

# UNT Health Science Center 2008 Student Satisfaction Survey Priorities & Action Plans

## Group: Public Health Students

Priority	Responsible	Action Plan
<b>Pre-Focus Group Meeting Data:</b>		
Curriculum	SPH	At both the master's and doctoral level, curriculum issues were related to the quality of teaching. With the addition of the Associate Dean for Curricular Enhancement, a more systematic process is being developed to routinely review course evaluations and make the appropriate curriculum improvement, including but not limited to departmental reviews of course content and/or faculty development opportunities to improve a professor's teaching skills. Other curriculum plans include the addition of a PhD program and a professional MPH degree (42 SCH) during AY 2009 and the development of an ad hoc committee to explore the redesign of the DrPH degree.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
SPH: During the focus groups, students raised concerns related to 1) the availability of school-specific software in the library and SPH computer lab; 2) the availability of reserve textbooks in the library; and 3) the availability of journals in the library. The licenses for all software are being updated and a plan has been implemented to ensure routine upgrades/updates. Faculty have been provided instructions on how to update the library on course enrollment so the appropriate number of reserved textbooks are available. Additionally, information related to the importance of purchasing textbooks has been added to the SPH Orientation; and students will be encouraged to utilize institutional resources to purchase used books. Finally, the Public Health Student Association president has followed up with SPH students on their journal needs from the library. Students are now routinely provided instructions via the weekly SPH newsletter on how to request journals from the library.		
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<b>Pre-Focus Group Meeting Data:</b>		
Availability of Courses	SPH	Based on SPH survey results, student focus groups and input from the officers of the Public Health Student Association, the school has modified its schedule of classes for Spring 2009 to accommodate four (4) time slots on Mondays, Wednesdays and Thursdays and three (3) time slots on Tuesday, which will include a standardized meeting time for all student-related activities. The increase in time slots will enable the school to offer more courses without overlap and allows for more "pairing" of courses in the afternoon/early evening. Additionally, the school will be offering all core courses 3 times per year and will repeat the Summer Institute course format in 2009, which enabled students to take 2 courses in an intensive 3-week semester. Finally, an initiative led by the Associate Dean for Curricular Enhancement, SPH Dot Net, will explore distance education options and the integration of new educational technology in at least one course in all departments during calendar year 2009.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
SPH: After administering an additional survey specifically related to the class schedule and meeting with two focus groups, the times for the new Spring 2009 format were finalized based on the needs of both part-time and full-time students as well as students traveling long distances. Additionally, the School of Public Health has modified the summer semester schedule, moving from one 10-week session to two 5-week sessions. This change will allow students to take additional hours in the summer if desired. The school is currently finalizing registration deadlines that will allow students to know what times classes will be offered at least five months prior to the start of a semester. This change, in conjunction with the continuous update of the school's 3-year course matrix as new courses are added, will ensure that courses are offered as planned each semester.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Course Evaluations	SPH	Students are regularly encouraged to use the QUALITY system to provide feedback to faculty members throughout the course of a semester. Unfortunately, student perception is that the information is not confidential or that faculty members do not read the feedback. However, in actuality, individual faculty members, department chairs, the associate dean, and the dean all review course evaluations. Beginning with the Fall Semester 2008, at the dean's level, a negative evaluation will result in written communication to the faculty member, requiring his/her response on how the student comments will be used to improve the course. In addition, evaluation scores are

		included in promotion and tenure documentation and have a definitive impact on a faculty member's regular reviews. In order to educate the student body and alter their perceptions, the dean will explain exactly how their evaluations are used at orientation and through an email near the end of each semester. In addition, the dean will send reminders to faculty at the beginning of each semester to log into the QUALITY system throughout the semester to read feedback from students and make adjustments in the course as appropriate. To better facilitate student completion of the course evaluations, the OSAS will work with all faculty to arrange for computer labs on or during the last day of each course.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
SPH: Additional instruction has been provided to students on how to provide comments on a course throughout the semester via the QUALITY system. The QUALITY system was modified for SPH so faculty are unable to see end of the semester comments until after grades are submitted. The Office of Student and Academic Services is continuing to work with Academic Information Services to raise awareness among students regarding confidentiality in the QUALITY system.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Faculty Advising and Mentoring	SPH	To address advising concerns, the school implemented 2 and 3 year curriculum plans beginning in Fall 2008 along with several new forms/tools that will streamline the degree modification process and provide students with a 3-year course matrix to determine course availability. Additionally, the Associate Dean for Curricular Enhancement and the Director of Student & Academic Services met with each department to review these new advising tools. Based on feedback from departments, the forms will be updated to better serve the students and faculty. In addition, advising guidelines are being developed and will be distributed to faculty in Spring 2009. Beginning in Fall 2009, advisors will be assigned prior to matriculation so students can meet with their mentor during orientation. Finally, during Spring 2009, the school will explore various advising structures, tools and resources that will better meet the needs of students.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
SPH: In addition to the actions already implemented, the school will require students to meet on an annual basis with their faculty advisor; and faculty will be provided with the advisor information for students in their class so notices can be sent to an advisor when a student is performing poorly in a course.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Career Counseling	Student Affairs	The Division of Student Affairs will examine opportunities to expand the staff and services in the Career Services Office. Career Services has created a new website that provides links to each schools/programs individual web pages to advertise their services. Interview stream has been adopted to help prepare students for the employment interview.
	SPH	Beginning in Spring 2009, the Coordinator for Student Services will meet with all new students on a one-on-one basis during their first semester to discuss career development services and strategies for obtaining employment upon graduation. New workshops to be launched, including – Professional Etiquette, Dressing for Success and “World Café” – Learning to Network. Also, graduates will be brought in on a monthly basis to talk about their public health careers.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Student Affairs: The Career Services Office has implemented training sessions on the use of interview stream. The FY09 budget request for the Division of student Affairs contained a request for a full time career counselor.		
SPH: At the request of students, the SPH Career Fair was moved to the Spring semester so students who are graduating in the Spring, which is typically the largest group, can meet with employers early in the semester to begin the job search process.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Academic Support Services	Student Affairs	The Division of Student Affairs received a 120K grant to add one professional staff member and expand the tutoring available in the Center for Academic Performance (CAP) for 2008-2009. The Division will continue to examine opportunities to expand the staff and services in the CAP. The feasibility of an on-campus writing center has been investigated.

<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Student Affairs: The Center for Academic Performance has increased the number of professional staff in the office. Additionally, the number of tutors and the hours of tutoring contacts has increased from 2007 to 2008.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b> The school is working with the library to make additional courses available to SPH students on the effective use of Groupwise and Microsoft Office.		
Scholarships	Advancement	A variety of scholarship fundraising efforts are being planned for the 2008-2009 academic year.
	SPH	In Fall 2008, the School of Public Health offered 10 competitive scholarships to incoming students. In Spring 2009, 10 additional scholarships will be awarded on a competitive basis to existing students for the Spring 2009 and Summer 2009 semesters.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Advancement: Annual giving by employees to the institutions scholarship funds increased in 2008.		
SPH: To date in academic year 2008-2009, the School of Public Health has awarded over \$75,000 in competitive scholarships and graduate assistantships to incoming and continuing students. The school has posted these offerings on their website and online tools are being developed so applicants for 2009-2010 can apply electronically. Additionally, the process for selection of the graduate assistants has been modified to include feedback from department chairs and will include an evaluation component at the end of the first semester. The school is also working with a faculty representative on the institutional scholarship committee to modify the requirements for the Dean's Scholarship for Continuing Students as almost one-third of the student population applied for this scholarship; thus, additional criteria are needed to further ensure that the most competitive students receive the award in the coming year.		
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<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Research and Teaching Assistantships	SPH	In Fall 2008, the School of Public Health offered 10 competitive graduate assistantships to incoming students. Currently, the school is evaluating all research/teaching assistantships to determine the most appropriate pay scale and job responsibilities for each title.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
SPH: The school has standardized the job descriptions and pay scale for all graduate assistantships (scholarship-based) and research/teaching assistantships. In addition, training was made available to the administrative staff who supervise graduate assistants; and with the Fall 2009 competitive graduate assistant recipients, training will be provided on areas such as professionalism in the office and research skills needed to assist faculty.		
<b>Priority</b>	<b>Priority</b>	<b>Priority</b>
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Library: Study Space	Library	The Library is in the process of reallocating space to insure that adequate study space is available for students.
<b>Post-Focus Group Actions &amp; Outcomes:</b>		
Library: Library: Stacks of books and dated materials have been removed from the library to make room for additional study space for students. The library has also extended the hours of the library to better meet the needs of students.		