



TOURO UNIVERSITY

C A L I F O R N I A

Noel-Levitz Employee Survey

Office of Institutional Research & Assessment

July, 2014

Summary Report

Methodology

In spring 2014, Touro University California (TUC) engaged with Noel-Levitz and conducted an employee satisfaction survey (CESS™). The survey was sent to TUC employees through the campus employee listserv. At the time of survey deployment, the listserv included 386 individual email addresses (data from TUC Information Technology Department). A total of 107 employees (93 with full-time employment status) responded to the survey with at least one valid answer, resulting in a 28% (107/386) response rate. Response rate for full-time employees was 40% (97/230). The same survey was conducted in spring 2011 with 113 responses. Compared to the 2011 survey, fewer respondents reported their TUC employment as faculty (36 vs. 60), but more respondents didn't provide their employment status (20 vs. 6). Table 1 below provides the demographics for the survey respondents. The reasons for the lack of responses may be due to the end position of demographic questions and the long length of the survey. A shorter and more specific internal designed survey may be a better approach to gather similar information in the future.

Years of Employment at TUC	Employment Classification				Total
	Faculty	Staff	Administrator	No Response	
Less than 1 year	3	3			6
1 to 5 years	9	16	7	2	34
6 to 10 years	19	19	4	6	48
11 to 20 years	5		2		7
No Response				12	12
Total	36	38	13	20	107

Employment Type	Employment Classification				Total
	Faculty	Staff	Administrator	No Response	
Full-time	36	35	13	9	93
Part-time		3			3
No Response				11	11
Total	36	38	13	20	107

Table 1: Demographics of Survey Respondents

The survey consists of 4 sections:

Section 1: Campus culture and policies (40 items: 30 standard items + 10 TUC specific items)

Section 2: Institutional goals (9 standard items)

Section 3: Involvement in planning and decision-making (8 standard items)

Section 4: Work environment (28 items: 21 standard items + 7 TUC specific items)

In Section 1 (Campus culture and policies) and Section 4 (Work environment), respondents were asked to rate the importance of the presented statements and then to rate their satisfaction. A five-point Likert rating scale was used for both importance and satisfaction.

In Section 2 (Institutional goals), respondents were presented with 9 statements describing a set of institutional goals and asked to rate how important it was for TUC to pursue each of the goals. A five-point Likert rating scale was used for importance. Respondents were then asked to choose three goals from the list that they believe should be the institution's top priorities and then indicate which of the three goals were their first priority goal, their second priority goal, and their third priority goal.

In Section 3 (Involvement in planning and decision-making), respondents were presented with a list of individuals (faculty, staff, deans, trustees, alumni, etc.) and asked to rate how much involvement each type of individual had in the planning and decision making process at TUC. A five-point Likert rating scale was used for involvement.

Table 2 below summarizes the relationship the scale anchors in each section to the Likert Scale.

Scale	Importance	Value	
		Satisfaction	Involvement
5	Very important	Very satisfied	Too much involvement
4	Important	Satisfied	More than enough involvement
3	Somewhat important	Somewhat satisfied	Just the right involvement
2	Not very important	Not very satisfied	Not quite enough involvement
1	Not important at all	Not satisfied at all	Not enough involvement

Table 2: Likert Scale matching values

For sections 1 & 4, means for importance and satisfaction for individual items were calculated by summing the respondents' ratings and dividing by the number of respondents. Performance gap means were calculated by taking the difference between the (mean) importance rating and the (mean) satisfaction rating. We looked at the items rated highest in importance (mean scores ≥ 4.50) first and of those, sorted by satisfaction. The items with the highest importance and highest satisfaction were considered as TUC's "Strengths". Those items that were of highest importance but with lowest satisfaction (or the largest gaps) were considered as TUC's "Challenges" or priorities/opportunities for improvement.

Findings

Overall Satisfaction

About half of the TUC respondents (46.7%) marked "Satisfied" or "Very satisfied" when responding to the item "Rate your overall satisfaction with your employment here thus far", with an average rating of 3.42. The result was very similar to that in the 2011 survey (average rating of 3.40). Administrators ($M=3.77$, $SD=0.93$) rated the item slightly higher than staff ($M=3.31$, $SD=0.93$) and faculty ($M=3.57$, $SD=1.12$).

Section 1: Campus Culture & Policies

In this section, respondents rated the level of importance and their level of satisfaction on 40 aspects of TUC campus culture and policies. Consistent with the results from the 2011 survey (4.23 to 4.69), the average importance ratings of the 40 items ranged between 4.26 and 4.68. The average satisfaction ratings ranged between 2.20 and 4.02, higher than those in 2011 survey (1.96 to 3.84). The pattern of similar importance rating, but a higher satisfaction rating than in the 2011 survey for most items indicated the institutional improvement in the past 3 years. (See detail item ratings in Appendix A & B)

Table 3 below shows the top three “Strengths” (high importance rating and high satisfaction rating); all three items are about employees having pride working in the institution. Table 4 shows the top three “Challenges” (high importance rating but low satisfaction rating); they are about institutional resources in staff, budget, and institutional planning.

Item	Importance	Satisfaction
Faculty take pride in their work	4.63	3.91
Staff take pride in their work	4.54	3.79
Administrators take pride in their work	4.54	3.77

Table 3: The Top 3 TUC “Strengths” in Campus Culture & Policies

Item	Importance	Satisfaction
This institution makes sufficient staff resources available to achieve important objectives	4.51	2.28
This institution makes sufficient budgetary resources available to achieve important objectives	4.61	2.34
This institution plans carefully	4.50	2.48

Table 4: The Top 3 TUC “Challenges” in Campus Culture & Policies

Consistent with the results in the 2011 survey, the item “Faculty are involved in developing curriculum” received the lowest gap score (0.48) between the (mean) importance rating and the (mean) satisfaction rating. The item “This institution experiences a high degree of autonomy in resource prioritization and application from Touro College” received the highest gap score (2.28). This item was not listed in the top 3 “Challenges” in table 4 only because it did not meet the defined criteria of “importance rating ≥ 4.50 ”. The fact that it received the lowest satisfaction score among all the 68 items in sections 1 and 4 for both 2011 and 2014 survey suggested the existing challenge.

The item “There is a spirit of teamwork and cooperation at this institution” received the largest year-to-year satisfaction rating increase in this section (3.26 in 2014 vs. 2.74 in 2011). The significant ANOVA result of $F(1,200) = 13.3, p = 0.03$ indicated significant satisfaction improvement on teamwork and cooperation at TUC.

Section 2: Institutional Goals

Respondents were presented with a set of nine institutional goals and asked to rate how important it was to them for the institution to pursue each of the goals. The following three institutional goals were rated as the most important goals at TUC. Great consistency existed among administrator, faculty and staff respondents. The same results could be found in the 2011 survey (see Table 5 below), suggesting a great amount of employee agreement on TUC’s top priorities.

- Improve the quality of existing programs
- Improve employee morale
- Improve the appearance of campus buildings and grounds.

Among these three important goals, “Improve the quality of existing programs” received the highest importance rating (4.61). It was also rated by most respondents as the first priority goal. It was notable that

while two of the three TUC priority goals, increasing employee morale and improving the existing program quality received high ratings from other schools participating the 2014 CESS™ survey, improving the appearance of campus buildings and grounds was not rated high by other schools. This result explained itself well considering the uniqueness of our school history and the unique needs of improving appearance of campus buildings and grounds at TUC.

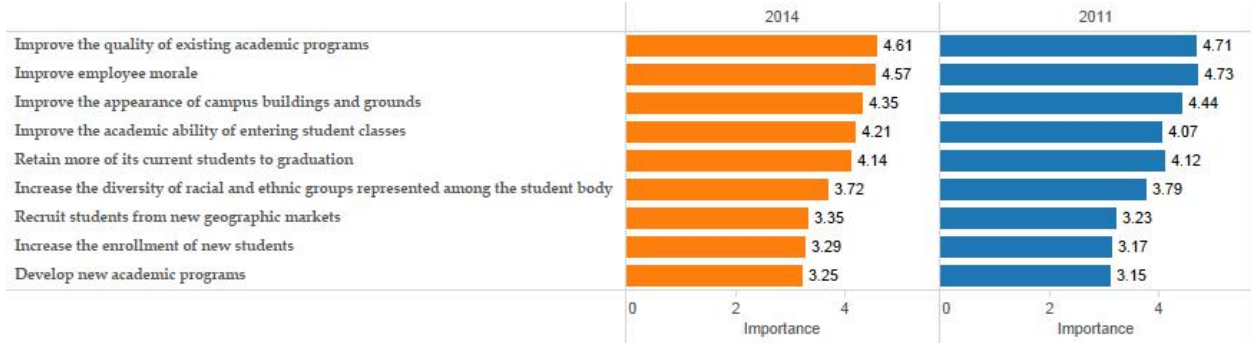


Chart 1: Importance ratings for institutional goals

Section 3: Involvement in Planning and Decision-making

In this section, respondents were asked to rate how much involvement each type of individual (faculty, staff, deans, trustees, alumni, etc.) had in the planning and decision-making process at TUC. Consistent with the results in the 2011 survey, students were the group rated by most respondents (57%) as “just the right involvement”. Alumni and staff were rated by 74% and 69% of respondents respectively as “Not enough involvement” or “Not quite enough involvement”. More than half of the survey respondents believed that senior administrators had “Too much involvement” or “More than enough involvement” in institution planning and decision-making.

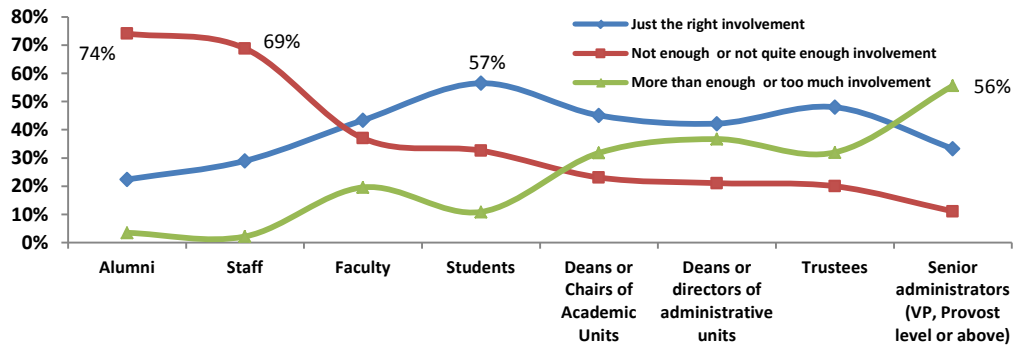


Chart 2: Percentage of respondents rating each group of involvement in the planning & decision-making process at TUC

Section 4: Work Environment

In this section, respondents were asked to rate the level of importance for 28 statements on work environment and then to rate their satisfaction on each item. The average importance ratings for the 28 items ranged between 4.11 and 4.63. The average satisfaction ratings ranged between 2.44 and 4.12. As we found in section one,

most items in this section received similar importance ratings, but higher satisfaction ratings than in 2011, suggesting continuous improvement on TUC work environment.

The top three “Strengths” (high importance rating and high satisfaction rating) in this section were related to employee prospective on job value and job appreciation (Table 5). The top three “Challenges” (high importance rating but low satisfaction rating) were about employee salary and benefits, and department budget (Table 6).

Item	Importance	Satisfaction
The work I do is valuable to the institution	4.58	4.12
My supervisor pays attention to what I have to say	4.58	4.03
The work I do is appreciated by my supervisor	4.53	3.99

Table 5: The Top 3 TUC “Strengths” in Work Environment

Item	Importance	Satisfaction
I am paid fairly for the work I do	4.63	2.44
The employee benefits available to me are valuable	4.61	2.57
My department has the budget needed to do its job well	4.54	2.60

Table 6: The Top 3 TUC “Challenges” in Work Environment

The item “Library resources and services are adequate” received the lowest gap score (0.45) between the importance rating and the satisfaction rating. The item “I am paid fairly for the work I do” received the highest gap score (2.19). These findings were very consistent with the results from the 2011 survey, suggesting employees’ continuous high satisfaction with TUC library services and resources, but low satisfaction with TUC employee salary.

It was notable that the item “The institution's web site is adequately updated to maintain the accuracy of information” received the lowest section satisfaction score of 2.11 in the 2011 survey, but the score increased to 3.36 in 2014. The significant ANOVA result of $F(1,191) = 54.2, p = 0.00$ indicated the significant improvement on TUC’s website since the new website launched in 2011. Another item with notable year-to-year satisfaction rating increase (from 2.53 to 3.12) is “Fiscal operations of the institution (including budget, policy, contract approval, purchasing) are conducted in a timely manner”. The ANOVA result of $F(1,191) = 13.8, p = 0.00$ also suggested significant improvement (see complete item ratings for Section 4 in Appendix C & D)

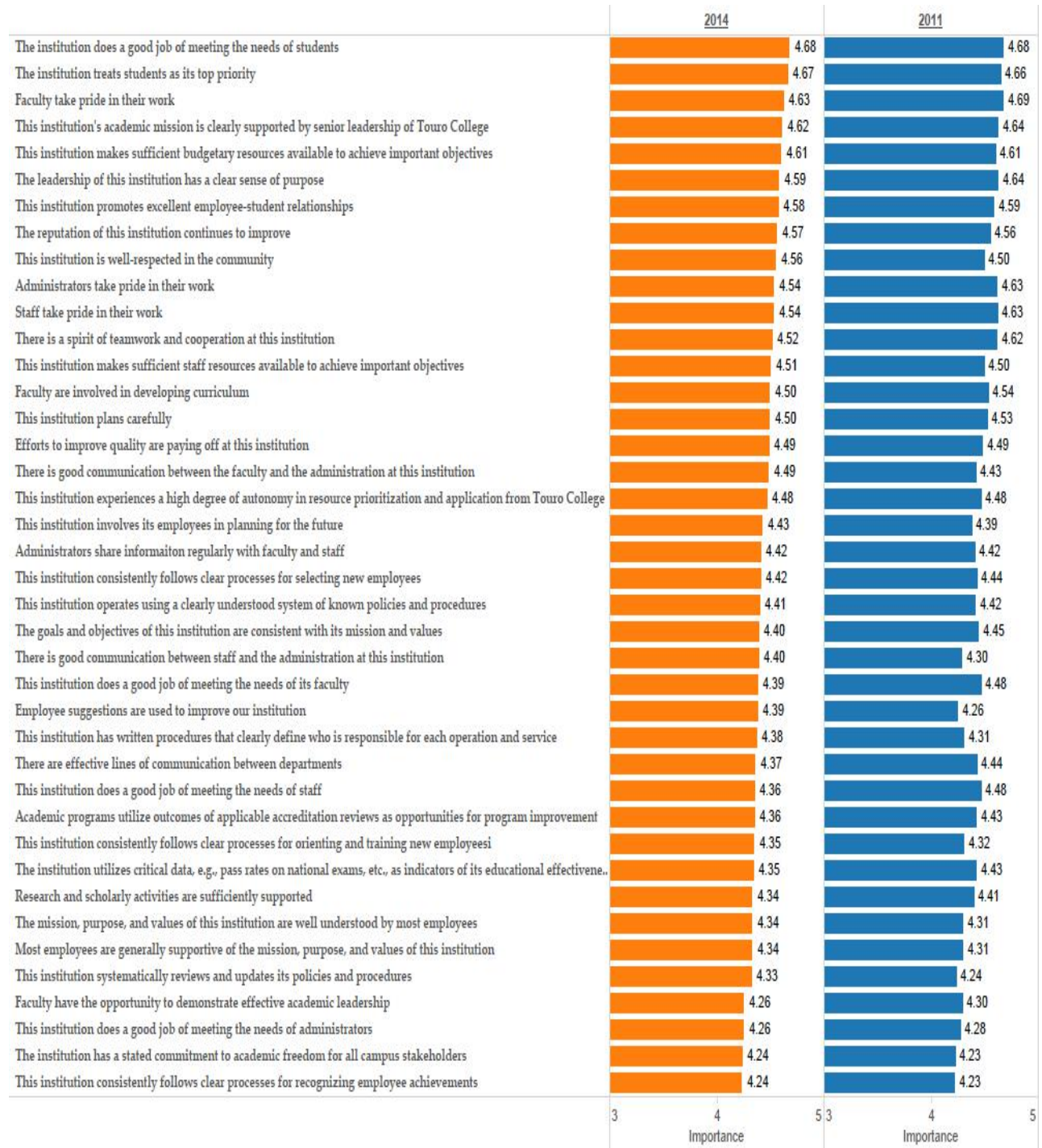
Recommended Actions

- The institution takes action in developing and implementing an updated institutional strategic plan. The indicated top 3 institutional goals, increasing existing program quality, improving employee morale and improving campus appearance should be highly considered when developing the plan.
- In the planning process, encourage more involvement from alumni, staff and students by including members from each group. Use their suggestions for institution improvement and communicate this

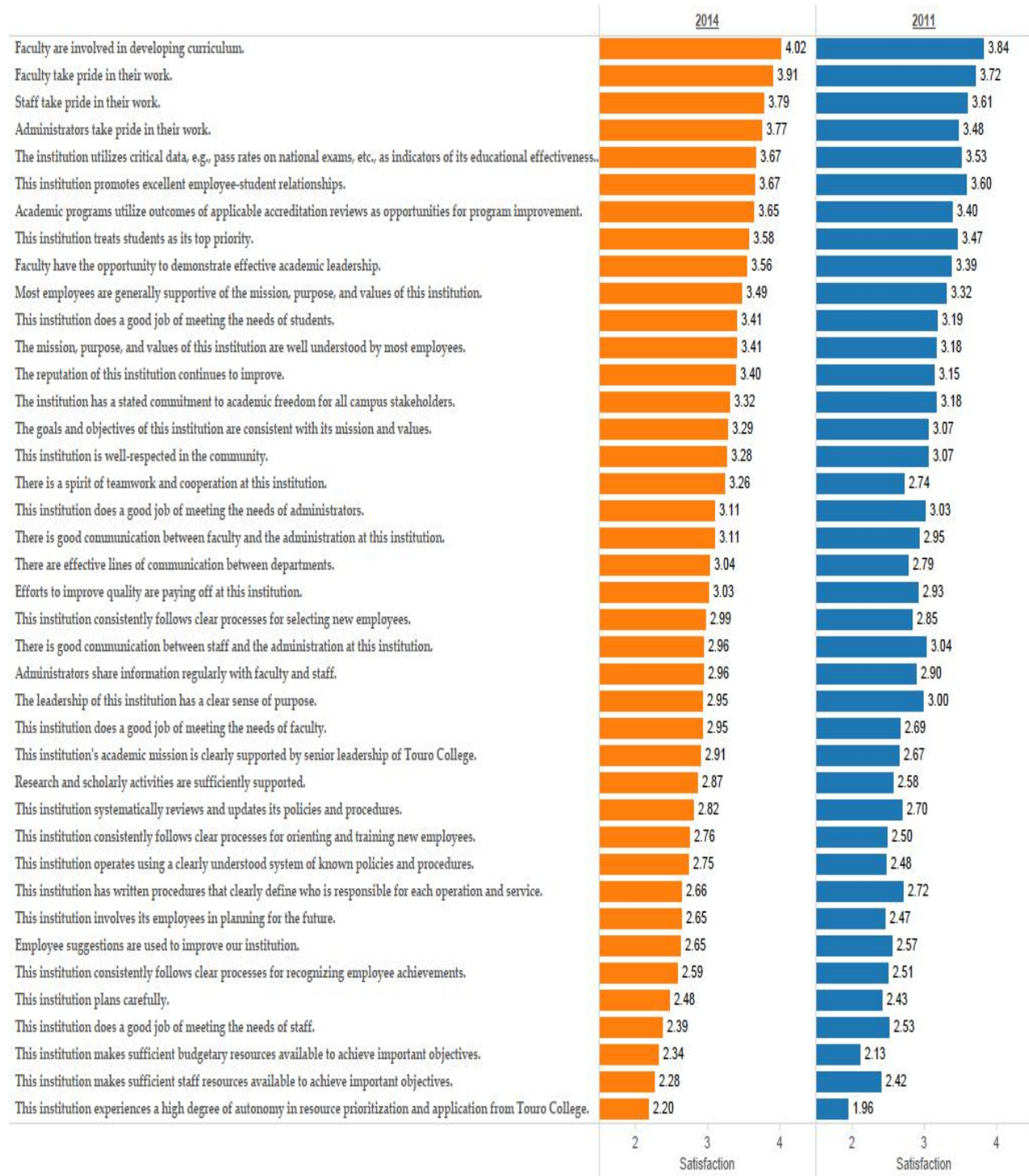
involvement as well as results broadly. One immediate action can be including representatives from these groups into the university strategic planning committee.

- An analysis of employee compensation is needed to address the concerns in salary and benefits. If gaps exist, ways to improve should be examined. If gaps do not exist, clear communication with employees is necessary.
- The communication with Touro system to increase TUC's autonomy in resource prioritization and application should be continued.

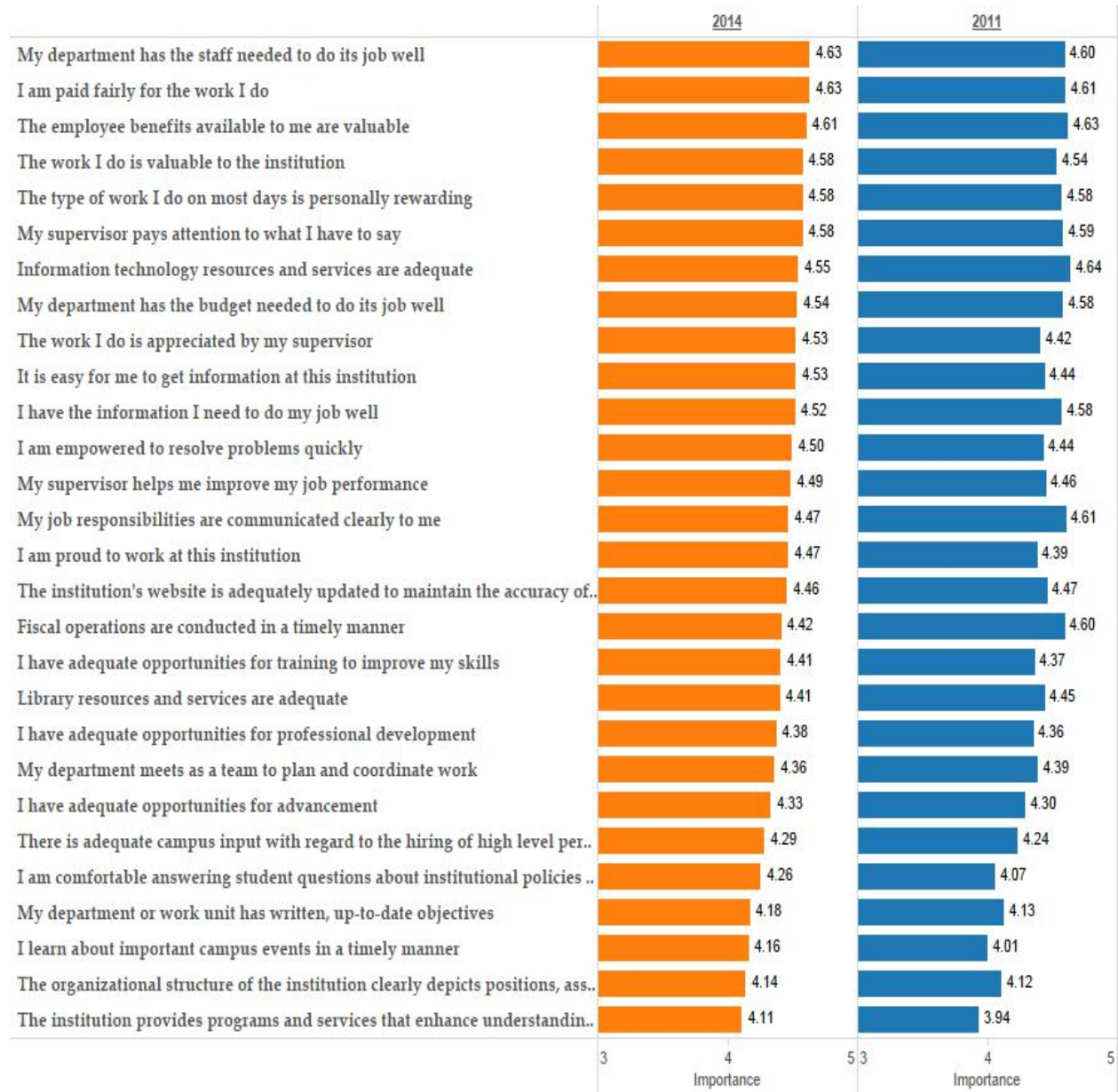
Appendix A: Average Importance Ratings for items in Campus Culture & Policies: 2014 and 2011 comparison



Appendix B: Average Satisfaction Ratings for items in Campus Culture & Policies: 2014 and 2011 comparison



Appendix C: Average Importance Ratings for items in Work Environment: 2014 and 2011 comparison



Appendix D: Average Satisfaction Ratings for items in Work Environment: 2014 and 2011 comparison

