/>

Q5.3 What do you suggest be done to improve the items listed above?

Q5.4 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"/>

Q5.5 What do you suggest be done to improve the items listed above?

Q5.6 Other Institutional Services and Offices

	Exceeds Expectations	Meets Expectations	Below Expectations	No Opinion
Student Financials Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resource Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing & Communications - General	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNTHSC News & Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.7 What do you suggest be done to improve the items listed above?

Q5.8 How often do you use the Founders' Activity Center?

- Never
- Once a week
- Twice a week
- Three or more times a week

Q5.9 Compared to your expectations for the institution, please rate the following areas.

Q5.10 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"/>

Q5.11 What do you suggest be done to improve the items listed above?

Q6.1 How often have you used the Student Health Clinic in the last year?

- Never
- Once
- 2 - 5 times
- > 5 times

Q6.2 Compared to your expectations for the institution, please rate the following areas.

Q6.3 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"/>

Q6.4 What do you suggest be done to improve the items listed above?

Q6.5 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) _____

Q7.1 Have you ever used the Student Assistance Program (SAP) Counseling Service?

- Yes
- No

Q7.2 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"/>

Q7.3 What do you suggest be done to improve the items listed above?

Q8.1 Compared to your expectations for the institution, please rate the following areas.

Q8.2 Institutional 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"/>

Q8.3 Institutional 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"/>

Q8.4 Institutional 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"/>

Q8.5 Institutional 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 type="radio"/>

Q8.6 Institutional 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"/>

Q8.7 Institutional 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"/>

Q8.8 What do you suggest be done to improve the items listed above?

Q8.9 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

Q8.10 Did you seek assistance for your stress?

- Yes
- No

Q8.11 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

Q8.12 Was the assistance beneficial?

- Very Beneficial
- Beneficial
- Neutral
- Not Beneficial

Q8.13 What do you suggest be done to improve the items listed above?

Q9.1 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.