

Executive Summary

Methodology

Touro University California (TUC) students were invited to participate in a survey in January 2013. The survey was designed to measure their opinions (the importance and their satisfaction level) on a variety of items regarding campus facilities, grounds, space needs, and services provided by university Library, Food Services, Information Technology and Student Services. The survey was organized in 6 sections: Demographic Information, Physical Environment, Learning Environment (Classrooms/Labs and Library), Food Services, Campus Technology and Student Services. A Likert Rating Scale of 1-5 was used throughout the survey. The table below summarizes the relationship of the scale anchors to the Likert Scale (The complete survey instrument is attached in Appendix B).

Scale	Value	
	Importance	Satisfaction
5	Very important	Very satisfied
4	Important	Satisfied
3	Somewhat important	Somewhat satisfied
2	Not very important	Not very satisfied
1	Not important at all	Not satisfied at all

Table 1: Likert Scale Matching Values

Most questions in this survey were based on the TUC employee satisfaction survey (<http://oira.tu.edu/institutionalsurveys/>) conducted in summer, 2012. Questions specific to employees were removed and questions specific to students were added. The revised survey was shared in draft form with the university's Executive Council (EC) members who suggested additional changes. The Provost/COO authorized administration of the survey in its final form January 2013. Survey content validity was ensured through involving different "experts" in the designing process and using the employee survey as a pilot study. Cronbach's alpha values for each section were above .70 (Table 2), suggesting a high level of item consistency in each section and high level of survey reliability. Prior to administration, the survey was approved by the IRB Committee of the Graduate School of Education, College of Education and Health Sciences.

Category		Cronbach's α	Number of items
Physical Environment	Importance	.84	17
	Satisfaction	.85	17
Classrooms/Labs	Importance	.86	10
	Satisfaction	.73	10
Library	Importance	.86	11
	Satisfaction	.79	11
Food Services	Importance	.83	8
	Satisfaction	.76	8
Campus Technology	Importance	.77	10
	Satisfaction	.82	10
Student Services	Importance	.90	21
	Satisfaction	.90	21

Table 2: Cronbach's α value for each category

The initial survey invitation with the survey link was sent to the TUC student group listserv on January 8th, 2013. Two email reminders followed during the next two weeks. According to the TUC Information Technology Department, every registered student was enrolled in the university listserv and would have received a survey. The listserv included about 1,300 individual emails at the time the survey was sent. The survey was discontinued on January 29th, 2013 with 455 valid responses (defined as having at least one responded item). The response rate was about 35% (455/1,300). Demographic information of the survey respondents is shown in the table below (Table 3).

Years at TUC	Primary Enrolled Program							Total
	D.O	MSMHS (COM)	Pharm.D	MSMHS (COP)	GSOE	MPH	Joint Program	
Less than 1 year	68	6	44	5	5	16	13	157
1 to 2 years	83		41	1	9	16	15	165
3 to 4 years	83		32		4	2	4	125
More than 4 years	4		4					8
Total	238	6	121	6	18	34	32	455

Table 3: Demographic Information of Survey Respondents

Findings

Findings are discussed in the order of Physical Environment, Learning Environment (Classroom/Labs, Library), Food Services, Campus Technology and Student Services (A detailed data summary is attached in Appendix A). When applicable, results were compared with last summer's employee survey results. Some survey items have been identified for further analysis and discussion. They were selected based on the following four elements.

- An average importance score greater than 4.00 (suggesting the item is "Important")
- An average satisfaction score less than 3.00 (respondents rate the item lower than "Somewhat Satisfied")
- A difference between average importance rating and satisfaction rating (Gap Score) equal to or greater than 1.00 (suggesting at least one rating interval of difference between how important respondents view the item and how satisfied they are with the item)
- A standard deviation for the satisfaction score equal to or greater than 1.00 (suggesting responses to the item are widely spread and respondents had a low level of agreement in their response.)

Physical Environment

In this section, respondents rated the level of importance and their level of satisfaction on 17 aspects of TUC physical environment, including campus facilities, campus safety, grounds and space needs. The average importance ratings ranged between Not Very Important to Important (2.98 to 4.73), and the average satisfaction ratings ranged between Somewhat Satisfied and Satisfied (2.84 to 4.32). The three most important items in this section were "It is safe on campus at night" ($M=4.73$), "It is safe on campus during the day" ($M=4.72$) and "The institution has adequate study space" ($M=4.63$). The item "It is safe on campus during the day" was rated as the most satisfied item ($M=4.32$) in this section. "Security personnel are courteous" ($M=4.30$) and "Sufficient trash receptacles are on campus" ($M=3.96$) were the other two items receiving high satisfaction scores. TUC employees also rated these items as the most important and most satisfied items in their survey.

Two items regarding space were identified based on the “4 elements” criteria as needing further analysis (Table 4). These two items also received the lowest average satisfaction scores in this section. In the employee survey, seven space items (research, office, teaching, study, conference, informal gathering and eating) were identified as especially important. Compared to employees, students seem more focused on campus study space and eating areas.

Item	Importance	Satisfaction (S.D*)	Gap *
The institution has adequate study space	4.63	2.91 (1.14)	1.72
The institution has sufficient eating areas	4.08	2.84 (1.04)	1.24

*Gap: the difference between the aggregated mean score on the Importance scale and the aggregated mean score on the Satisfaction scale

* S.D: Standard Deviation

Table 4: Aggregated Scores for the Two Identified Items in Physical Environment

An Analysis of Variances (ANOVA) result ($F(2, 438) = 11.49, p = .00$) suggested that statically significant satisfaction rating differences existed among the respondents in the three colleges. For the item “The institution has adequate study space”, College of Education & Health Sciences (CEHS, $M=3.29$) and College of Pharmacy students (COP, $M=3.08$) rated this item significantly higher than students in College of Osteopathic Medicine ($M=2.69$). For the item of “The institution has sufficient eating areas”, CEHS ($M=3.19$) students rated the item significantly higher than COP ($M=2.81$) and COM students ($M=2.73$). This result might be due to the fact that many CEHS students take courses in the evenings or on weekends when the campus is less crowded. In addition, some CEPH courses are held in the Farragut Inn which has less crowded eating areas and numerous study spaces.

In their comments, respondents shared their opinions about the need to improve the appearance of the campus and provide sufficient space for individual and group study and parking. Responding to campus space issues continues to be a major challenge for the university.

Learning Environment

In the learning environment section, respondents were asked to rate items and provide feedback regarding TUC Classrooms/Labs and the Library.

TUC Classrooms/Labs

Respondents rated all 10 items in the Classrooms/Labs section Important, with the average importance scores ranged between 4.22 and 4.85. The item “Web and campus network access in the classroom is reliable” received the highest importance score. Respondents rated most items in this section between Somewhat Satisfied and Satisfied, with average satisfaction ratings between 3.02 and 4.24. The item “Classrooms are kept clean” received the highest satisfaction score of 4.24. One item “Classroom temperature is comfortably regulated” was rated Not Very Satisfied ($M=2.62$). The importance-satisfaction gap score ($M=1.90$) for this item is greater than 1.00, suggesting at least one rating interval of difference between how important respondents view the item and how satisfied they are with the item. Space, technology, room temperature and lack of classroom outlets were the issues addressed in respondents’ comments. In the employee survey, TUC employees were also most satisfied with classroom cleanliness and least satisfied with classroom temperature.

TUC Library

Ten items were included in this section. Respondents rated all items Important (4.03 to 4.72). Satisfaction ranged between Somewhat Satisfied and Satisfied (3.00 to 4.48). The items “Printing and copying resources in the library are adequate” ($M=4.73$) and “Web and campus network access in the library is reliable” ($M=4.72$) were rated the most important items. The item “The librarians are helpful and knowledgeable” received the highest satisfaction score. This is consistent with TUC employees’ rating, suggesting great customer services are provided in the library. Respondents were least satisfied with the number and location of electrical outlets in the library ($M=2.71$). Three items were identified based on the “4 elements” criteria in this section (Table 5).

Item	Importance	Satisfaction (S.D*)	Gap *
Printing and copying resources in the library are adequate	4.72	2.77 (1.28)	1.95
The number and locations of electrical outlets in the library are satisfactory	4.62	2.71 (1.20)	1.91
The library has enough community space for group learning and group study	4.47	2.94 (1.12)	1.53

Table 5: Aggregated Scores for the Three Identified Items in TUC Library

In their comments, respondents confirmed their satisfaction with the librarians’ services and expressed their concerns regarding study space limitations, printing issues and the lack of electrical outlets in the library.

Food Services

In this section, respondents were first asked to respond whether they purchase food/beverage from TUC food services, and if so, from which location and how frequently. They were then asked to rate the level of importance and their level of satisfaction on 8 survey items. Finally, they were asked to identify their most and least liked foods, and the foods they would like to have offered in the future.

About 70% ($n=321$) of respondents selected “Yes” when answering whether they purchase food from TUC food services. Different TUC food/beverage locations and the number of respondents who purchased food/beverage from those locations are listed in Table 6. Respondents’ TUC food/beverage purchasing frequency is shown in Table 7. Logistically, the number of respondents who purchase food from TUC food services should be equal to or greater than the number of respondents who answered the purchase frequency question ($n=343$). The discrepancy ($321-343=-22$) may be due to respondents’ misunderstanding of the question and choosing the option of “Less than once a week” if they haven’t purchased food from TUC food services.

Food locations	Responses	Percentage
Lander Hall Café	266	83%
Coffee Cart	205	64%
Farragut Inn Café	75	24%
Vending Machines	178	56%

Table 6: List of TUC Food/Beverage Locations

Frequency	Responses	Percentage
Almost every day	42	13%
About three times a week	66	20%
About once a week	105	31%
Less than once a week	130	38%

Table 7: Respondents' TUC Food/Beverage Purchasing Frequency

Respondents rated the eight items between Somewhat Important and Important (3.86 to 4.46) and between Somewhat Satisfied and Satisfied (3.00 to 4.39). Three items “Food services and eating areas are kept clean” ($M=4.46$), “High quality food is provided” ($M=4.45$) and “Food/beverage items are reasonably priced” ($M=4.44$) received the highest importance scores. “Food services staff provide nice customer service” ($M=4.39$) and “Food services and eating areas are kept clean” ($M=4.20$) received the highest satisfaction scores in this section. These two items were also rated high by TUC employees. All items in this section received satisfaction rating above 3.00. Students were least satisfied with the hours of operation for Lander Hall and Farragut Inn food services ($M=3.00$). No item was identified based on the “4 elements” criteria. In their comments, respondents requested more variety of healthy food be available and provided in the vending machines. They also expressed concerns regarding the limited hours food service is provided, an apparent reduction in the portion sizes for food sold, and food prices. Soup, coffee and hot meals were voted as the top three most liked food/beverage. The least liked food varied among respondents, but food offered in vending machines was the least liked of all options. A salad bar and regular healthy food option would likely be welcomed by students. TUC employees also liked soup and hot meals, and suggested adding a salad bar.

Campus Technology

Ten items were included in the section on campus technology. Most items in this section received high importance scores (4.14 to 4.88), except the item “Campus computers are adequate in number” ($M=3.97$). “Wireless access is good on campus” was rated as the most important ($M=4.78$, it is also the highest rated importance item for the whole survey) item. The item “TUC email service is reliable” was rated as Satisfied ($M= 4.17$) in this section, the other items were rated between Not Satisfied and Somewhat Satisfied (2.68 to 3.97). The item “Important information is easily found on the new campus website” received a satisfaction score of 3.39 in this section, confirming TUC website improvement since the new website was launched in March, 2012. Two items related to printers were identified based on the “4 elements” criteria, suggesting a needed improvement on campus printing. In their comments, respondents expressed their concerns and suggestions related to the university website, wireless connectivity and campus printing services.

Item	Importance	Satisfaction (S.D*)	Gap *
Printers are well maintained	4.69	2.68 (1.20)	2.01
Color Printers are sufficient	4.38	2.88 (1.24)	1.50

Table 8: Aggregated Scores for the Two Identified Items in TUC Campus Technology

Student Services

In this section, respondents were asked to rate 21 items in different student service areas, including services in admissions, financial aid, registrar, Jewish life, student organizations, the student health center, counseling services and academic support. Most items were rated between Somewhat Important to Important (3.47 to

4.79), except the item “The support of a campus Rabbi enriches my university experiences” ($M=2.83$). The item “I received my financial aid in a timely matter” received the highest importance score in this section ($M=4.79$). One item “A variety of student organizations exist on campus” was rated Satisfied ($M=4.02$), the other items were rated between Not Satisfied to Somewhat Satisfied (2.03 to 3.98). Four items related to the student health center and student health insurance, and one item about off-campus housing information, were identified by the “4 elements” criteria (Table 9). The item “Appointments can be scheduled in the student health center at a convenient time” ($M=2.03$) received the lowest satisfaction rating for the whole survey. The hiring of a new Student Health Center Director and approval of two additional health center personnel should lead in the future to a measurable improvement in student satisfaction. However, the limited physical space for the Student Health Center will continue to limit the ability to provide quality services when needed.

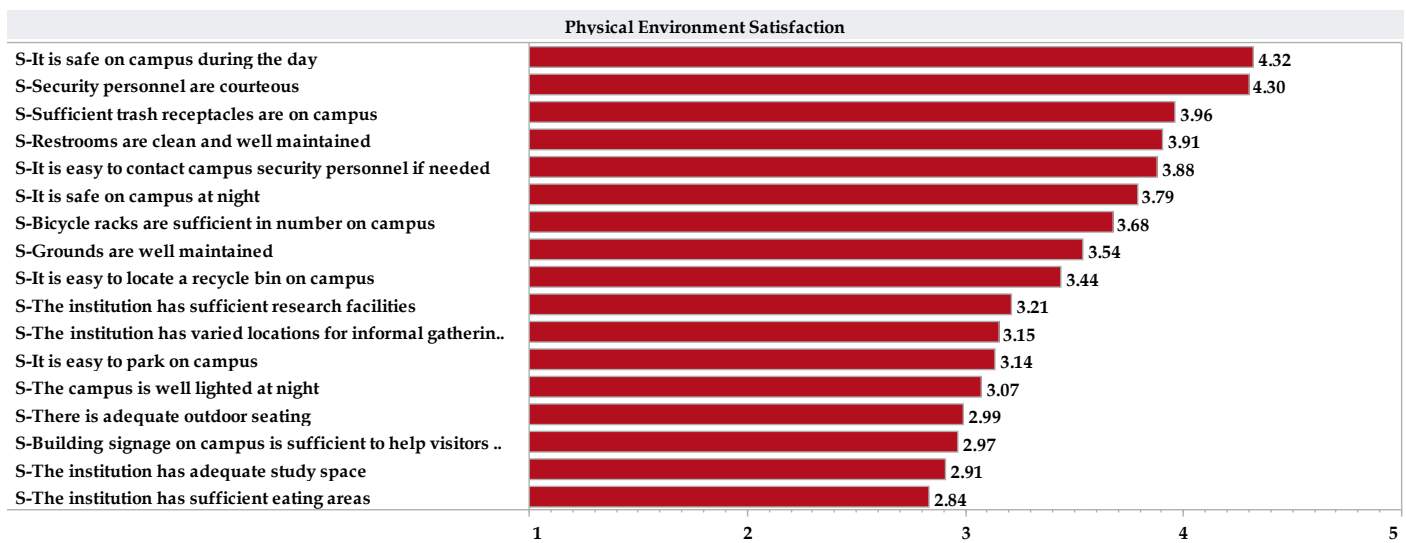
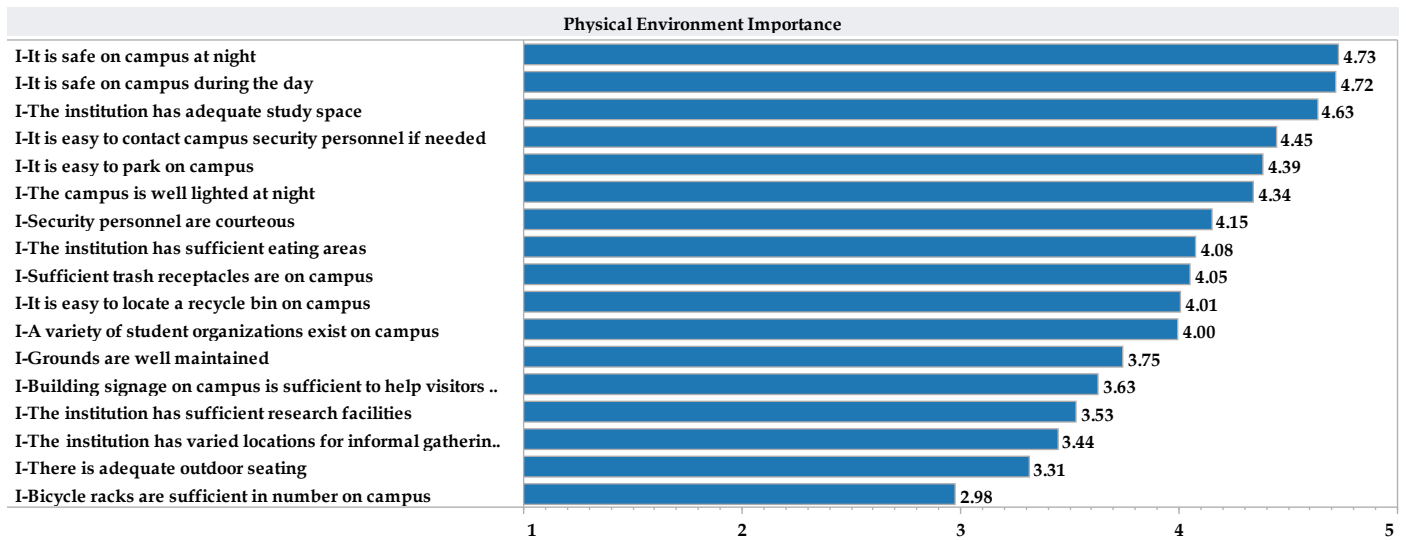
Item	Importance	Satisfaction (S.D*)	Gap *
Appointments can be scheduled in the student health center at a convenient time	4.72	2.03 (1.17)	2.77
The university’s student health insurance provides access to quality care	4.70	2.18 (1.20)	2.52
Free or inexpensive quality services are provided in the student health center	4.63	2.09 (1.22)	2.54
Confidential resources for physical healthcare services are available when needed	4.47	2.45 (1.26)	2.02
Information about off-campus housing for students is available and easy to access	4.19	2.87 (1.15)	1.32

Table 8: Aggregated Scores for the Two Identified Items in TUC Student Services

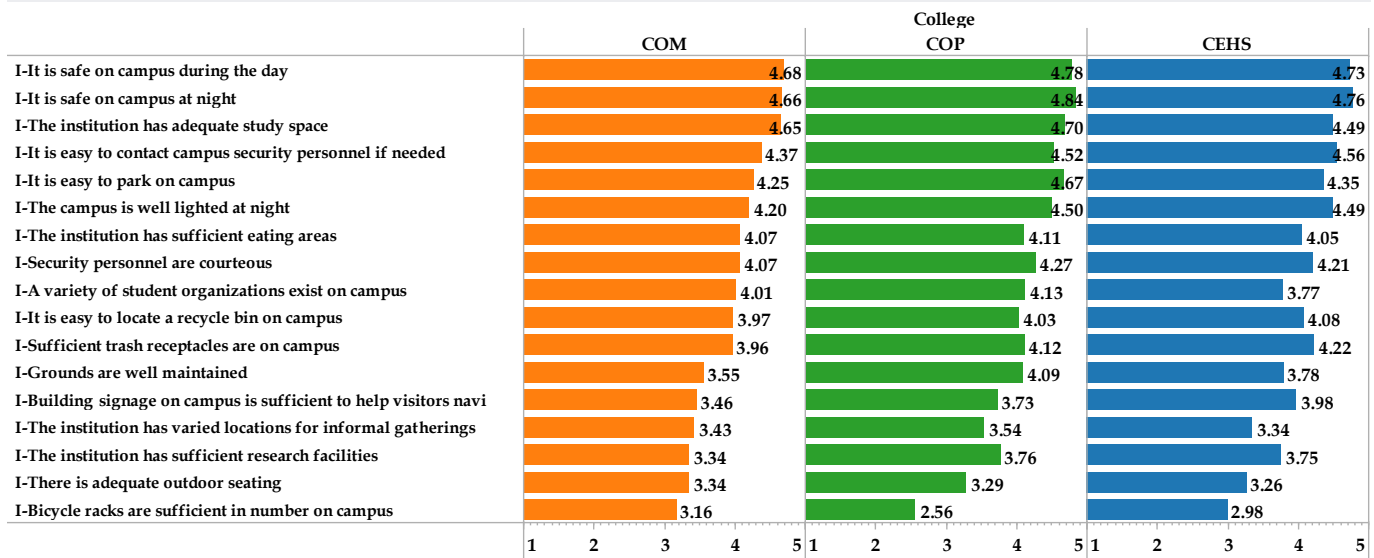
Conclusion

Survey respondents agreed that the questions asked in the survey were important issues related to TUC campus operations and institutional effectiveness. Great customer services provided by some operational departments and offices were recognized by respondents. The areas where respondents would most like to see improvement are: campus space (study, parking and eating); campus physical appearance; exterior night lighting; library, classroom temperature and electrical outlets; campus wireless connectivity and printing; product variety, pricing and operating hours for food service; student health center services and student health insurance.

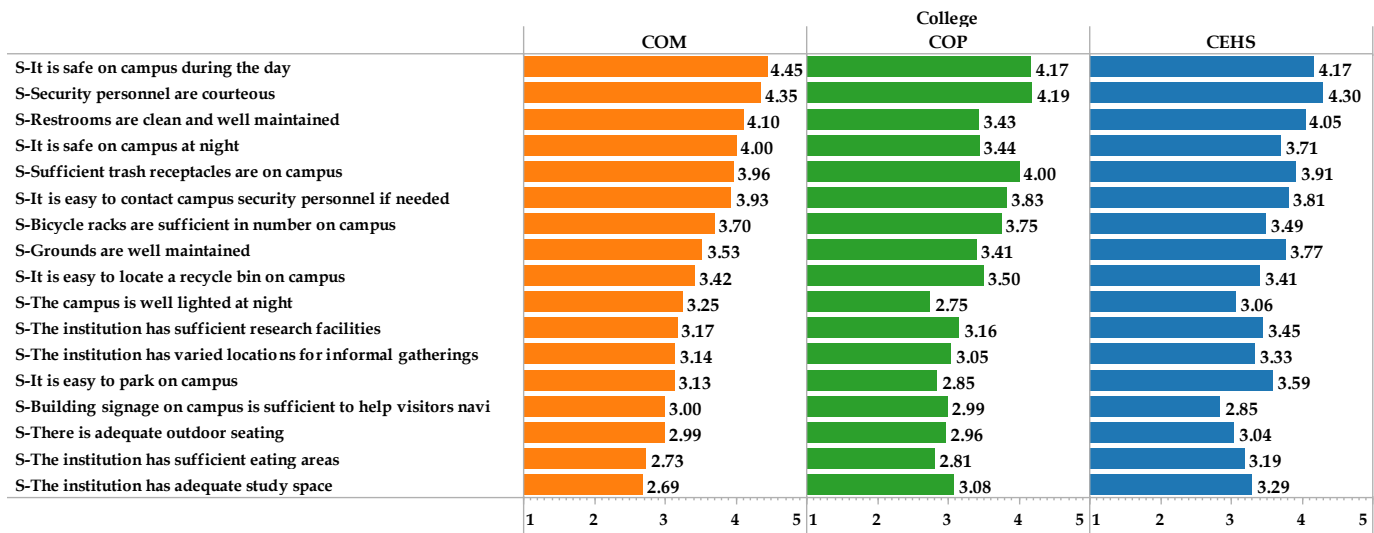
Appendix A: Data Summary

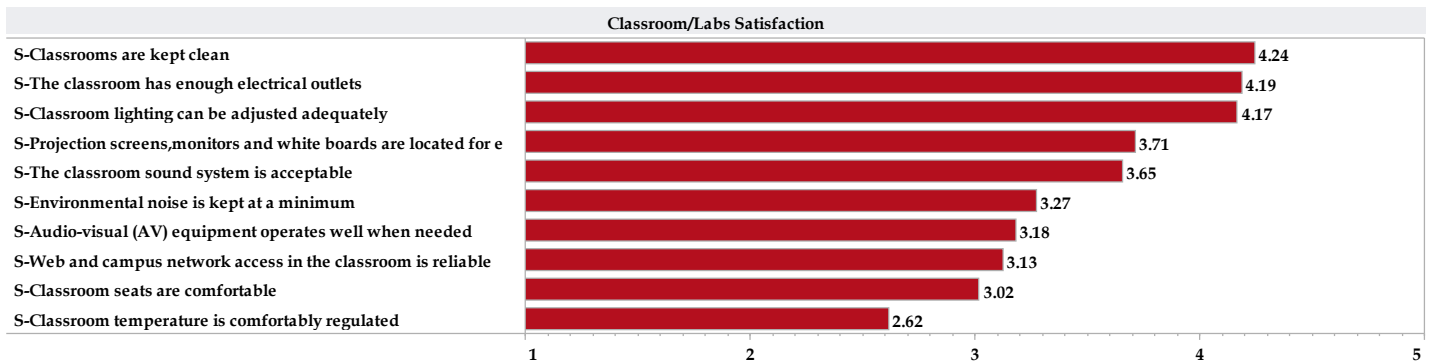
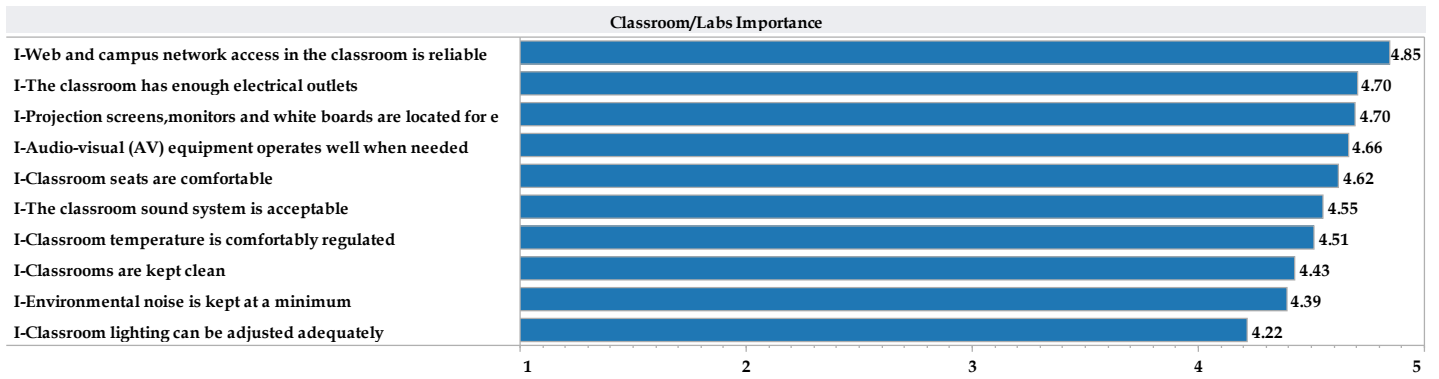


Physical Environment Importance by College

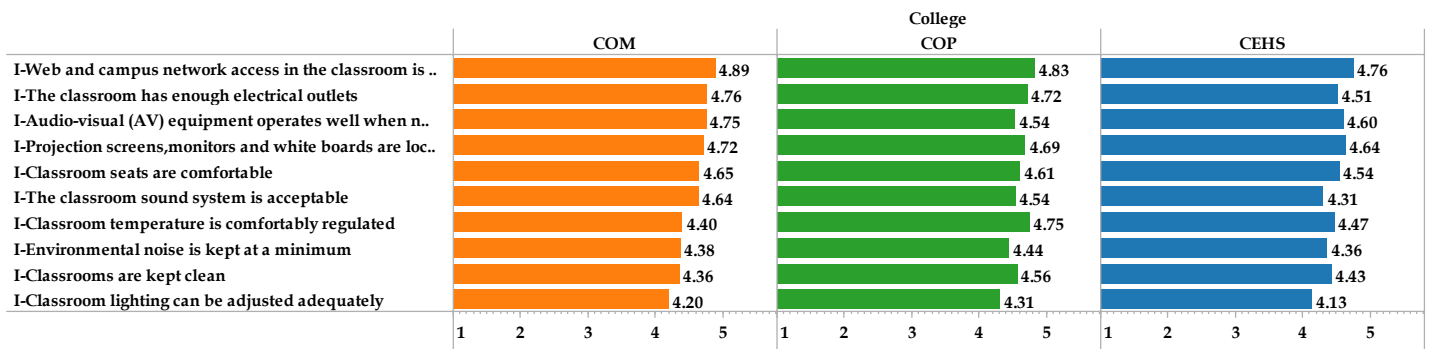


Physical Environment Satisfaction by College

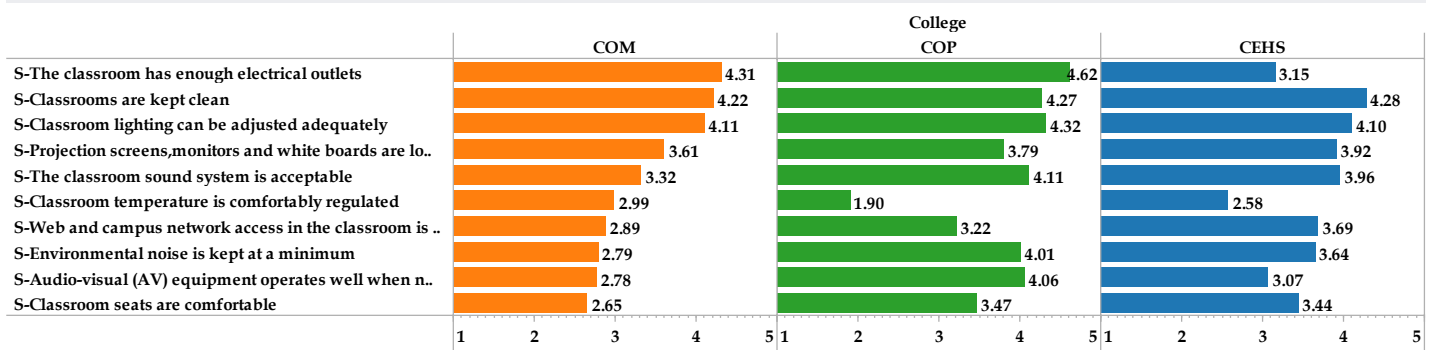


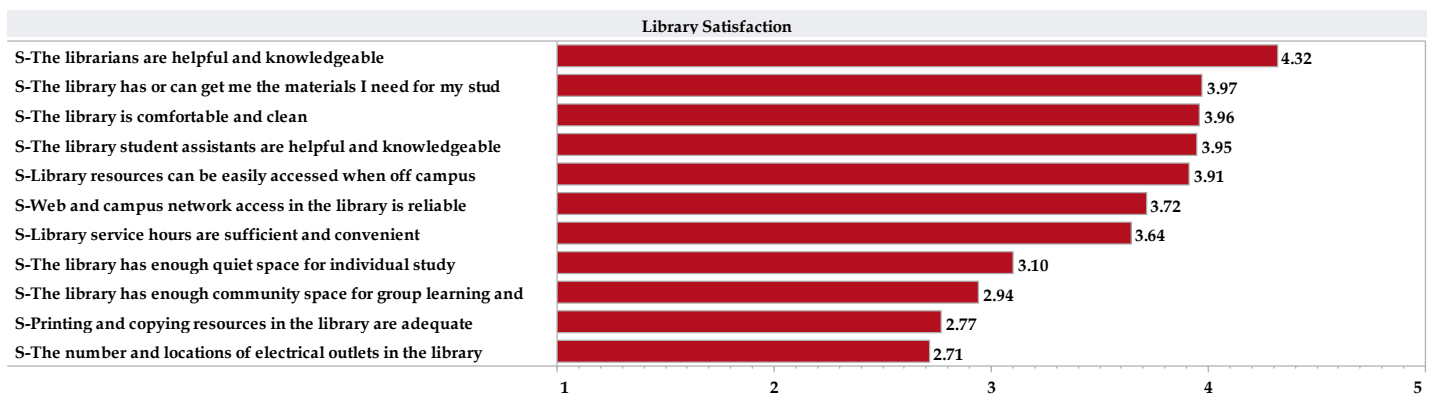
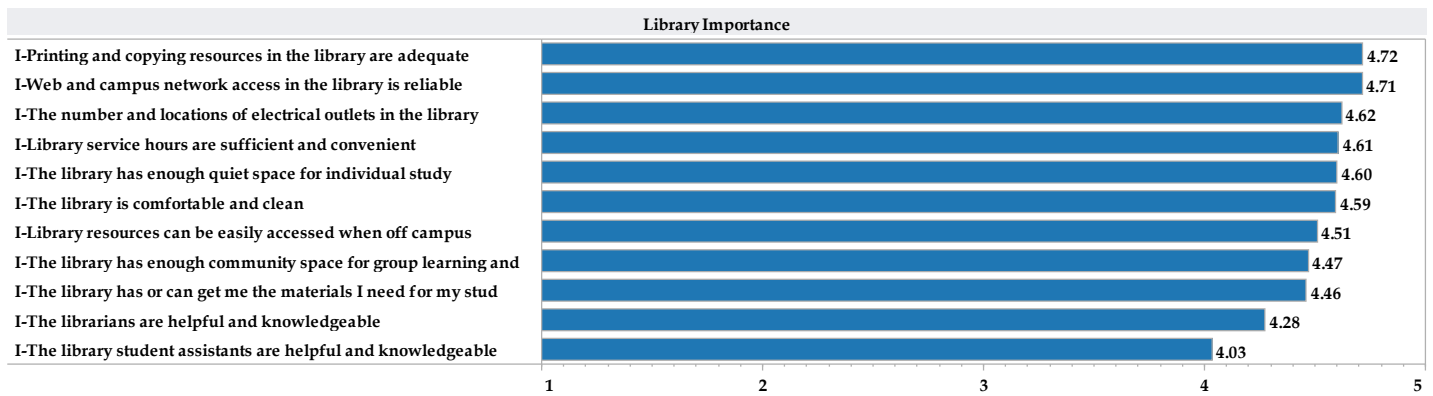


Classroom/Labs Importance by College

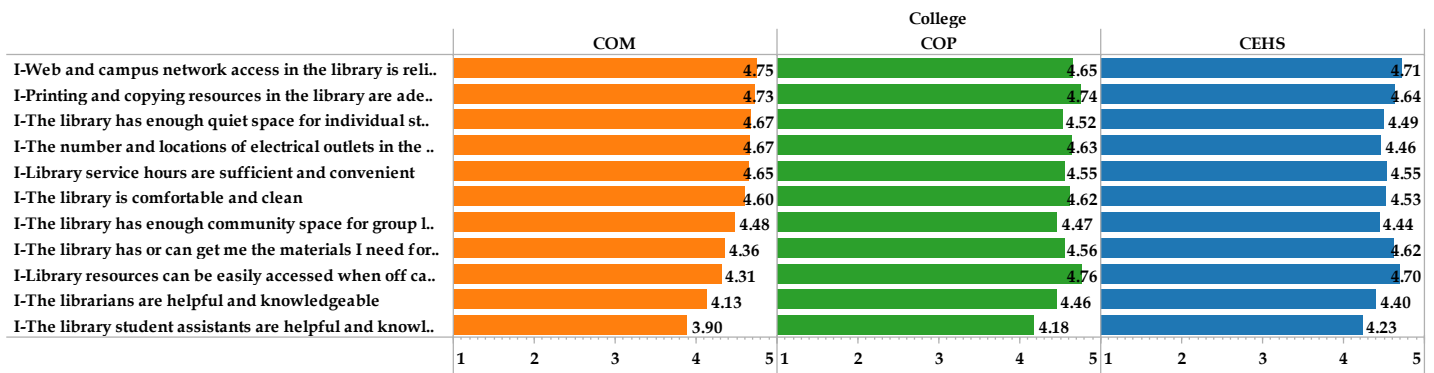


Classroom/Labs Satisfaction by College

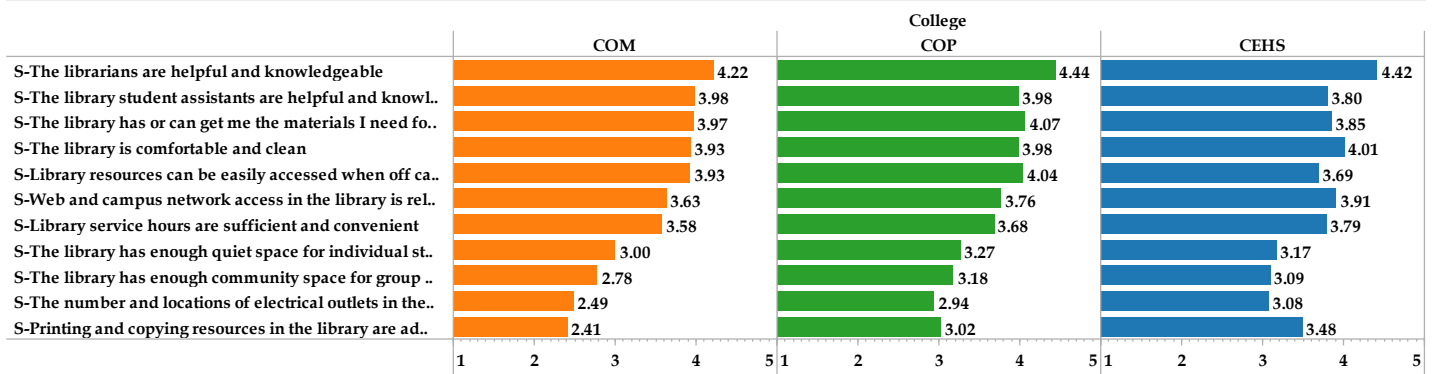


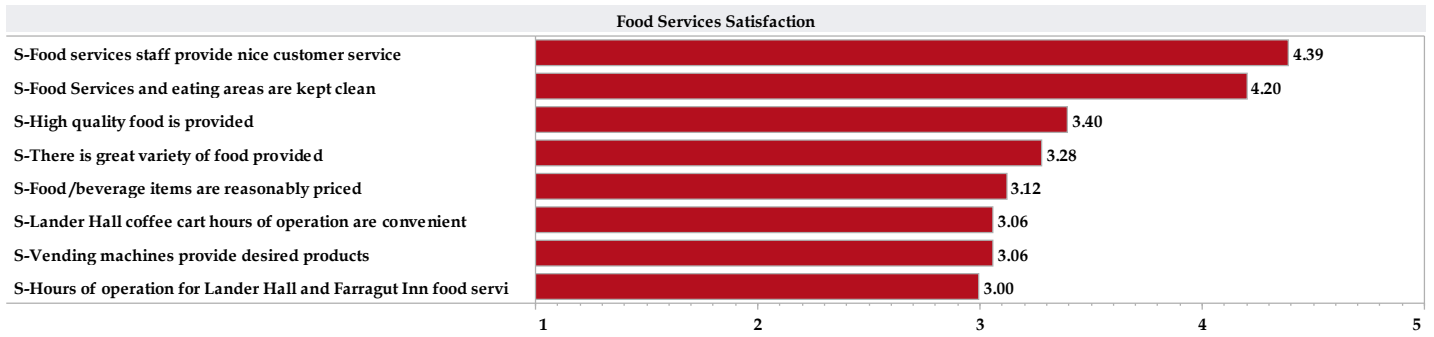
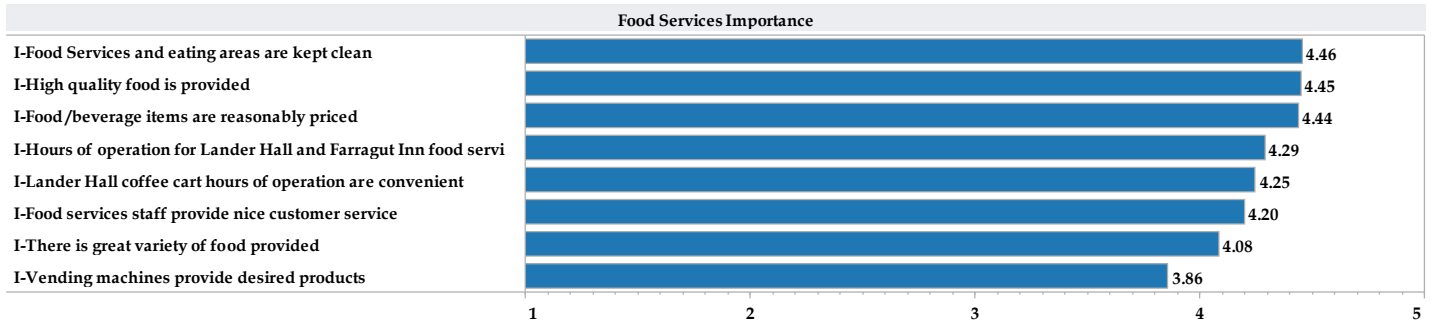


Library Importance by College

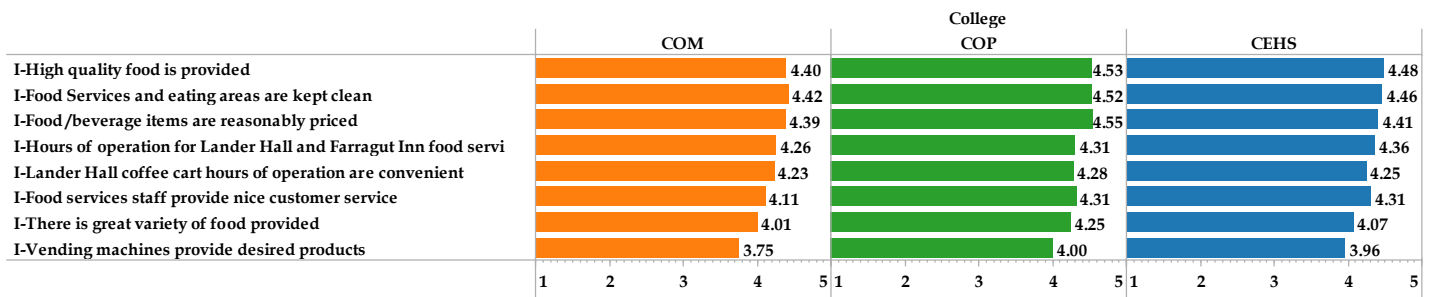


Library Satisfaction by College

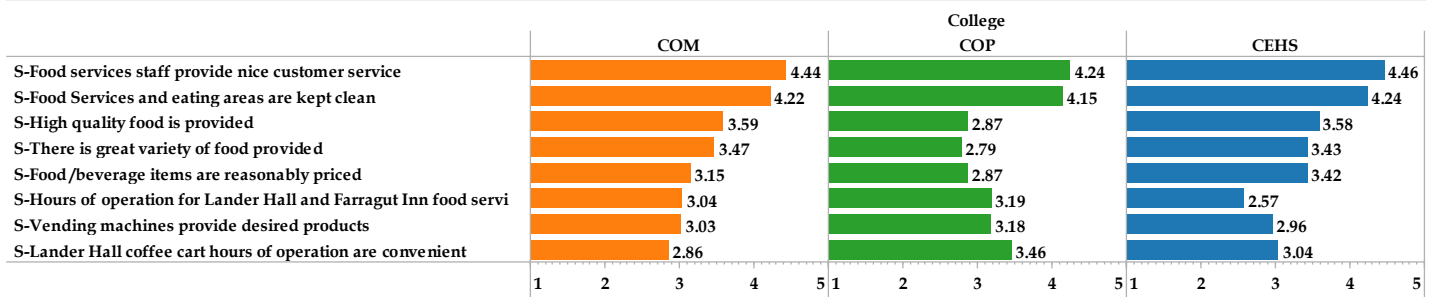


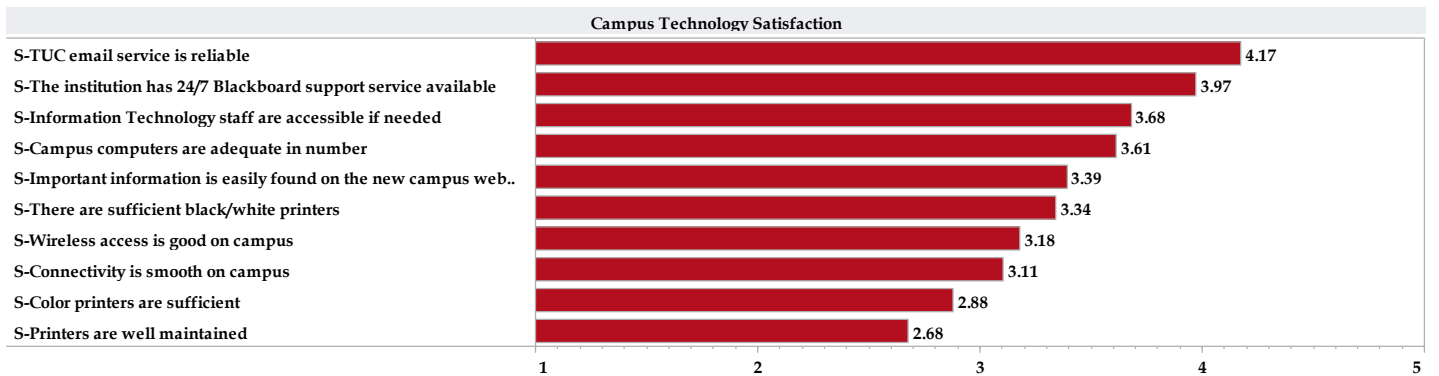
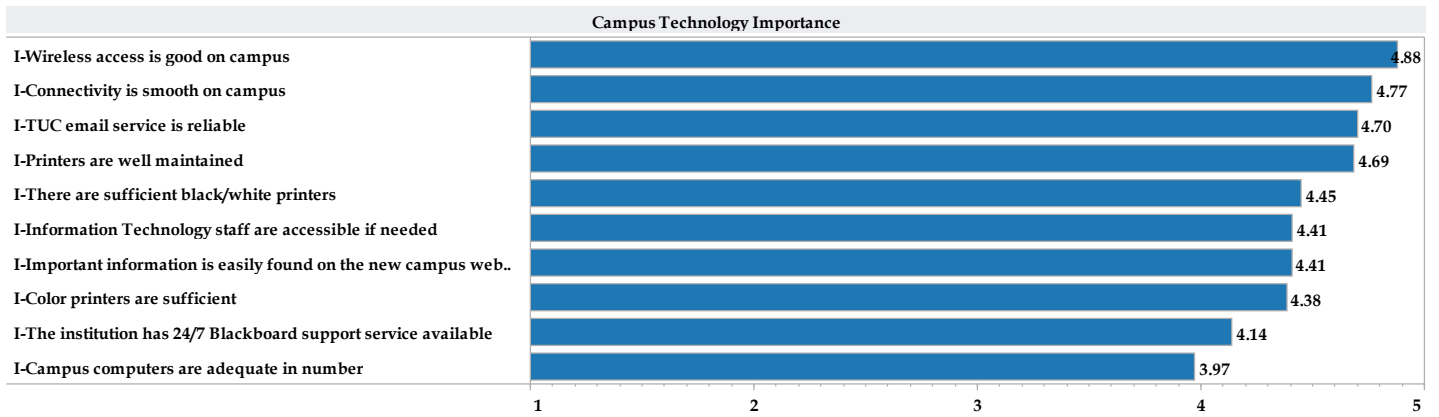


Food Services Importance by College

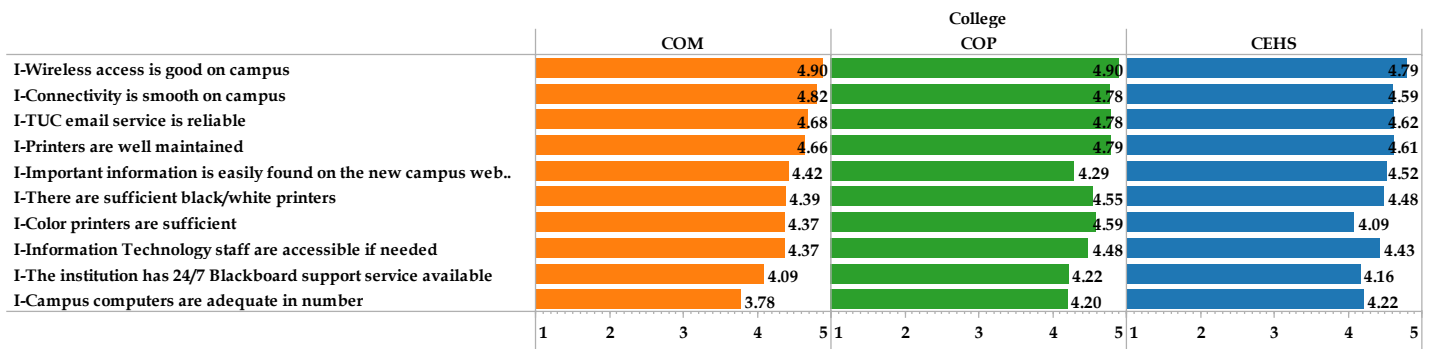


Food Services Satisfaction by College

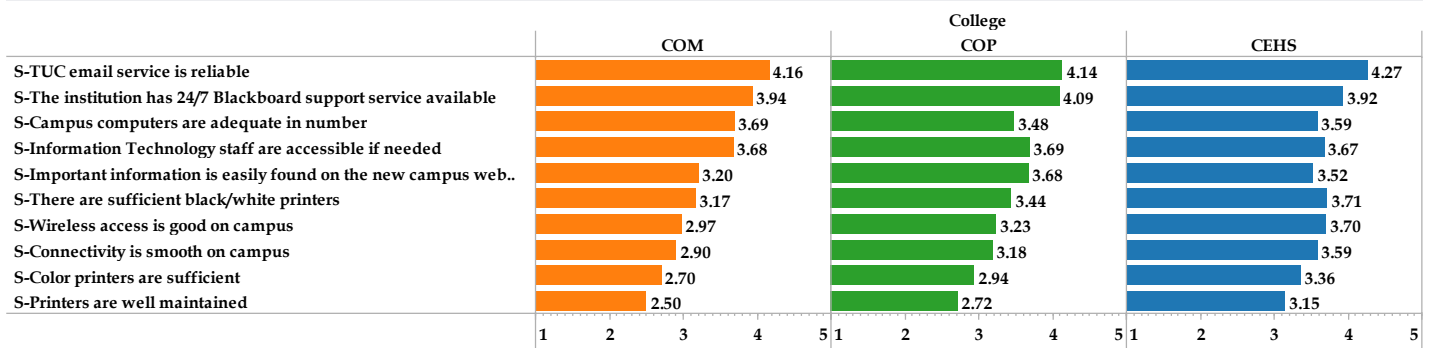


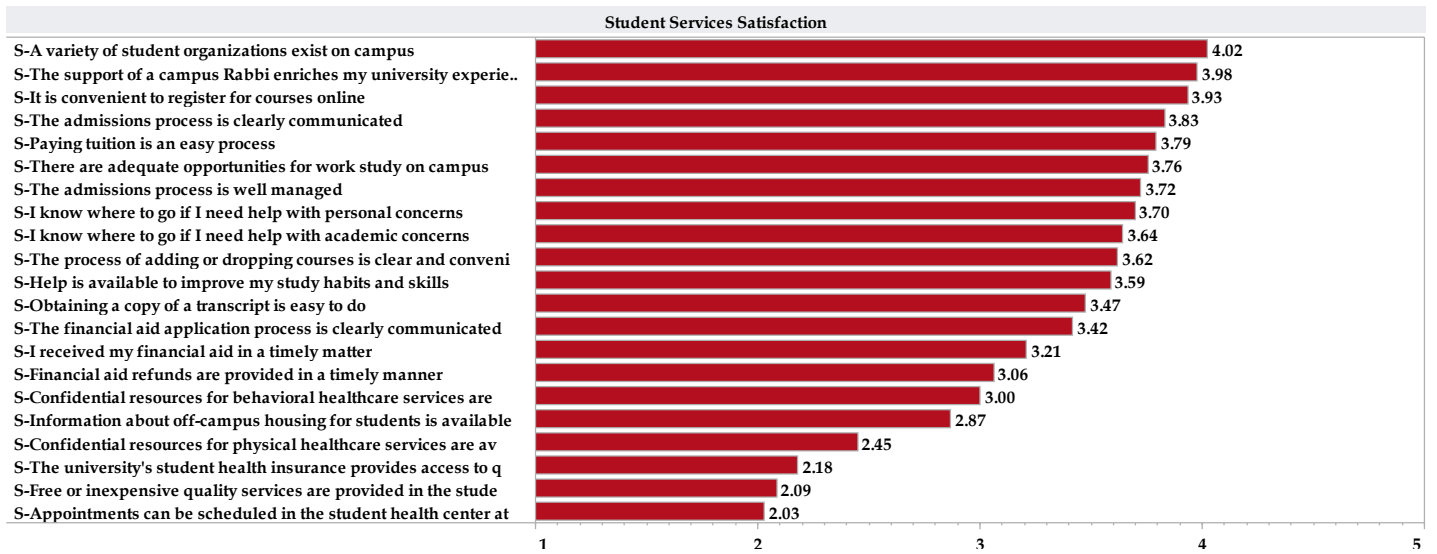
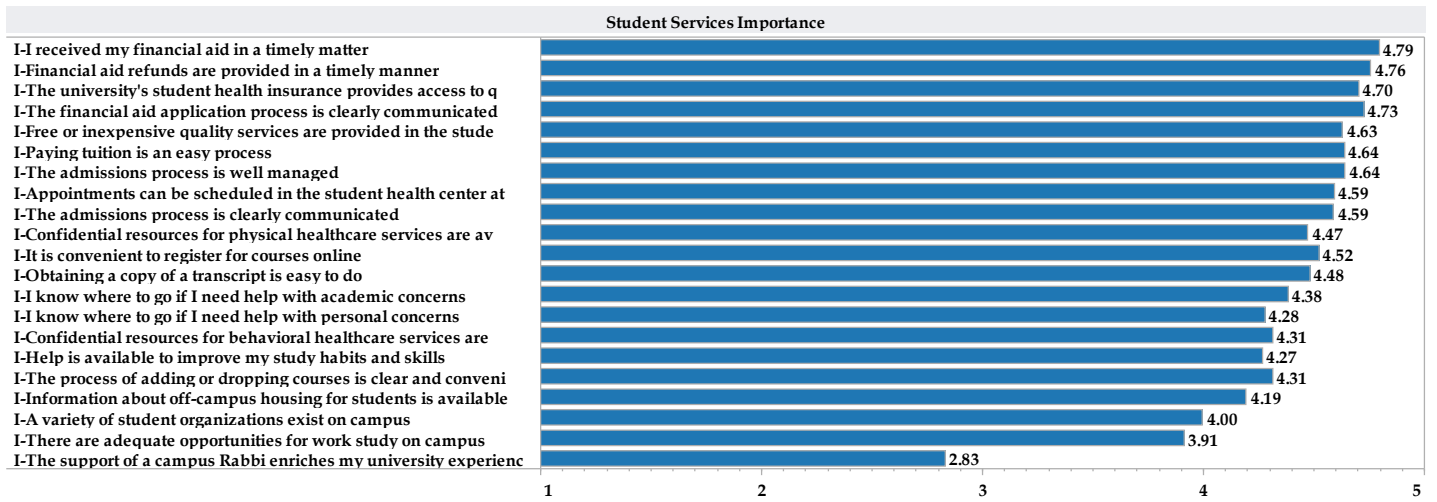


Campus Technology Importance by College

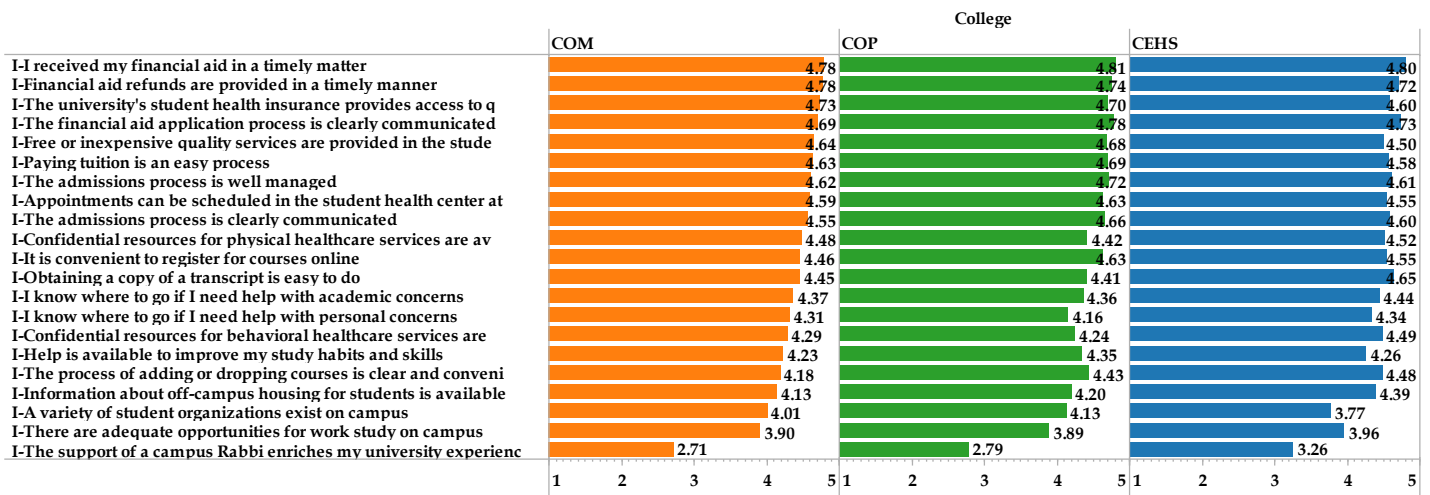


Campus Technology Satisfaction by College

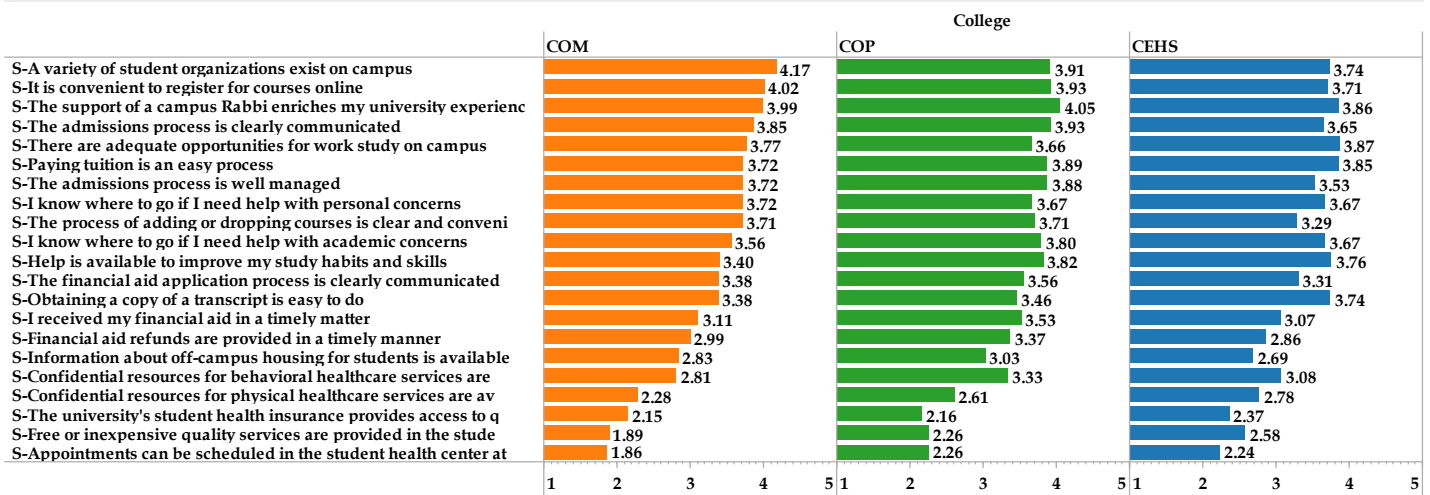




Student Services Importance by College



Student Services Satisfaction by College



Appendix B: Survey Questionnaire

Section 1: Demographic Information

*1. Please indicate your primary program/college at Touro University California

- COM-DO
- COM-MSMHS
- COP-Pharm.D
- COP-MSMHS
- CEHS-GSOE
- CEHS-MPH
- CEHS-Joint program of MSPAS/MPH

*2. How long have you studied at TUC?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- more than 4 years

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Section 2: Physical Environment

3. The following statements describe different aspects of TUC Physical Environment. Rate how important each of these is to you, and then rate your satisfaction with each statement.

	Importance	Satisfaction
It is easy to park on campus	<input type="text"/>	<input type="text"/>
Grounds are well maintained	<input type="text"/>	<input type="text"/>
Restrooms are clean and well maintained	<input type="text"/>	<input type="text"/>
The institution has adequate study space	<input type="text"/>	<input type="text"/>
The institution has sufficient research facilities	<input type="text"/>	<input type="text"/>
The institution has varied locations for informal gatherings	<input type="text"/>	<input type="text"/>
Building signage on campus is sufficient to help visitors navigate the campus	<input type="text"/>	<input type="text"/>
Bicycle racks are sufficient in number on campus	<input type="text"/>	<input type="text"/>
There is adequate outdoor seating	<input type="text"/>	<input type="text"/>
The campus is well lighted at night	<input type="text"/>	<input type="text"/>
It is safe on campus during the day	<input type="text"/>	<input type="text"/>
It is safe on campus at night	<input type="text"/>	<input type="text"/>
Security personnel are courteous	<input type="text"/>	<input type="text"/>
It is easy to contact campus security personnel if needed	<input type="text"/>	<input type="text"/>
Sufficient trash receptacles are on campus	<input type="text"/>	<input type="text"/>
It is easy to locate a recycle bin on campus	<input type="text"/>	<input type="text"/>
The institution has sufficient eating areas	<input type="text"/>	<input type="text"/>

Other comments regarding TUC Campus Physical Environment

Section 3: Learning Environment

4. The following statements describe different aspects of campus Classrooms and Labs. Rate how important each of these is to you, and then rate your satisfaction with how well the statement is implemented.

	Importance	Satisfaction
Classroom seats are comfortable	<input type="text"/>	<input type="text"/>
Classroom temperature is comfortably regulated	<input type="text"/>	<input type="text"/>
Projection screens, monitors and white boards are located for easy viewing	<input type="text"/>	<input type="text"/>
The classroom sound system is acceptable	<input type="text"/>	<input type="text"/>
Environmental noise is kept at a minimum	<input type="text"/>	<input type="text"/>
Audio-visual (AV) equipment operates well when needed	<input type="text"/>	<input type="text"/>
The classroom has enough electrical outlets	<input type="text"/>	<input type="text"/>
Classrooms are kept clean	<input type="text"/>	<input type="text"/>
Classroom lighting can be adjusted adequately	<input type="text"/>	<input type="text"/>
Web and campus network access in the classroom is reliable	<input type="text"/>	<input type="text"/>

Other comments regarding campus Classrooms/Labs (Please specify room location and room number)

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5. The following statements describe different aspects of the TUC Library. Rate how important each of these is to you, and then rate your satisfaction with how well the statement is implemented.

	Importance	Satisfaction
The library is comfortable and clean	<input type="text"/>	<input type="text"/>
Library service hours are sufficient and convenient	<input type="text"/>	<input type="text"/>
The library has enough quiet space for individual study	<input type="text"/>	<input type="text"/>
The library has enough community space for group learning and group study	<input type="text"/>	<input type="text"/>
The library student assistants are helpful and knowledgeable	<input type="text"/>	<input type="text"/>
The librarians are helpful and knowledgeable	<input type="text"/>	<input type="text"/>
The number and locations of electrical outlets in the library are satisfactory	<input type="text"/>	<input type="text"/>
The library has or can get me the materials I need for my study or research	<input type="text"/>	<input type="text"/>
Web and campus network access in the library is reliable	<input type="text"/>	<input type="text"/>
Printing and copying resources in the library are adequate	<input type="text"/>	<input type="text"/>
Library resources can be easily accessed when off campus	<input type="text"/>	<input type="text"/>

Other comments regarding TUC Library

Section 4: Food Services

6. Do you purchase food/beverage from TUC food services?

- Yes
- No

7. If you purchase food/beverage from TUC food services, where do you purchase them? (select all that apply)

- Lander Hall Café
- Farragut Inn Café
- Coffee Cart
- Vending Machines

8. If you purchase food/beverage from TUC food services, how often do you purchase them?

- Less than once a week
- About once a week
- About three times a week
- Almost every day

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9. The following statements describe different aspects of TUC Food Services. Rate how important each of these is to you, and then rate your satisfaction with how well the statement is implemented.

	Importance	Satisfaction
There is great variety of food provided	<input type="text"/>	<input type="text"/>
High quality food is provided	<input type="text"/>	<input type="text"/>
Food services staff provide nice customer service	<input type="text"/>	<input type="text"/>
Food Services and eating areas are kept clean	<input type="text"/>	<input type="text"/>
Hours of operation for Lander Hall and Farragut Inn food services are sufficient	<input type="text"/>	<input type="text"/>
Lander Hall coffee cart hours of operation are convenient	<input type="text"/>	<input type="text"/>
Vending machines provide desired products	<input type="text"/>	<input type="text"/>
Food & beverage items are reasonably priced	<input type="text"/>	<input type="text"/>

Other comments regarding TUC Food Services

10. What food served on campus do you like the most?

11. What food served on campus do you like the least?

12. What would you most like to see added to our food offerings?

Section 5: Campus Technology

13. The following statements describe different aspects of TUC Campus Technology. Rate how important each of these is to you, and then rate your satisfaction with how well the statement is implemented.

	Importance	Satisfaction
Wireless access is good on campus	<input type="text"/>	<input type="text"/>
Information Technology staff are accessible if needed	<input type="text"/>	<input type="text"/>
Connectivity is smooth on campus	<input type="text"/>	<input type="text"/>
There are sufficient black/white printers	<input type="text"/>	<input type="text"/>
Color printers are sufficient	<input type="text"/>	<input type="text"/>
Printers are well maintained	<input type="text"/>	<input type="text"/>
The institution has 24/7 Blackboard support service available	<input type="text"/>	<input type="text"/>
Campus computers are adequate in number	<input type="text"/>	<input type="text"/>
TUC email service is reliable	<input type="text"/>	<input type="text"/>
Important information is easily found on the new campus website	<input type="text"/>	<input type="text"/>

Other comments regarding TUC Technology

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Section 6: Student Services

14. The following statements describe different aspects of TUC Student Services Offices. Rate how important each of these is to you, and then rate your satisfaction with how well the statement is implemented.

	Importance	Satisfaction
The admissions process is clearly communicated	<input type="text"/>	<input type="text"/>
The admissions process is well managed	<input type="text"/>	<input type="text"/>
The financial aid application process is clearly communicated	<input type="text"/>	<input type="text"/>
I received my financial aid in a timely matter	<input type="text"/>	<input type="text"/>
Paying tuition is an easy process	<input type="text"/>	<input type="text"/>
Financial aid refunds are provided in a timely manner	<input type="text"/>	<input type="text"/>
There are adequate opportunities for work study on campus	<input type="text"/>	<input type="text"/>
It is convenient to register for courses online	<input type="text"/>	<input type="text"/>
The process of adding or dropping courses is clear and convenient	<input type="text"/>	<input type="text"/>
Obtaining a copy of a transcript is easy to do	<input type="text"/>	<input type="text"/>
Help is available to improve my study habits and skills	<input type="text"/>	<input type="text"/>
I know where to go if I need help with academic concerns	<input type="text"/>	<input type="text"/>
I know where to go if I need help with personal concerns	<input type="text"/>	<input type="text"/>
Information about off-campus housing for students is available and easy to access	<input type="text"/>	<input type="text"/>
A variety of student organizations exist on campus	<input type="text"/>	<input type="text"/>
Free or inexpensive quality	<input type="text"/>	<input type="text"/>

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services are provided in the
Student Health Center

The university's student
health insurance provides
access to quality care

Appointments can be
scheduled in the Student
Health Center at a
convenient time

Confidential resources for
physical healthcare services
are available when needed

Confidential resources for
behavioral healthcare
services are available when
needed

The support of a campus
Rabbi enriches my
university experiences