## Student Satisfaction Survey

# TTUHSCInstitutional Report 2020-2021

#### Summary

- The Student Satisfaction Survey is administered once every two years. The 2020-2021 version is comparable to the 2018-2019 version. New and revised items are marked appropriately.
- Approximately 87 experiences at TTUHSC.
- When asked if they made the right decision to attend TTUHSC, more than 71% students indicated that
- Maintaining healthy balances across different aspects of their lives continues to be a priority for students, and a desire for increased support for mental health was highlighted by student comments.
- In general, students in the School of Nursing report noticeably high levels of satisfaction with services across the institution.
- Student satisfaction is comparable, if not higher, for students enrolled in distance education programs compared to students in more traditional, face-to-face programs.
- While some students have welcomed online learning that resulted from the COVID pandemic, most students indicated a strong desire to return to fully in person instruction and activities.
- One key area of student dissatisfaction was the availability of common spaces to gather between classes, at night, and on weekends

#### Demographics

A total of 2,126 of 5,463 students responded to the survey, resulting in a response rate of 39% Respondents represented the following schools and campuses.

SCHOOL	CAMPUS
<ul> <li>Graduate School of Biomedical Sciences (GSBS)</li> </ul>	< Abilene (ABL)
Jerry H. Hodge School of Pharmacy (SOP)	< Amarillo (AMA)
School of Health Professions (SHP)	< Dallas (DAL)
School of Medicine (SOM)	< Lubbock (LBB)
<ul><li>School of Nursing (SON)</li></ul>	<ul> <li>Lubbock-Covenant Health System (LBB-COV)</li> </ul>
	< Midland (MDL)
	Codessa (ODS)
	Distance education (DIST) <sup>a</sup>

<sup>&</sup>lt;sup>a</sup> Respondents were classified as distance education students if they self-reported that 50% or more of their coursework is completed through distance education.

Figure 1 illustrates the percent of survey respondents by school in comparison to the percent of students enrolled by school in Spring 2021. Survey respondents were appropriately represented in GSBS and SOM. SON and SOP students constituted a higher percent of survey respondents than expected, whereas SHP respondents were underrepresented in comparison to the student population.

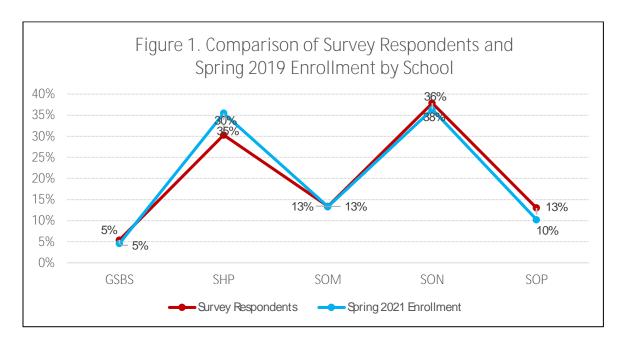
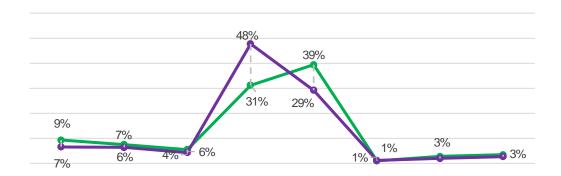


Figure 2 illustrates the percent of survey respondents by campus in comparison to the percent of students enrolled by campus in Spring 2021. Survey respondents were appropriately represented in Abilene, Amarillo, Dallas, Lubbock-Covenant, Midland, and Odessa. Students based on the Lubbock campus constituted a higher percent of survey respondents than expected, whereas distance students were underrepresented in the survey. This may be due, in large part, to student perception. Some distance students affiliated themselves with a specific campus even though they are enrolled in a distance education program.



#### Results

Quantitative Data. **Students indicated their overall satisfaction with their experiences at TTUHSC using a 5-point scale** (5=Extremely satisfied, 4=Satisfied, 3=Neither satisfied nor dissatisfied, 2=Dissatisfied, and 1=Extremely dissatisfied).

Approximately 87% of respondent

Figure 3.

When asked if they felt like they made the right decision to attend TTUHSC, students responded favorably. See Figure 4.

For the remainder of the survey items, students were asked to indicate their level of satisfaction using a 5-point scale (5=Extremely satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, and 1=Extremely dissatisfied). In the Student Life section, students were asked to indicate their level of agreement with several statements using a 5-point scale (5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree). Respondents were also given a Not Applicable option for some items.

For all items, the possible range of means is 1.00-5.00. All means are color-coded to highlight areas of strength and potential improvement (Red: 1.99, Yellow: 2.00-2.99, White: 3.00-4.49, Green: 4.50).

Institutional Results (pp. 6-17): *Appendix A* presents survey results for the institution as a whole. For each item, the following data are provided:

- Mean level of satisfaction/agreement
- Standard deviation
- Total number of respondents for the scaled responses
- Color-coded graph illustrating the distribution of responses

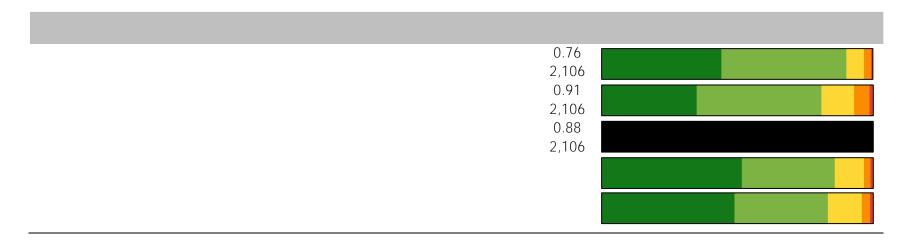
Results by School (pp. 18-24): Appendix B presents survey results according to school. For each item, the following data are provided:

Qualitative Data. As part of the survey, students were given an opportunity to provide open-ended comments in response to the following prompts:

- 1) What do you like most about TTUHSC?
- 2) How can we improve your experiences at TTUHSC?

Respondents provided 1,464 comments to the first prompt and 1,309 comments to the second prompt. Any comments which indicated the sQq0.00000f1 0 0 1(5(Q)-8(adETQq0.00000912 0 612 792 reW\*nBT/F1 11 Tf1 0 0 1 241.6 649).

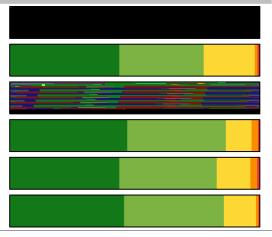
#### APPENDIX A. INSTITUTIONAL RESULTS

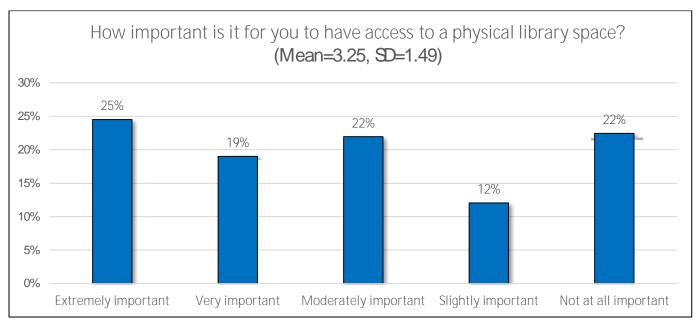


<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

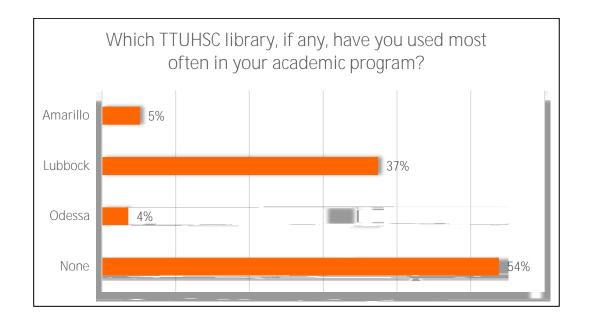
Interprofessional	education <b>occurs when stud</b>	lents from two or mo	re professions lear	n about, from, and	with each other to	o enable effective
a M	eans are color-coded to highlight area	as of strength and potential i	mprovement (Red:	Yellow: <b>2.00-2.99</b> , White	e: <b>3.00-4.49</b> , Green:	).





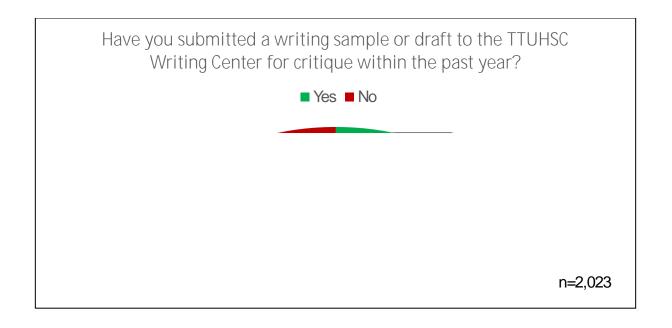


<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:



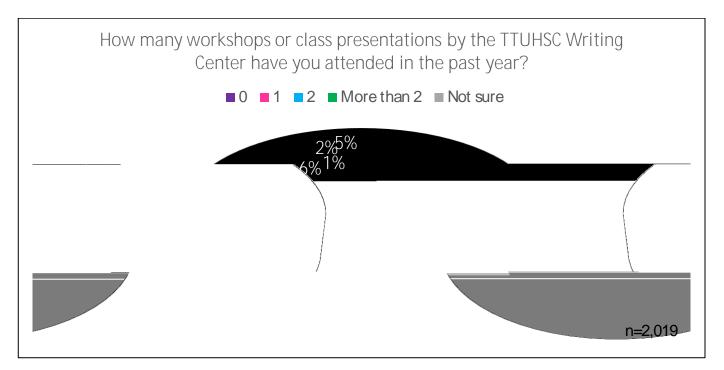
	1.04	1.13	1.10
	682	95	68
	0.79	1.00	0.93
	652	90	64
	0.82	0.90	0.89
	635	88	61
	0.94	1.05	1.06
	680	94	67
	0.78	0.83	0.88
4	678	94	68

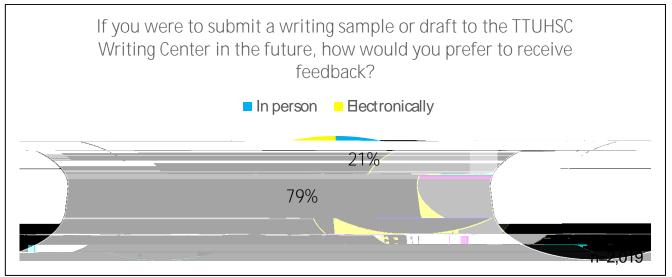
a Means are color-coded to highlight areas of strength and potential improvement (Red: Yellow: 2.00-2.99, White: 3.00-4.49, Green:



If you submitted a writing sample/draft this year, how satisfied were you	0.89
with the services you received from the TTUHSC Writin	186

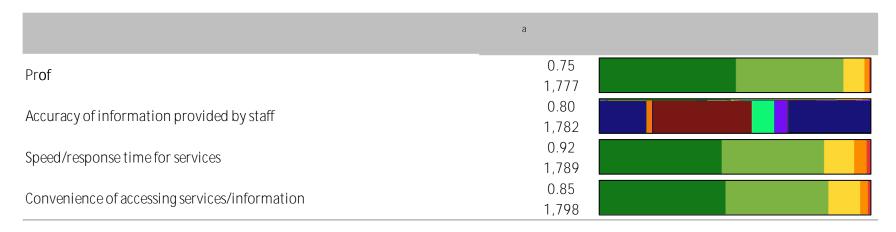
<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:





<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

The Office of Financial Aid provides financial assistance to students through loans, grants, and scholarships.

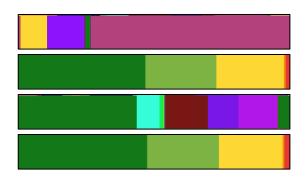


The Office of the Registrar provides registration services, protects student records, verifies enrollment, and prepares transcripts.

Professionalism of employees	0.71
	1,813
Accuracy of information provided by staff	0.72
recallacy of information provided by stair	1,816
	0.77
	1,820
	0.76
•	1,836

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

Student Disability Services provides services for students with disabilities.



The Office of Student Life coordinates various student support services at the institutional level. These services or areas of responsibility include, but are not limited to, health insurance, student organizations, student government, and special events. (Note: This office differs from the student affairs office in your specific school.)



<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

	a	
know how to report incidents of sexual discrimination, harassment,	0.99	
sconduct, and assault to University administrators.	1,929	
e Student Government Association represents my needs as a TTUHSC	0.94	
dent.	1,824	
now how to submit a formal, written complaint about an academic	1.13	
d/or non-academic issue, if necessary.	1,948	
JHSC provides sufficient programs and resources to foster the success of	0.93	
diverse student body.	1,928	_
m aware of TTUHSC's Office of Diversity, Equity, and Inclusion and know	1.08	
w to report bias-related incidents.	1,939	_
m familiar with the mental health resources available to me as a TTUHSC	0.87	
dent.	1,960	
intaining healthy balances across different aspects of my life is a priority	0.66	
me.	1,980	
lifficult situations, I am able to recognize my own emotions before	0.68	
ponding.	1,982	_
	0.68	
	1,983	
m confident in my ability to "bounce back" after stressful or traumatic	0.78	
ents in life.	1,984	
n aware of the possible health effects resulting from drug and alcohol	0.56	
e.	1,980	

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

### APPENDIX B. RESULTS BY SCHOOL

	SD	SD	SD	SD	SD	SD
	n	n	n	n	n	n
Overall estisfection with TTI IIICC experiences	0.86	0.81	0.74	0.81	0.73	1.04
Overall satisfaction with TTUHSC experiences	2,128	113	639	287	808	281

0.76	0.84	0.65	0.79	0.70	0.83
2,106	113	633	285	803	272
0.91	0.88	0.78	0.96	0.90	0.94
2,106	113	633	285	803	272
0.88	0.87	0.81	0.95	0.87	0.86
2,106	113	633	285	803	272
0.84	0.96	0.85	0.80	0.77	0.88

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red: Yellow: 2.00-2



0.79	0.63	0.73	0.78	0.77	0.89
1,423	87	408	259	426	243
1.01	0.96	0.93	1.07	0.85	1.18
1,393	86	399	260	411	237
1.10	1.15	1.10	1.05	0.99	1.19
1,352	83	393	258	380	238
0.71	0.87	0.73	0.60	0.65	0.77
1,454	87	411	267	441	248
0.73	0.81	0.75	0.69	0.68	0.78
1,446	87	408	266	437	248
0.80	1.00	0.78	0.87	0.72	0.80
1,456	87	409	267	444	249
0.99	1.01	0.91	1.03	0.87	1.16
1,465	84	410	268	453	250

	0.85	0.76	0.88	0.85	0.75	1.02
	1,534	73	454	204	631	172
	0.86	0.75	0.88	0.85	0.77	1.04
	1,438	72	420	195	586	165
	0.81	0.97	0.86	0.82	0.70	0.90
	1,866	97	550	232	752	235
	0.81	0.86	0.87	0.78	0.70	0.91
	1,873	100	552	234	753	234
Availabilit <b>0 (G</b> i) <b>[(i)]</b> (Tq1). 45.17 1502.90 p303.96811 59291.833/334167 F1917.9227 BFT 48	F8 12.04T 1.16	e7 Tf 148 29.64 re	• W_n64	$[(P)](.)]_{}^{0.78}ET$	Q q 630.57	29.83 <sup>0</sup> 35.6
	0.77	0.81	0.78	0.74	0.70	0.89
	1,846	98	538	238	742	230

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

How satisfied were you with the services you received from the TTUHSC	0.89	1.06	0	0.88	0.57	0.96	0.71
Writing Center?	186	14		82	24	62	4

					Ν	
	0.75	0.73	0.71	0.70	0.77	0.81
	1,777	90	540	249	662	236
	0.80	0.74	0.81	0.73	0.76	0.95
	1,782	90	543	248	664	237
Speed/response time for services	0.92	0.76	0.90	0.88	0.95	0.98
Speed/response time for services	1,789	91	546	249	665	238
	0.85	0.81	0.81	0.91	0.84	0189
		91		252	670	<b>(B)</b> 1 2B <b>)</b>

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:







Degree to which TTUHSC advocates for interprofessional	0.82	0.77	0.94	0.91	0.77	0.99	0.84	0.80	0.80
practice and education in order to prepare you to be a									
collaborative clinician, educator, or researcher	2,064	193	153	106	813	21	56	71	617
Degree to which learning opportunities about	0.88	0.81	0.96	0.99	0.86	0.96	1.00	0.80	0.84
interprofessional education and practice are integrated									
throughout your program's curriculum	2,064	193	153	106	813	21	56	71	617
Development of the interprofessional knowledge, skills, and	0.85	0.89	0.93	0.91	0.83	0.83	0.93	0.76	0.81
values needed to work collaboratively with others	2,064	193	153	106	813	21	56	71	617
Quantity of interprofessional education and practice	0.91	0.93	0.98	1.04	0.90	1.05	0.93	0.82	0.88
learning activities offered at TTUHSC	2,064	193	153	106	813	21	56	71	617
	0.97	0.92	1.08	1.11	0.99	1.15	0.94	0.93	0.89
	2,064	193	153	106	813	21	56	71	617
<b>A</b>	0.96	1.00	1.08	1.09	0.94	1.18	0.91	0.95	0.89
4 46 89 991 31 602 29 64 reW nR/F8 10 997 Tf1 0 0 1 540 48 1	2,064	193	153	106	813	21	56	71	617

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

0.85 2,034	0.95 1	1.02	0.97	0.85	1.09	0.57	0.84	0.68

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red:

					_				
	0.71	0.71	0.72	0.85	0.71	0.66	0.68	0.72	0.67
	1,861	181	148	94	739	21	44	63	539
	0.76	0.73	0.77	0.92	0.75	0.84	0.68	0.76	0.74
	1,864	180	148	94	739	21	45	63	542
Consideration and the after contribute	0.79	0.76	0.79	0.92	0.81	0.84	0.84	0.71	0.75
Speed/response time for services	1,871	181	148	94	741	21	45	63	546
Convenience of ecoessing convince/information	0.78	0.72	0.78	0.91	0.79	0.82	0.68	0.74	0.77
Convenience of accessing services/information	1,884	180	149	94	742	21	45	65	556

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red: Ye

<sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red: Yellow:

0.75	0.81	0.72	0.79	0.72	0.73	0.98	0.66	0.74
1,777	178	143	95	712	20	45	62	492
0.80	0.87	0.81	1.03	0.74	0.78	0.75	0.78	0.81
1,782	177	144	95	713	20	44	62	497
0.92	1.00	0.87	1.02	0.90	0.91	1.11	0.91	0.88
1,789	177							

Professionalism of amployees	0.71	0.61	0.78	0.91	0.67	0.73	0.78	0.86	0.68
Professionalism of employees	1,813	177	144	94	705	20	44	61	536
Accuracy of information provided by staff	0.72	0.56	0.83	0.94	0.68	0.75	0.62	0.81	0.72
	1,816	176	145	94	706	20	44	60	539
	0.77	0.67	0.78	0.88	0.74	0.91	0.88	0.90	0.75
Speed/response time for services	1,820	176	145	94	706	20	45	62	540
	0.76	0.63	0.78	0.89	0.75	0.79	0.80	0.94	0.74
Convenience of accessing services/information	1,836	177	144	93	713	20	45	62	550

<sup>&</sup>lt;sup>a</sup> Means are color-coded to highlight areas of strength and potential improvement (Red: Yellow: 2.00-2.99

