

## Student Satisfaction Inventory and Institutional Priorities Survey, 2004

### Executive Summary

#### Highlights of the Survey Results

Undergraduate and graduate students share the following as a **strength**:

- Academic advisors are knowledgeable about requirements in the major.

Additional **strengths** perceived by undergraduate students:

- Students are able to socialize with other students on campus.
- The content of the courses within students' major is valuable.
- There is a good variety of courses provided on this campus.

Additional **strengths** perceived by graduate students:

- Academic advisors are approachable.
- Class change policies are reasonable.
- Faculty are available after class and during office hours.
- Faculty provide timely feedback about student progress in a course.
- The use of technology by faculty in the classroom has been helpful to students.

**Challenges** identified by both undergraduate and graduate students:

- Getting the "run-around" when seeking information
- Conflicts in registering for classes
- Tuition paid as a worthwhile investment
- Channels for expressing student complaints

Additional **challenges** perceived by undergraduate students:

- Faculty being fair and unbiased in their treatment of individual students
- Faculty providing timely feedback about student progress in a course
- Faculty taking into consideration student differences as they teach a course
- Academic advisors helping students set goals to work toward
- The assessment and course placement procedures being reasonable
- This institution showing concern for students as individuals

Additional **challenges** perceived by graduate students:

- Variety of courses provided
- Commitment to academic excellence
- Library resources and services

In addition, the following is perceived as a **challenge** by faculty:

- Intellectual growth experienced by students

Following the highlights is the introduction to and detailed results of the two surveys.

## Introduction

The Student Satisfaction Inventory (SSI, filled out by students), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. The Institutional Priorities Survey (IPS, filled out by faculty, administrators, and staff), closely parallel to SSI, assesses the priority that faculty, administrators, and staff believe the institution should place on the same range of student experiences. SSI and IPS together can be used to set priorities that are closely aligned with those of the students, pinpoint distinctive competencies, and identify challenges in need of improvement.

SSI consists of 73 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. For each item, students are asked to rate both the level of importance (a scale of 1 to 7, with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT) and level of satisfaction (a scale of 1 to 7, with 1 as NOT SATISFIED AT ALL and 7 as VERY SATISFIED). The difference in the importance and satisfaction ratings is considered as a performance gap. (For St. John's University as a whole, the median performance gap for Queens Campus is 1.5, and for Staten Island is 1.1.)

IPS consists of 50 standard items and 10 additional ones supplied by St. John's University. As with SSI, two questions are asked for each item. One question is "How important is it that your institution meets the student expectation?" and the other is "What is your level of agreement that your institution is meeting this expectation?" The level of importance is on a 7-point scale, the same as that in SSI, and the level of agreement is also on a 7-point scale (with 1 as STRONGLY DISAGREE and 7 as STRONGLY AGREE).

Both strengths and challenges have been identified in this summary. Strengths are the areas of high importance, high satisfaction, and small gaps. Challenges are the areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement. (Appendix III provides the formulas used to identify strengths and challenges.)

In spring 2004, three separate sample groups were randomly selected for SSI at St. John's University. They were undergraduates on Queens campus (946 participants, 10% of student population), undergraduates on Staten Island (429, 25%), and graduate students of both Queens and SI campuses (331, 7%). Students filled out SSI hardcopies in the classroom. For IPS, all St. John's full-time faculty, administrators, and staff were invited through email to fill out IPS online. The overall response rate is 24%, with 19% for faculty (Queens 18%, SI 30%), 37% for administrators (Queens 36%, SI 51%), and 15% for staff (Queens 15%, SI 7%).

The identification of challenges and strengths is based on the distribution of ratings on importance and satisfaction (agreement for IPS), and gaps within each category (students, faculty, administrators, and staff) of survey participants, not based on the cross-category comparative data. Therefore, it is meaningful to look at an item identified as a challenge from SSI and then see whether this item is a challenge or a strength from IPS, and it is sometimes misleading to compare a rating from SSI with a rating from IPS (e.g., comparing an SSI satisfaction score with an IPS agreement score to see which category is more satisfied) because the ranges of ratings differ from category to category. The Spring 2004 data indicate

that both importance and satisfaction ratings by students (SSI) are fairly lower than by faculty, administrators, and staff (IPS).

## Summary for the College of Pharmacy

For the College of Pharmacy, the undergraduate sample size is 113 (7% of student population) and the graduate sample size is 58 (11%). The demographic characteristics of the student sample indicate that the sample represents the student population fairly well.

From the College of Pharmacy, 6 faculty members, and 6 administrators and staff (combined), participated in IPS.

This summary has two parts: Part One, Undergraduates; Part Two, Graduate Students.

### Part One: Undergraduates

#### Overall satisfaction

There are three questions at the end of SSI that ask for student overall satisfaction, and the same three questions are also in IPS with the following instructions: “Indicate how you believe students at this institution would respond to the following questions”. The mean scores of these three questions are as follows. (The ratings of these three questions are all on a 7-point scale. For Question 99, the value of 1 is defined as MUCH WORSE THAN I EXPECTED, 4 as ABOUT WHAT I EXPECTED, and 7 as MUCH BETTER THAN I EXPECTED; for Question 100, 1 is defined as NOT SATISFIED AT ALL, 4 as NEUTRAL, and 7 as VERY SATISFIED; for Question 101, 1 is defined as DEFINITELY NOT, 4 as I DON’T KNOW, and 7 as DEFINITELY YES.)

Item #	Item	PHA Students	PHA Faculty	PHA Adm & Staff	SJU Students
99	So far, how has your college experience met your expectations?	4.1	4.2	4.2	4.0
100	Rate your overall satisfaction with your experience thus far.	4.3	4.8	5.2	4.4
101	All in all, if you had to do it over, would you enroll here again?	4.6	5.0	5.8	4.3

The above results indicate that the overall satisfaction ratings by Pharmacy students are similar to those by all the students of the University. However, the ratings by Pharmacy faculty, administrators, and staff are fairly higher than the ratings by Pharmacy students. Please note that for the items with both importance and satisfaction/agreement ratings, both ratings (importance and satisfaction/agreement) by faculty, administrators, and staff are also higher than by students.

## SSI strengths compared with IPS data

Following are the strengths identified by students in the College of Pharmacy, together with perceptions by faculty, administrators, and staff in the College of Pharmacy. The results of all St. John's students on Queens campus are also provided for comparison purposes. The values are item mean scores, challenges are in blue and strengths in red, and a blank indicates that the item is not listed in IPS or the number of participants is too small (fewer than five) to generate meaningful results. The item number and contents are all from SSI unless noted with an asterisk which indicates an IPS item. (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
51	This institution has a good reputation within the community.	6.2	4.8	6.5	5.3	6.5	6.0	6.1	4.8
79	St. John's Central is easy and convenient to use.	6.3	5.0	6.7	5.2	5.8	6.0	6.2	5.1
75	I have been able to socialize with other students on campus.	6.2	5.0					6.1	5.1
8	The content of the courses within my major is valuable.	6.5	5.0	6.8	6.0	6.6	5.8	6.5	5.0
69	There is a good variety of courses provided on this campus.	6.3	4.9	6.0	5.3	6.4	6.2	6.3	4.9
33	My academic advisor is knowledgeable about requirements in my major.	6.5	5.1	7.0	4.3	6.8	6.2	6.5	5.0

The above table indicates: 1) Students and faculty agree that the content of the courses within the major is valuable; 2) Students, administrators, and staff agree that there is a good variety of courses provided; 3) The following item is perceived as a strength by students, but as a challenge by faculty: Academic advisors being knowledgeable about requirement in the major.

Additional strengths perceived by faculty:

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
72	On the whole, the campus is well-maintained.	6.2	4.7	6.7	5.8	6.3	6.5	6.2	4.9
2	The campus staff are caring and helpful.	6.1	4.3	6.7	5.5	6.4	5.7	6.1	4.4
3	Faculty care about me as an individual.	5.9	4.1	6.7	5.7	6.2	5.5	6.0	4.3

Additional strengths perceived by administrators and staff:

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
45	Students are made to feel welcome on this campus.	6.1	4.2	6.5	5.2	6.5	6.2	6.1	4.4
55	Major requirements are clear and reasonable.	6.3	4.8	6.5	5.0	6.4	6.2	6.3	4.8
54	* Religion is an important part of the campus experience.			6.0	5.8	6.4	6.2		

## SSI challenges compared with IPS data

The following are challenges identified by students, together with the ratings by faculty, administrators, and staff of the College of Pharmacy, and by all St. John's students on Queens campus.

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
27	The personnel involved in registration are helpful.	6.4	4.3	6.7	4.0	6.2	5.0	6.2	4.5
36	Security staff respond quickly in emergencies.	6.4	4.3	7.0	4.7	6.5	5.4	6.2	4.5
57	I seldom get the "run-around" when seeking information on this campus.	6.3	3.4	6.5	3.7	6.2	3.8	6.1	3.6
12	Financial aid awards are announced to students in time to be helpful in college planning.	6.4	4.1			6.3	4.6	6.2	4.1
28	Parking lots are well-lighted and secure.	6.3	4.3	6.5	4.8	6.4	5.2	6.0	4.5
11	Billing policies are reasonable.	6.2	3.4			5.8	4.6	6.1	3.6
17	Adequate financial aid is available for most students.	6.5	3.8					6.3	4.0
19	My academic advisor helps me set goals to work toward.	6.2	4.1	6.5	4.5	6.3	5.2	6.2	4.4
21	The amount of student parking space on campus is adequate.	6.3	2.9	5.7	2.5			6.0	2.7
25	Faculty are fair and unbiased in their treatment of individual students.	6.4	4.2	6.7	5.4	6.4	5.7	6.4	4.5
34	I am able to register for classes I need with few conflicts.	6.6	3.7	6.2	4.7	5.8	5.5	6.5	4.2
35	The assessment and course placement procedures are reasonable.	6.3	4.3			6.5	5.7	6.2	4.6
38	There is an adequate selection of food available in the cafeteria.	6.2	3.6	5.8	5.5	4.5	4.4	5.9	4.1
47	Faculty provide timely feedback about student progress in a course.	6.2	4.1	6.7	5.0	6.0	5.7	6.2	4.4
53	Faculty taking into consideration student differences as they teach a course.	6.1	4.1	6.2	4.4			6.1	4.3
59	This institution shows concern for students as individuals.	6.2	3.9	6.3	4.2	6.2	6.3	6.2	4.2
66	Tuition paid is a worthwhile investment.	6.4	3.5	6.5	5.5	6.5	6.0	6.4	3.7
71	Channels for expressing student complaints are readily available.	6.1	3.8	6.3	4.7	6.0	6.0	6.0	3.9
73	Student activities fees are put to good use.	6.2	3.3					6.0	3.7

## Additional challenges perceived by faculty:

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
4	Admissions staff are knowledgeable.	6.0	4.5	6.7	4.2	6.8	4.8	6.1	4.4
74	I have found quiet places to study on campus.	6.6	4.8	6.5	3.3	6.2	4.7	6.3	4.9
18	Library resources and services are adequate.	6.4	4.7	6.8	4.2	6.3	5.8	6.1	4.8
39	I am able to experience intellectual growth here.	6.3	4.5	6.8	4.3	6.5	5.8	6.3	4.7
61	Adjunct faculty are competent as classroom instructors.	6.1	4.5	6.8	4.0			6.1	4.6

Additional challenges perceived by administrators & staff:

Item #	Item	PHA Students		PHA Faculty		PHA Adm. & Staff		SJU Students	
		I	S	I	A	I	A	I	S
7	The campus is safe and secure for all students.	6.5	4.9	7.0	5.0	6.4	5.5	6.4	5.1
65	Faculty are usually available after class and during office hours.	6.3	4.7	6.5	5.5	6.4	5.5	6.3	5.0

## Part Two: Graduate Students

### Overall satisfaction

Item #	Item	PHA Students	SJU Students
99	So far, how has your college experience met your expectations?	3.9	4.3
100	Rate your overall satisfaction with your experience thus far.	4.2	4.8
101	All in all, if you had to do it over, would you enroll here again?	4.1	4.8

### SSI strengths

The following are strengths identified by graduate students of the College of Pharmacy, together with the ratings by all St. John's graduate students on Queens and SI campuses (combined).

Item #	Item	PHA Students		SJU Students	
		I	S	I	S
6	My academic advisor is approachable.	6.4	5.5	6.3	5.4
33	My academic advisor is knowledgeable about requirements in my major.	6.4	5.2	6.4	5.4
50	Class change (drop/add) policies are reasonable.	6.0	5.0	6.0	5.0
7	The campus is safe and secure for all students.	6.4	5.2	6.4	5.3
81	The use of technology by faculty in the classroom has been helpful to me.	6.1	5.1	5.8	5.0
26	Computer labs are adequate and accessible.	6.3	5.1	6.2	4.7
65	Faculty are usually available after class and during office hours.	6.2	5.0	6.2	5.2
47	Faculty provide timely feedback about student progress in a course.	6.0	4.9	6.1	4.9
77	Instruction in the use of library resources has been sufficient for me.	6.0	4.8	5.7	4.9

### SSI challenges

The following are challenges identified by graduate students of the College of Pharmacy, together with the ratings by all St. John's graduate students on Queens and SI campuses (combined).

Item #	Item	PHA Students		SJU Students	
		I	S	I	S
18	Library resources and services are adequate.	6.2	4.4	6.1	4.7
17	Adequate financial aid is available for most students.	6.4	4.3	6.0	4.1
11	Billing policies are reasonable.	6.0	4.0	6.0	4.1
57	I seldom get the “run-around” when seeking information on this campus.	5.8	4.0	6.0	4.1
66	Tuition paid is a worthwhile investment.	6.3	3.9	6.3	4.3
73	Student activities fees are put to good use.	5.8	3.8	5.7	4.0
71	Channels for expressing student complaints are readily available.	5.9	3.6	5.8	4.1
69	There is a good variety of courses provided on this campus.	6.1	4.5	6.3	4.8
34	I am able to register for classes I need with few conflicts.	6.3	4.5	6.4	4.9
36	Security staff respond quickly in emergencies.	6.3	4.4	6.2	4.7
41	There is a commitment to academic excellence on this campus.	6.3	4.3	6.1	4.7
12	Financial aid awards are announced to students in time to be helpful in college planning.	6.0	4.3	5.7	4.2
38	There is an adequate selection of food available in the cafeteria.	6.0	3.8	5.5	4.1

Appendixes I to II provide aggregated mean scores for all the items in SSI and IPS. The SSI data are aggregated by college, and IPS data by employee category (faculty, administrator, and staff).