

Executive Summary

Methodology

All students at Touro University California (TUC) were invited to participate in a campus climate survey in January 2016. The survey was designed to measure their opinions on a variety of items regarding campus facilities, grounds, space needs, Interprofessional Education experiences, campus gender inclusion, and services provided by university Library, Dining & Catering Services, Information Technology and Student Services. The survey was organized in 7 sections: Physical Environment, Learning Environment (including Campus Environment, Classrooms/Labs and Library), Interprofessional Education, Dining & Catering Services, Campus Technology, Student Services and Campus Gender Inclusion. A Likert Rating Scale of 1-5 was used throughout the survey for rating items. The table below summarizes the relationship of the scale anchors to the Likert Scale (The complete survey instrument is attached in Appendix B).

Scale	Interest Level	Agreement Level
5	Very Interested	Strongly Agree
4	Interested	Agree
3	Neutral	Neither Agree Nor Disagree
2	Not Very Interested	Disagree
1	Not Interested at all	Strongly Disagree

Table 1: Likert Scale Matching Values

Questions in this survey were developed using the 2013 TUC student satisfaction survey as a pilot survey (<http://oira.tu.edu/institutionalsurveys/>). In the 2013 survey, respondents were asked to rate “importance” and “agreement” of each item. Most survey items received an average importance rating above 4 in a Likert Rating Scale of 1-5, with 5 being “very important”. Thus, a majority of the survey items were kept in the 2016 survey, but respondents were not asked to rate “importance” of each item. New questions were added and some questions were revised. The survey draft was shared with the university’s Executive Council (EC). A few rounds of editing were conducted before the Provost/COO authorized the administration of the survey in January 2016. Survey content validity was ensured through involving different “experts” in the designing process and using the 2013 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.

Category	Cronbach’s α	Number of items
Physical Environment	.88	17
Campus Environment	.92	14
Classrooms/Labs	.88	10
Library	.88	13
Interprofessional Education	.96	4
Dining Services	.78	3
Catering Services	.91	6
Campus Technology	.89	10
Student Services	.97	22
Gender Inclusion	.97	13
Sexual Misconduct	.96	10

Table 2: Cronbach’s α value for each category

The initial survey invitation with the survey link was sent to the 1,407 TUC student emails on January 19th, 2016. Several reminders followed and the email was discontinued on February 6th, 2016 with 736 valid responses collected (defined as having at least one responded item). The response rate was about 52% (736/1,407). Demographic information of the survey respondents is shown in the table below (Table 3).

Years at TUC	Primary Enrolled Program								
	D.O	MSMHS (COM)	Pharm.D	MSMHS (COP)	GSOE	MPH	Joint Program	Nursing	Total
Less than 1 year	90	10	63	6	23	12	30	12	246
1 to 2 years	106	2	75		16	11	27	9	246
3 to 4 years	124		77		6	2	8		217
More than 4 years	14		10		1	2			27
Total	334	12	225	6	46	27	65	21	736

Race/Ethnicity									Gender	
Unknown	Hispanic	American Indian	Asian	Black	Native Hawaiian	White	Two or More Races		Male	Female
52	43	1	331	23	4	266	16		299	437

Table 3: Demographic Information of Survey Respondents

To test whether the gender, race/ethnicity, program distribution is representative of the TUC student population, chi-square tests were used. Gender Chi-square value of $\chi^2 = 0.002$ (1, 1) ($p > 0.05$) and race/ethnicity value of $\chi^2 = 5.77$ (1, 7) ($p > 0.05$) indicate that gender and race/ethnicity distribution for the survey respondents are representative of TUC student population. The program chi-square value of $\chi^2 = 29.1$ (1, 7), with $p < 0.05$ suggests that program distribution in the respondents is not representative of TUC programs. The chi square value of $\chi^2 = 5.12$ (1, 6) ($p > 0.05$) for program without GSOE, however, indicates a good program representation of the population. Readers should be cautious when generating the results from this survey to represent the GSOE student population.

Findings

Findings are discussed in the order of Physical Environment, Learning Environment (including Campus Environment, Classrooms/Labs and Library), Interprofessional Education, Dining & Catering Services, Campus Technology, Student Services and Gender Inclusion & Sexual Misconduct (A detailed data summary is attached in Appendix A). When applicable, results were compared with 2013 student satisfaction survey results.

Physical Environment

In this section, respondents rated their level of agreement on 17 aspects of TUC physical environment, including campus facilities, campus safety, grounds and space needs. The average ratings range between 2.77 to 4.12, compared to 2.84 and 4.32 in the 2013 survey. The top three rated items in this section are also rated as top three in the 2013 survey. These items are: “It is safe on campus during the day” ($M=4.12$); “Security personnel are responsive and courteous” ($M=3.96$) and “There are sufficient trash receptacles on campus” ($M=3.96$).

The item “The institution has sufficient eating areas” is rated the lowest in this section both in the 2016 ($M=2.77$) and 2013 survey ($M=2.84$). The other low rated items are related to campus parking, outdoor seating,

campus building signage and study space. Although study space is still rated low in the 2016 survey, it is rated a little higher than in the 2013 survey. The opening of the Farragut Inn study room may be one of the factors that can count for this positive change. Campus parking seems to be a bigger concern than it showed in the 2013 survey. This may be due to the close of the Army Reserved parking spots at lower campus.

When asking the time and the location at which respondents do not feel safe, respondents expressed safety concerns of being on campus at night with poor lighting. Students would like to see more lighting in the parking lots, on the main roads and more of security presence at night.

In this section, a majority of the respondents' comments center around beautifying the campus in terms of repaving roads, improving the parking lot, better lighting, and having more spaces for students to study, gather and eat. Respondents also shared their concerns that the library becomes the student social hall and it makes it difficult to control the noise for other students to study individually. These comments are very similar from what it showed in the 2013 survey.

Learning Environment

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

Campus Environment

In this section, respondents were asked to rate their level of agreement on 14 statements related to their TUC campus environment. These items are new in the 2016 survey. The average agreement ratings range between 3.12 and 4.12. Respondents most agree that "Faculty and staff are easy to talk with" ($M=4.12$), "Students work cooperatively with one another" ($M=4.06$), "Faculty and staff show respect for students" ($M=4.05$), and "People in this university are polite to one another" ($M=4.04$). The lowest rated item in this section is "University pride is evident among students" ($M=3.12$). It is worth further investigation to find out the factors that correlate with this low rating.

Classrooms/Labs

In this section, respondents selected the classrooms/labs they use the most and rated their agreement on 10 statements regarding these rooms. Lander Hall 111, 113 and Auditorium are the rooms least used by the respondents. As shown in the 2013 survey, respondents agree that "Classrooms are kept clean" ($M=3.95$). The item "Classroom temperature is comfortably regulated" and "Web and campus network access in the classroom are reliable" received the same lowest rating ($M=2.95$). The web and network access item was rated the most important item in the 2013 survey. In the open-ended comments, students confirmed their interest in improved WiFi and internet capabilities. Students described their frustration with the speed and not being able to log on to take tests because of the overloaded system and poor signal strength. Paired with improving the internet access on campus, several students mentioned the needs of more outlets in some classrooms. In terms of physical classroom improvement, more comfortable chairs would be appreciated. Respondents would like all programs to use the tool MediaSite with enhanced resolution and audio so that they can hear or see better on certain recordings.

TUC Library

Thirteen items related to TUC library were included in this section. The item “The librarians are helpful and knowledgeable” ($M=4.02$) received the highest rating in this section. This is very consistent with the 2013 survey rating, suggesting continuously high level of customer services in the library. A 1.00 average rating increase can be seen on the item “The number and location of electrical outlets in the library are satisfactory” ($M=3.71$) between this survey and the 2013 survey. The 32 outlets added in the library is the factor to explain this rating increase. The space related items “The library has enough space for individual study ($M=3.02$) and “The library has enough community space for group learning and group study ($M=3.08$) received the lowest agreement rating in this section, suggesting the general space concerns on TUC campus.

The majority of students who provided comments would like to see expansion of the library for more study rooms and noise control. Respondents commented on how the library is becoming a lounge due to the fact there is nowhere else to congregate (Farragut Inn is too far away from classes down campus). The noise and student eating in the library is very disruptive and several students stated they stopped going to the library because of such concerns. They would like to see either more study rooms, a better divider for the quiet section and better regulation of study rooms. Many students call for a dedicated student lounge. Students would also like to see the library open longer or 24-hour key card access, and improved internet and printer functionality.

Interprofessional Education (IPE)

About 70% of the respondents have participated TUC team-based interprofessional education events or activities. More than half of those respondents participated in more than one event /activity at TUC. Twenty-two respondents reported gaining that experience from somewhere else other than TUC. Respondents rated the 4 items regarding IPE experiences between 3.49 and 3.61. This suggests that most respondents agree that IPE help them improve their communication skills, understand roles and responsibilities in solving clinical problems with a team, become a more effective team member and increase their awareness of values and ethnics relative to patient-centered care or K-12 students.

Dining & Catering Services

More than 80% of respondents have purchased food from TUC dining services and about 10% get it daily. Majority of them (68.1%) agree that the portion size of the non-vending food is just right. About 31% of them think the size is too small. About half of survey respondents are interested in soup/salad, soup/sandwich and salad/sandwich combinations. One third of respondents reported “Interested” or “Very Interested” in “buying pre-prepared meals in the vending machines”. About 40% of respondents show interest in “purchasing a pre-paid dining meal card for use in the dining areas” or “A pre-ordering lunch program option”. When not eating on campus, respondents most likely eat Mexican food, fast food, or pack food from home. The most popular restaurants are Chipotle, Taco Truck and Chick-Fil-A and about two thirds of the respondents spend \$5-\$10 to eat lunch at a restaurant.

Respondents commented on the great customer services Farragut Food Services provide. They would like to see the hours of food services and coffee cart extended, especially for evening classes. More variety of entrees and healthier options are very welcome. Italian food, like pizza would be a good addition. A few respondents

suggested displaying nutrition information on packaged goods and posting signs indicating if dishes have gluten, wheat, or soy. One thing worthy attention is that respondents noticeably commented on the not pleasant customer services in Lander Hall cafeteria.

About 20% of the respondents have ordered food/beverages from TUC catering services. In general, they are happy with their catering experiences. Respondents are mostly satisfied with the delivery/set up time ($M=4.12$) and the food presentation ($M=4.11$). Food quantity received a relatively low average ranking in this section ($M=3.74$) and some commented that the catering cost is high for the quality and quantity.

Overall, about 43% of the respondents “satisfied” or “very satisfied” with TUC Dining & Catering Services, and 42% feel neutral about it.

Campus Technology

Ten items were included in the section on campus technology and received an average score between 2.85 and 3.94. The item “TUC email service is reliable” received the highest rating ($M= 3.94$) in this section and that matches with the 2013 survey results. The item “Important information is easily found on the new campus website” received a score of 3.62, slightly higher than that in 2013 survey (3.39), confirming TUC website’s continuous improvement since the new website was launched in March, 2012. Although the two items about campus printers, which were rated the lowest in 2013 survey, received better ratings in this survey, respondents commented on the connectivity and functionality issue. The wireless access ($M=2.86$) and connectivity on campus ($M=2.85$) are rated the lowest. Respondents expressed their frustration of lacking the ability to be continuously logged in for the WiFi. Regarding digital media, respondents commonly expressed their interest of all programs using MediaSite and improve the sound and video quality of that tool. Some respondents suggested investing in leaning applications like: Pathoma, Quizlet, Osmosis and etc. Information technology customer services were commended in student comments.

Student Services

In this section, respondents were asked to rate 22 items in different areas of student services, including services in admissions, financial aid, registrar’s office, Jewish life, student organizations, the student health center, counseling services and academic support. The average agreement ratings were between 3.02 and 3.91. In the 2013 survey, the three lowest rated items in this section were all related to student health. The 2016 survey results show notable improvement in this area. The item “Appointments can be scheduled in the student health center at a convenient time” received the lowest rating ($M=2.03$) for the whole survey in 2013. This item received an average rating of 3.43 in the 2016 survey. The other two items are “Free or inexpensive quality services are provided in the Student Health Center” ($M=2.09$ in 2013 vs. $M=3.49$ in 2016) and “The university’s student health insurance provides to quality access to quality care” ($M=2.18$ in 2013 vs. $M=3.02$ in 2016). The additional hires and the new physical location of the Student Health Center may be accountable for this measurable improvement in student satisfaction. Although we see a rating increase in student health insurance, twenty-two respondents commented that coverage under SHIP (Student Health Insurance Plan) is minimal and the cost is too expensive. They would like to see more transparency in the insurance policies. Students also commented that more staff training would help in providing students with quality health services. Improvement on the online adding/dropping/scheduling/registering process and transcript process is needed.

Gender Inclusion & Sexual Misconduct

In this session, 14 respondents responded with “Yes” when asking [if] “My sex or gender has impeded my educational pursuits at TUC”. In the open-ended comments, a couple students mentioned feeling discriminated. Respondents rated high on the 13 gender inclusion rated statements. The average agreement scores were between 3.81 and 4.01. If experiencing victimization on the basis on their sex/gender, respondents would feel more comfortable reporting to friends, family and faculty. Twenty-three students answered “Yes” to the item “Have you been a recipient of unwelcome sexual contact or participated in a sexual misconduct case”. They rated high on the statements regarding TUC’s policies, procedures, resources, and assistance in dealing with the issues.

Conclusion

The 2016 survey was tested to be valid and reliable. Rich information was collected from the 763 respondents, who were representative of TUC student population. The data from the survey suggest that these areas with great student satisfaction or observable improvement compared to the 2013 survey:

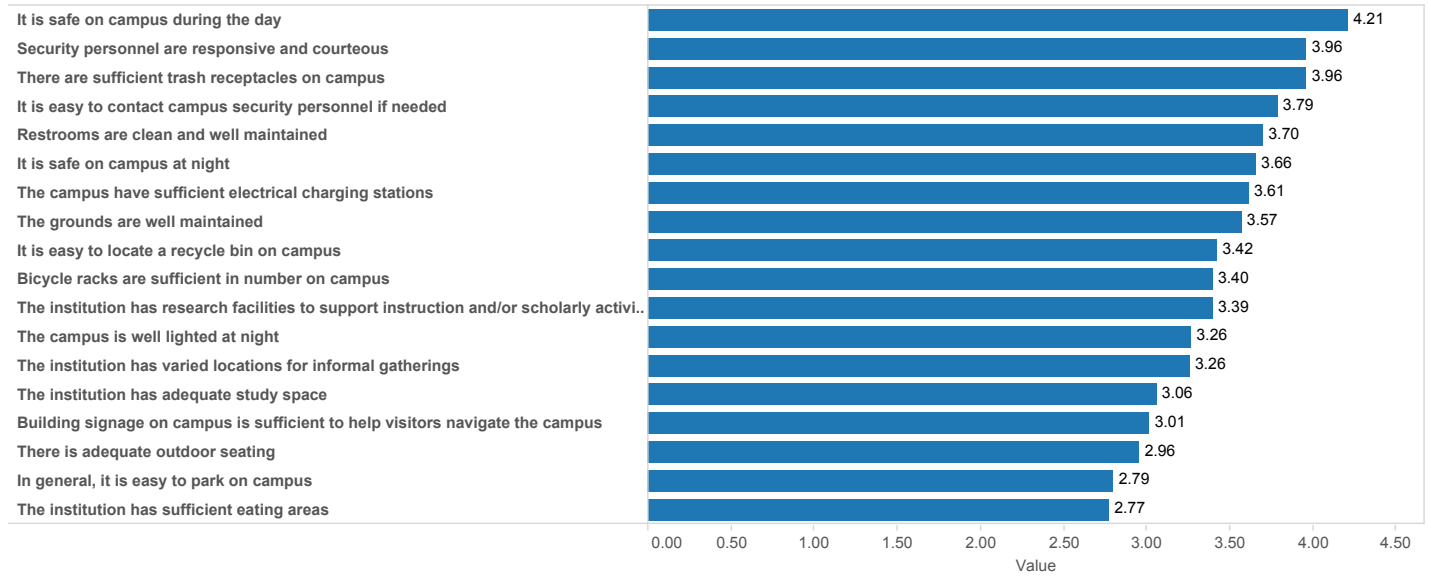
- TUC students feel safe during the day and security personnel are responsive and courteous
- TUC faculty and staff show respect for students and are easy to talk
- Students work cooperatively with one another, and people on campus are polite to one another
- TUC classrooms are kept clean
- TUC librarians are very knowledgeable and provide excellent customer services to our students
- Student health services are improved

The areas which will mostly need improvement are:

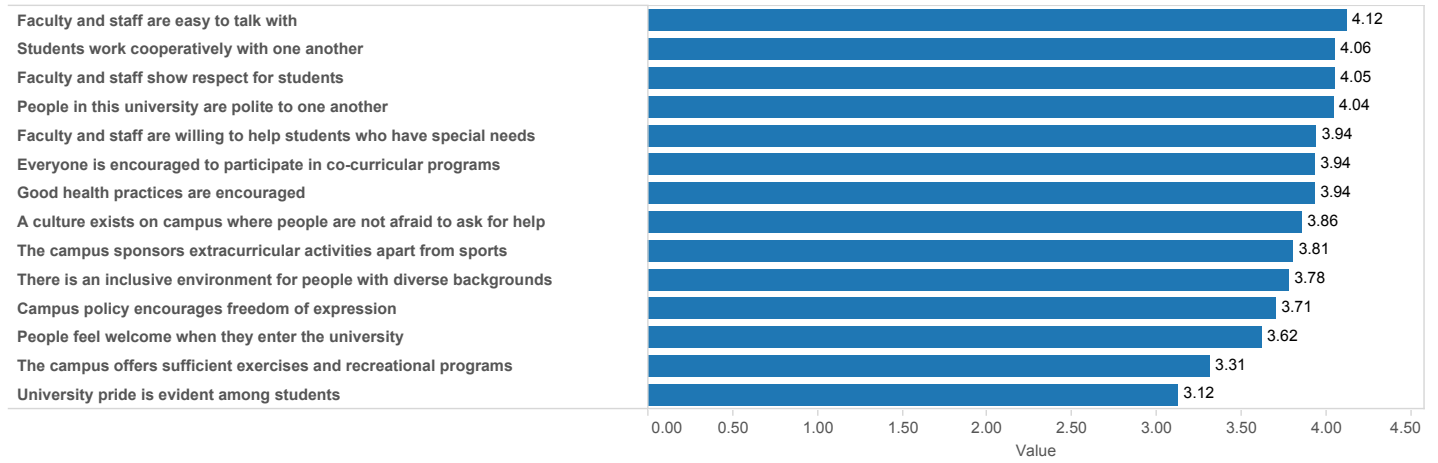
- Space tightness continues to be an issue at TUC. Students would like to see more eating areas, better campus parking, more outdoor seating and more on campus study space
- Students would feel safer at night with better lighting at parking lots, on the main roads and more security presence at night
- Better campus wireless access and connectivity is needed
- A student insurance with better coverage and less expensive is needed

Appendix A

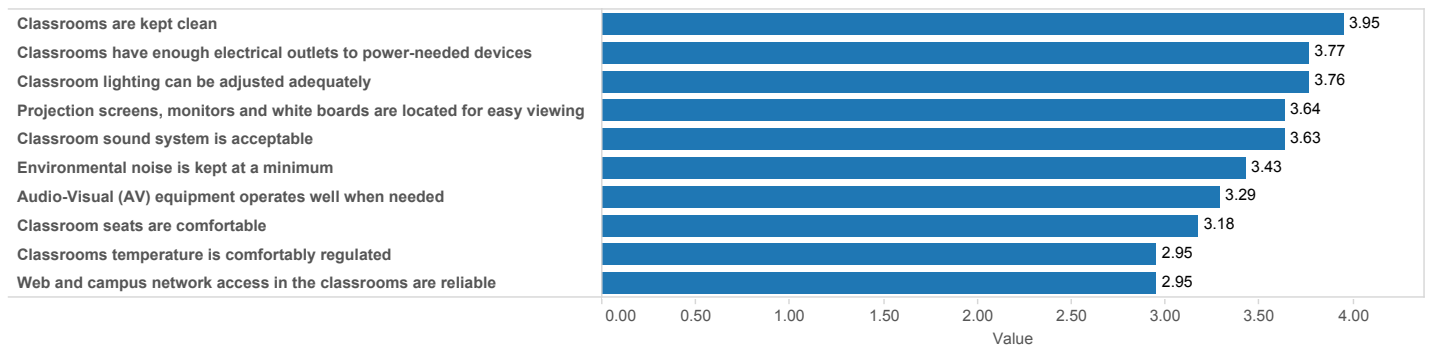
Physical Environment



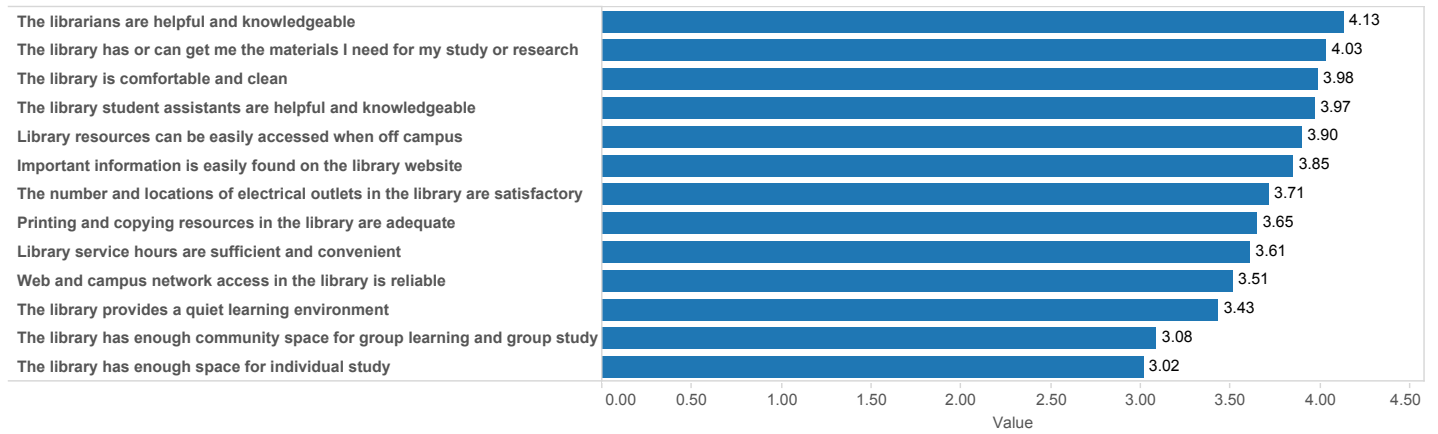
Learning Environment



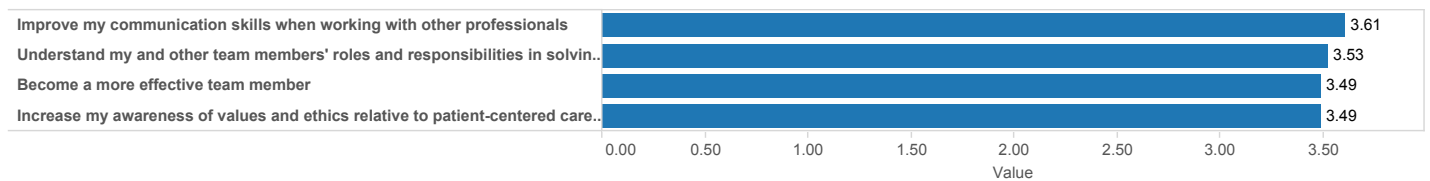
Classroom/labs



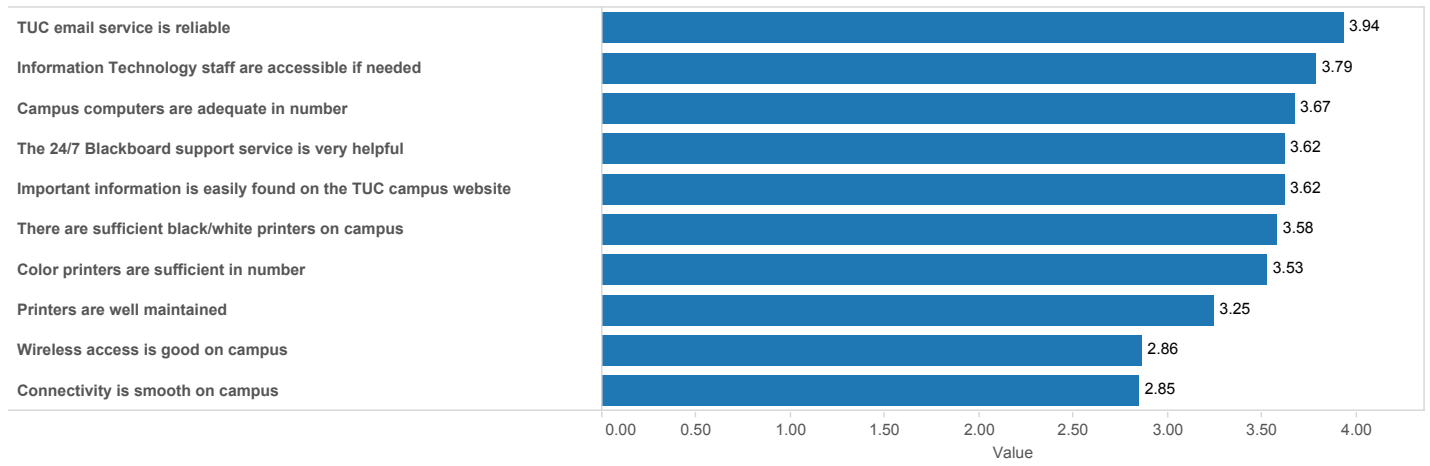
Library



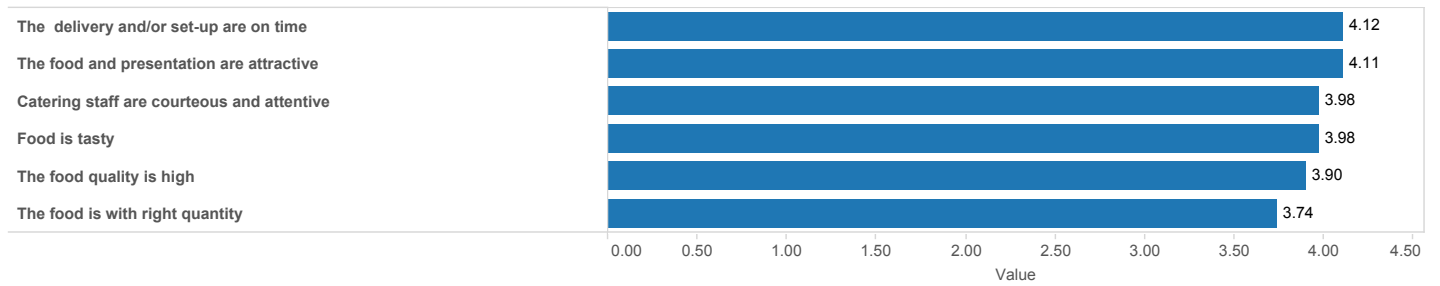
IPE



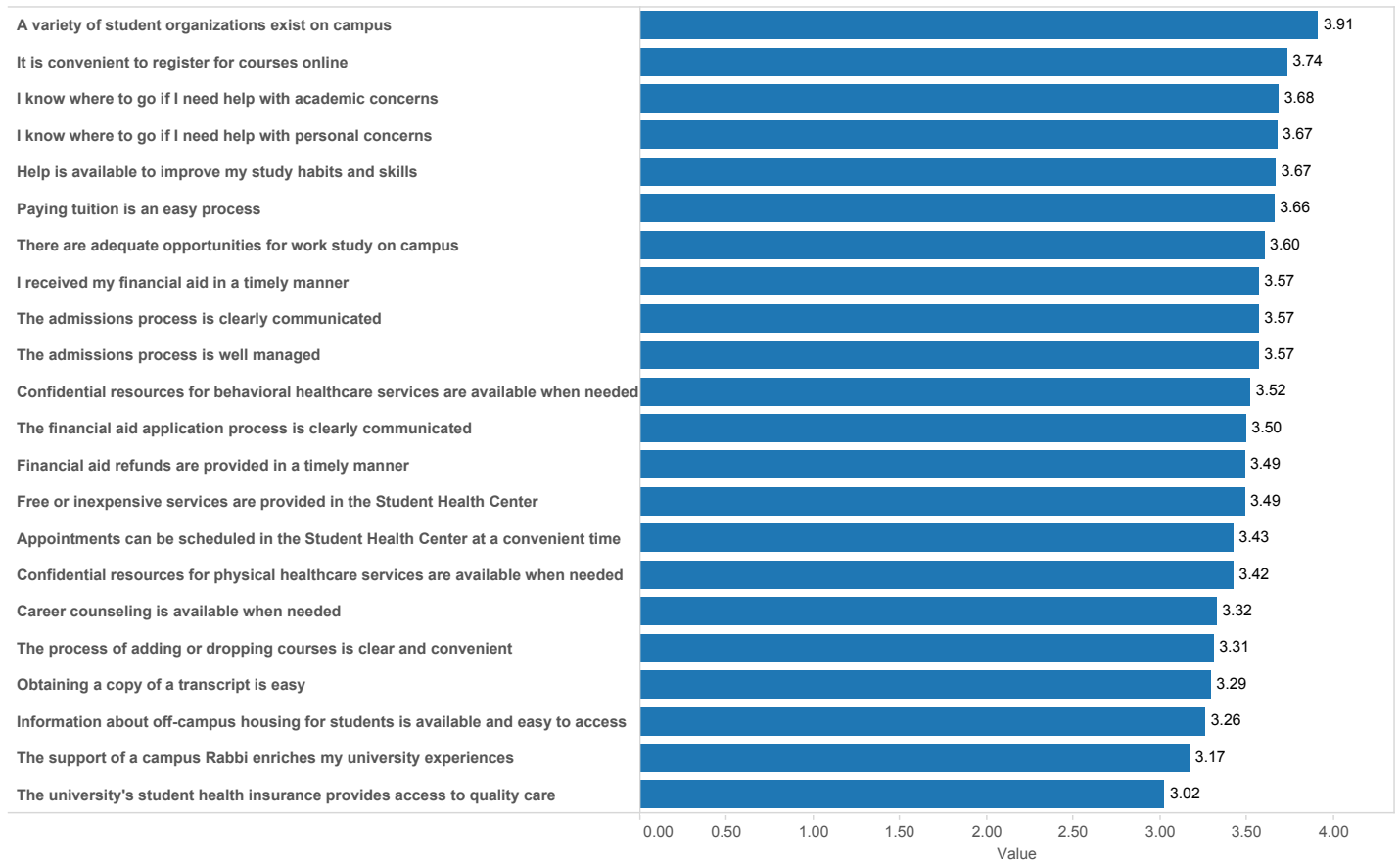
Campus Technology



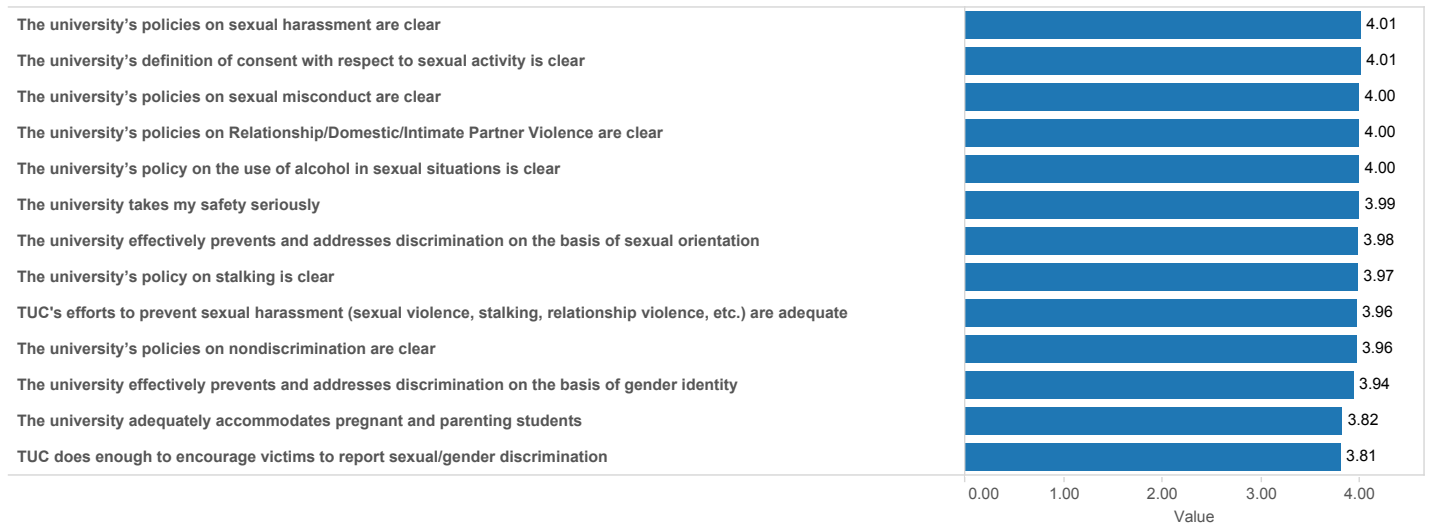
Catering



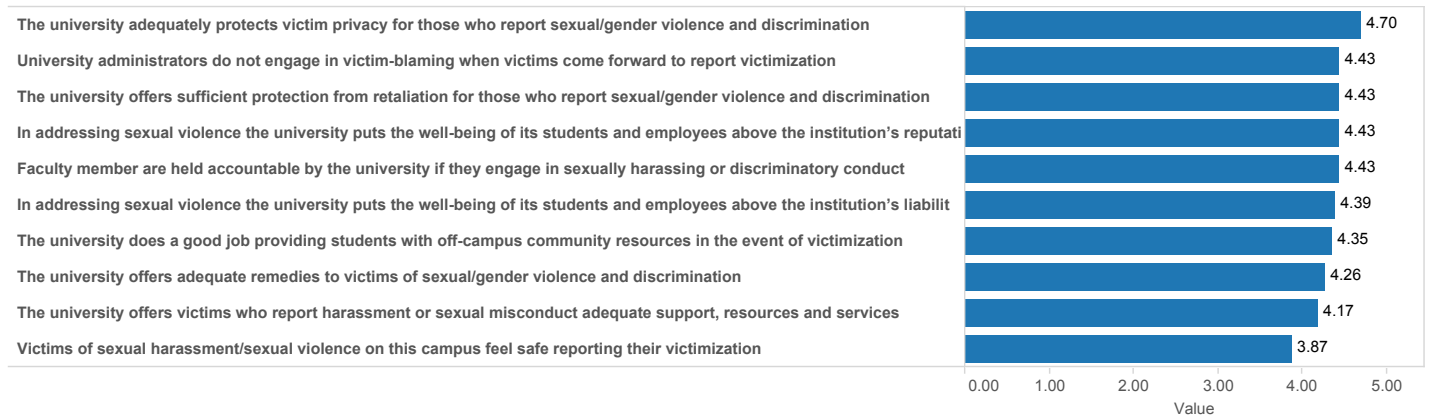
Student Services



Gender inclusion 1



Gender inclusion 2



Appendix B

Section 1: Physical Environment Block Opti

Q1.1

The following statements describe different aspects of the TUC Physical Environment. Please rate your agreement with each statement.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
The institution has adequate study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has research facilities to support instruction and/or scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has varied locations for informal gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has sufficient eating areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate outdoor seating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building signage on campus is sufficient to help visitors navigate the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, it is easy to park on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus have sufficient electrical charging stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicycle racks are sufficient in number on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grounds are well maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms are clean and well maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient trash receptacles on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to locate a recycle bin on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus is well lighted at night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is safe on campus during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is safe on campus at night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security personnel are responsive and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to contact campus security personnel if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1.2



Display This Question:

If The following statements describe different aspects of the TUC Physical Environment. Please rate... **It is safe on campus during the day - Disagree** Is **Selected** [Edit](#)



Or The following statements describe different aspects of the TUC Physical Environment. Please rate... **It is safe on campus during the day - Strongly Disagree** Is **Selected** [Edit](#)

Or The following statements describe different aspects of the TUC Physical Environment. Please rate... **It is safe on campus at night - Disagree** Is **Selected** [Edit](#)

Or The following statements describe different aspects of the TUC Physical Environment. Please rate... **It is safe on campus at night - Strongly Disagree** Is **Selected** [Edit](#)

Please describe the location, the time and the reason why you feel unsafe?

Q1.3



Other comments regarding TUC Physical Environment

Section 2: Learning Environment



Q2.1



The following statements describe different aspects of TUC campus learning environment. Please rate your agreement with each statement

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
University pride is evident among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People feel welcome when they enter the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an inclusive environment for people with diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A culture exists on campus where people are not afraid to ask for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus policy encourages freedom of expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in this university are polite to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work cooperatively with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone is encouraged to participate in co-curricular programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus sponsors extracurricular activities apart from sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good health practices are encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus offers sufficient exercises and recreational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff are willing to help students who have special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff show respect for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff are easy to talk with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.2



Please select the classrooms/labs you use most (select all that apply)

- Lander Hall Lecture A-Room 164
- Lander Hall Lecture B-Room 165
- Lander Hall Classroom 111
- Lander Hall Classroom 113
- Lander Hall Classroom 119
- Lander Hall Classroom 121
- Lander Hall Classroom 160
- Lander Hall Classroom 170
- Lander Hall Physical Diagnostic Room 212
- Lander Hall OMM Lab
- Lander Hall Anatomy Lab
- Lander Hall Auditorium
- Library Computer Lab
- Farragut Inn Classroom A-Room 103
- Farragut Inn Classroom B-Room 106
- Off Campus Classroom(s), please specify:

Q2.3



The following statements describe different aspects of the Classrooms and Labs you selected in the above item. Please rate your agreement with each statement

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
Classrooms are kept clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom seats are comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental noise is kept at a minimum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms temperature is comfortably regulated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom lighting can be adjusted adequately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom sound system is acceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms have enough electrical outlets to power-needed devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projection screens, monitors and white boards are located for easy viewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio-Visual (AV) equipment operates well when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web and campus network access in the classrooms are reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.4



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

Q2.5



The following statements describe different aspects of the TUC Library. Please rate your agreement with each statement

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
The library is comfortable and clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library provides a quiet learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has enough space for individual study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has enough community space for group learning and group study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number and locations of electrical outlets in the library are satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printing and copying resources in the library are adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library service hours are sufficient and convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library student assistants are helpful and knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarians are helpful and knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has or can get me the materials I need for my study or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web and campus network access in the library is reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources can be easily accessed when off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Important information is easily found on the library website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.6



Other comments regarding the TUC Library

Section 3: Interprofessional Education (IPE)



Q3.1



Have you ever participated in any team-based interprofessional education (IPE) events or activities at TUC?

- Yes
- No

Q3.2



Display This Question:
 If Have you ever participated in any team-based interprofessional education (IPE) events or activities at TUC?
 No Is Selected [Edit](#)

Have you ever participated in any team-based IPE events or activities somewhere other than at TUC?

- Yes
- No

Q3.3



Display This Question:
 If Have you ever participated in any team-based interprofessional education (IPE) events or activities at TUC?
 Yes Is Selected [Edit](#)

How many team-based IPE events or activities have you participated in at TUC?

[Click here to edit choices](#)

Q3.4



Display This Question:
 If Have you ever participated in any team-based interprofessional education (IPE) events or activities at TUC?
 Yes Is Selected [Edit](#)
 Or Have you ever participated in any team-based IPE events or activities somewhere other than TUC? Yes
 Is Selected [Edit](#)

The following statements describe IPE experiences. Please rate your agreement with each statement. IPE events/activities help me:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know
Become a more effective team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand my and other team members' roles and responsibilities in solving clinical (health and education) problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my communication skills when working with other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase my awareness of values and ethics relative to patient-centered care (or K-12 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.1



How often do you make food/beverages purchases on campus?

- Daily
- More than once a week
- Once a week
- Less than once a week
- Never

Q4.2



Display This Question:
If How often do you make food/beverages purchases on campus? Never Is Not Selected [Edit](#)

When making a non-vending food purchase, are the portion sizes:

- Too small
- Just right
- Too much

Q4.3



When making a food purchase on campus, would you be interested in more combination option items? (check all that apply)

- Soup/Salad
- Soup/Sandwich
- Salad/Sandwich
- Fresh Mixed Fruit Cup/Sandwich
- Fresh Mixed Fruit Cup/Salad

Q4.4



Would you be interested in:

	Very interested	Interested	Neutral	Not very Interested	Not Interested At All
Buying pre-prepared meals in the vending machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purchasing a pre-paid dining meal card for use in the Dining areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A pre-ordering lunch program option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.5



When not eating on campus, which restaurant(s) would you choose to dine?

Q4.6



When not eating on campus, what is the average amount you spend to eat lunch at a restaurant?

- Less than \$5
- \$5-\$10
- \$11-\$15
- \$16-\$20
- More than \$20

Q4.7



Have you ordered food and/or beverage for a catered event?

- Yes
- No

Q4.8



✕

Display This Question:
 If Have you ordered food and/or beverage for a catered event? Yes Is Selected [Edit](#)

The following statements describe different aspects of TUC catering services. Please rate your agreement with each statement

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	✕ I don't know
Catering staff are courteous and attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The delivery and/or set-up are on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food and presentation are attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food is tasty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food quality is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food is with right quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.9



Overall, how satisfied are you with TUC Dining and Catering Services?

- Very Dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very Satisfied

Q4.10



What additional food/beverage would you like to see available on campus?

Q4.11



Other comments regarding TUC Dining & Catering Services

Q5.1



The following statements describe different aspects of TUC Campus Technology. Please rate your agreement with each statement

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
Campus computers are adequate in number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient black/white printers on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Color printers are sufficient in number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printers are well maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology staff are accessible if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 24/7 Blackboard support service is very helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectivity is smooth on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless access is good on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TUC email service is reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Important information is easily found on the TUC campus website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2



What types of learning strategies or academic uses of digital media/tools would you like to see added into TUC curriculum?

Q5.3



Other comments regarding TUC Technology

Q6.1

The following statements describe different aspects of the TUC Student Services Offices. Please rate your agreement with each statement

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
The admissions process is clearly communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admissions process is well managed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial aid application process is clearly communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for work study on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received my financial aid in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paying tuition is an easy process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid refunds are provided in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is convenient to register for courses online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of adding or dropping courses is clear and convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining a copy of a transcript is easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help is available to improve my study habits and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go if I need help with academic concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go if I need help with personal concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of student organizations exist on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about off-campus housing for students is available and easy to access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free or inexpensive services are provided in the Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's student health insurance provides access to quality care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appointments can be scheduled in the Student Health Center at a convenient time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidential resources for physical healthcare services are available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidential resources for behavioral healthcare services are available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support of a campus Rabbi enriches my university experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling is available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2

Other comments regarding TUC Student Services Departments

Q7.1

My sex or gender has impeded my educational pursuits at TUC.

- Yes
- No
- No Opinion

Q7.2

Display This Question:
 If My sex or gender has impeded my educational pursuits at TUC. Yes Is Selected [Edit](#)

Please describe in detail

Q7.3

Please rate your agreement on the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	^x I Don't Know
The university takes my safety seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TUC's efforts to prevent sexual harassment (sexual violence, stalking, relationship violence, etc.) are adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TUC does enough to encourage victims to report sexual/gender discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policies on nondiscrimination are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policies on sexual harassment are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policy on stalking is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policies on sexual misconduct are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's definition of consent with respect to sexual activity is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policy on the use of alcohol in sexual situations is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university's policies on Relationship/Domestic/Intimate Partner Violence are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university adequately accommodates pregnant and parenting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university effectively prevents and addresses discrimination on the basis of sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university effectively prevents and addresses discrimination on the basis of gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.4



If I experience victimization on the basis on my sex/gender, I would feel most comfortable reporting to:
(check all that apply)

- Campus Security
- Campus Counselor
- Campus Rabbi
- Campus Title IX Coordinator or Investigator
- Faculty
- Student Services Administrators
- Health Provider
- Family
- Friends
- Victim Advocate
- No One
- Other, please describe

Q7.5



Have you been a recipient of unwelcome sexual contact or participated in a sexual misconduct case?

- Yes
- No

Q7.6



Display This Question:

If **Have you been a recipient of unwelcome sexual contact or participated in a sexual misconduct case?**
Yes Is **Selected** [Edit](#)

Please provide your opinion to each of the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	× I Don't Know
Victims of sexual harassment/sexual violence on this campus feel safe reporting their victimization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university offers victims who report harassment or sexual misconduct adequate support, resources and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University administrators do not engage in victim-blaming when victims come forward to report victimization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university adequately protects victim privacy for those who report sexual/gender violence and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university offers adequate remedies to victims of sexual/gender violence and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university offers sufficient protection from retaliation for those who report sexual/gender violence and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In addressing sexual violence the university puts the well-being of its students and employees above the institution's reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In addressing sexual violence the university puts the well-being of its students and employees above the institution's liability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university does a good job providing students with off-campus community resources in the event of victimization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty member are held accountable by the university if they engage in sexually harassing or discriminatory conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Copy Items From...

Create a New Question