



Institutional Priorities Survey (IPS), 2007 Compared with SSI 2007

St. John's University

Executive Summary

This executive summary consists of the following four parts:

1. Highlights of the Survey Results
2. Introduction to the Survey
3. Queens Campus: Strengths & Challenges
4. Staten Island Campus: Strengths & Challenges

Part 1: Highlights of Survey Results

1. Queens Campus

Both students and faculty perceive the following as strengths:

- Faculties are available after class and during office hours.
- St. John's has a good reputation within the community.
- The campus is well-maintained.

Faculty, administrators, and staff agree on these strengths:

- Students are made to feel welcome on this campus.
- There is a good variety of courses provided on this campus.
- There is a strong commitment to racial harmony on this campus.

Both faculty and administrators perceive the following to be strengths:

- Academic advisors are concerned about students' success as individuals.
- Major requirements are clear and reasonable.
- Nearly all of the faculties are knowledgeable in their field.

Faculty, administrators, and staff are in agreement with students on the following as challenges:

- Students getting the "run-around"
- Billing policies
- The timing of announcing financial aid

Faculty, administrators, and staff perceive the following as a challenge:

- Admission counselors' portraying the campus in their recruiting practices

Faculty members agree with administrators in these challenges:

- Living conditions in the residence halls
- Commitment to academic excellence on this campus
- The university website being easy and convenient to use

Both students and staff regard the following as a challenge:

- Conflicts in student registration for classes

The following is identified as a strength by faculty, but a challenge by students, administrators, and staff:

- Faculty providing timely feedback about students' progress in their courses

The following is perceived as a challenge by students, but a strength by faculty and staff.

- Tuition paid as a worthwhile investment

2. Staten Island Campus

The following are identified as strengths by students, faculty, administrators, and staff:

- The campus staff are caring and helpful.
- Faculty care about students as individuals.
- Academic advisors are approachable.
- The campus is safe and secure for all students.

Administrators and staff agree with the students on the following as a strength:

- The academic advisors are concerned about students' success as individuals.

The following is perceived as a strength by both students and faculty:

- Faculties are available after class and during office hours.

Faculty, administrators and staff agree on the following as strengths:

- Students are made to feel welcome on this campus.
- Security staff respond quickly in emergencies.

Students, faculty, administrators, and staff agree on the following challenges:

- The variety of courses provided on the campus

Both students and faculty perceive the following as challenges:

- Conflicts in students' registering classes
- Commitment to academic excellence on the campus

The following are challenges identified by students, administrators and staff:

- Students getting the "run-around"
- Tuition paid as a worthwhile investment
- Student's activities fees being put into good use
- Billing policies

Faculty, administrators, and staff are in agreement on the following challenges:

- The instruction in the major field
- The quality of instruction in most classes
- University website being easy and convenient to use.

The following is perceived as a strength by faculty, but a challenge by students:

- Faculty providing timely feedback about students' progress in their courses

The following is identified as a challenge by faculty, but a strength by administrators and staff:

- Financial aid counselors being helpful

3. Summary

In general, the IPS results are consistent with the findings from other surveys. Such areas as the availability of faculty, academic advisors being concerned about students' success, and St. John's reputation in the community have been identified as strengths. The challenges include students getting the "run-around" and conflicts in student

registration for classes. In addition, the variety of courses has been perceived as a strength on Queens campus, but a challenge on Staten Island campus.

For most areas in IPS, faculty, administrators, and staff agree, or are not in conflict, with students about their experiences. There is a conflict, however, in the following areas: 1) Faculty providing timely feedback, identified as a strength by faculty, but as a challenge by students; 2) Tuition paid as a worthwhile investment, perceived as a strength by the Queens faculty, but as a challenge by students on both campuses, and also a challenge by administrators and staff on Staten Island campus.

It's important to identify strengths and challenges, and it's even more important to find out solutions to the challenges and work hard on them. Enhancing the level of student engagement has been one of St. John's priorities, and it needs the effort from all members of St. John's community – faculty, administrators, and staff.

Part 2: Introduction

The Institutional Priorities Survey (IPS) closely parallels the Student Satisfaction Inventory (SSI). SSI, a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. IPS assesses the priority that faculty, administrators, and staff believe the institution should place on the same range of student experiences.

IPS consists of 50 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. 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 (with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT), and the level of agreement is also on a 7-point scale (with 1 as STRONGLY DISAGREE and 7 as STRONGLY AGREE).

In Spring 2007, all St. John's full-time faculty, administrators, and staff were invited through email to fill out IPS online. The overall response rate is 41%, with 52% for faculty (Queens 50%, SI 69%), 43% for administrators (Queens 42%, SI 57%), and 28% for staff (Queens 28%, SI 25%). The survey respondents are fairly representative of the employee population in terms of gender and ethnicity. The data presented in this summary are aggregated by campus and by employee status. For Staten Island campus, the data for staff are combined with the data for administrators due to the fact that the number of staff participants (only 14) is too small to generate meaningful results.

Both strengths and challenges for IPS have been identified with the same formula as for SSI. Strengths are the areas of high importance, high level of agreement, and small gaps (gap: importance rating minus agreement rating). Challenges are the areas of high importance, low level of agreement, and large gaps. The data are presented by campus, Queens and Staten Island separately. Within each campus, IPS data are first compared with SSI undergraduate data, and then additional information from IPS is provided.

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 2007 data indicate that both importance and satisfaction ratings by students (SSI) are fairly lower than by faculty, administrators, and staff (IPS).

Part 3: Queens Campus

1. IPS data compared with SSI Strengths:

Following are the 10 Strengths identified by Queens undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff. The values are item mean scores, Strengths are in blue and Challenges in red, and a blank indicates that the item is not listed in IPS (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
44. Faculty are usually available after class and during office hours.	6.5	5.7	6.4	4.9	6.6	5.4	6.1	5.1
35. This institution has a good reputation within the community.	6.5	5.8	6.4	5.4	6.6	5.7	6.1	5.2
49. On the whole, the campus is well-maintained.	6.4	5.8	6.3	5.6	6.5	5.9	6.1	5.1
6. The campus is safe and secure for all students.	6.7	5.6	6.9	5.6	6.8	5.5	6.3	5.3
5. Academic advisors are approachable.	6.7	5.6	6.7	5.3	6.8	5.6	6.3	5.1
19. Computer labs are adequate and accessible.	6.4	5.5	6.3	5.4	6.5	5.5	6.1	5.0
56. St. John's Central is easy and convenient to use.	6.3	5.3	6.3	4.9	6.5	5.6	6.3	5.4
75. I have been able to socialize with other students on campus.							6.1	5.1
80. I use my campus email account regularly.							6.1	5.6
81. The use of technology by faculty in the classroom has been helpful to me.							6.1	5.2

The above table indicates that the following three items are perceived as strengths by both students and faculty: 1) Faculties are available after class and during office hours, 2) St. John's has a good reputation within the community, and 3) The campus is well-maintained. The rest of the items that students identified as strengths, are perceived as neither strengths nor challenges by faculty, administrators, and staff.

Additional strengths perceived by faculty, administrators, and staff:

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
30. Students are made to feel welcome on this campus.	6.6	5.8	6.6	5.5	6.6	5.8	6.0	4.7
47. There is a good variety of courses provided on this campus.	6.5	6.0	6.5	5.6	6.6	5.8	6.3	5.0
42. There is a strong commitment to racial harmony on this campus.	6.6	6.0	6.5	5.5	6.6	5.8	5.9	4.9
11. Academic advisors are concerned about students' success as individuals.	6.6	5.8	6.6	5.4	6.6	5.4	6.2	4.8
37. Major requirements are clear and reasonable.	6.6	6.0	6.5	5.6	6.6	5.6	6.2	4.8
46. Nearly all of the faculty are knowledgeable in their field.	6.8	6.0	6.7	5.6	6.7	5.5	6.3	5.0
7. The content of the courses within each major is valuable	6.7	5.8	6.6	5.2	6.6	5.7	6.4	5.0
2. Faculty care about students as individuals.	6.7	5.8	6.6	5.0	6.6	5.5	5.9	4.5
43. Student disciplinary procedures are fair.	6.5	6.0	6.4	5.7	6.5	5.5	5.8	4.5
1. The campus staff are caring and helpful.	6.6	5.7	6.8	5.5	6.8	5.8	6.1	4.7
20. The personnel involved in registration are helpful.	6.3	5.2	6.4	5.3	6.7	5.8	6.0	4.7
27. Students are able to experience intellectual growth here.	6.8	5.6	6.6	5.2	6.7	5.7	6.2	4.8
29. Academic support services adequately meet the needs of students.	6.5	5.4	6.6	5.3	6.7	5.7	5.9	4.6
1. The campus staff are caring and helpful.	6.6	5.7	6.8	5.5	6.8	5.8	6.1	4.7

As the above table indicates, faculty, administrators, and staff agree on these strengths: 1) Students are made to feel welcome on this campus, 2) There is a good variety of courses provided on this campus, and 3) There is a strong commitment to racial harmony on this campus. In addition, both faculty and administrators perceive the following to be strengths: 1) Academic advisors are concerned about students' success as individuals, 2) Major requirements are clear and reasonable, and 3) Nearly all of the faculty are knowledgeable in their field. Both faculty and staff perceive the content of the courses within each major as a strength. However, faculty caring about students as individuals, a challenge by administrators, is perceived as a strength by faculty.

2. IPS data compared with SSI Challenges

Following are the challenges identified by Queens undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff.

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
9. Billing policies are reasonable.	6.3	4.7	6.3	4.6	6.5	5.0	6.1	3.7
10. Financial aid awards are announced to students in time to be helpful in college planning.	6.6	4.9	6.6	4.9	6.7	5.0	6.2	4.2
38. Students seldom get the "run-around" when seeking information on this campus.	6.5	4.4	6.5	3.8	6.6	4.4	6.0	3.9

4. Financial aid counselors are helpful.	6.6	5.0	6.7	5.1	6.8	5.6	6.0	4.2
31. Faculty provide timely feedback about student progress in their courses.	6.6	5.8	6.5	4.7	6.6	5.3	6.1	4.5
23. Students are able to register for classes they need with few conflicts.	6.3	5.0	6.3	4.9	6.6	5.1	6.4	4.4
45. Tuition paid is a worthwhile investment.	6.6	5.7	6.6	5.1	6.6	5.6	6.3	3.9
13. Adequate financial aid is available for most students.	6.5	5.5	6.5	5.2	6.6	5.4	6.3	4.1
15. Academic advisors help students set goals to work toward.	6.2	5.2	6.3	5.1	6.7	5.5	6.1	4.5
26. There is an adequate selection of food available in the cafeteria.	5.7	4.9	6.0	4.2	6.2	5.0	5.9	3.8
50. Student activities fees are put to good use.	6.1	5.2	6.1	4.9	6.3	5.1	6.0	4.0
33. There are adequate services to help students decide upon a career.	6.3	5.4	6.4	5.3	6.6	5.5	6.1	4.6
40. This institution shows concern for students as individuals.	6.6	5.7	6.6	5.3	6.6	5.5	6.1	4.3
29. It is an enjoyable experience to be a student on this campus.							6.2	4.6
77. Instruction in the use of library resources has been sufficient for me.							6.2	4.4

The above table reveals that faculty, administrators, and staff are in agreement with students that these three items are challenges: billing policies, the timing of announcing financial aid, and getting the “run-around”. Financial aid counselors’ helpfulness is identified as a challenge by students, faculty and administrators. Furthermore, faculty providing timely feedback about students’ progress, a strength by faculty, is identified as a challenge by students, administrators, and staff. Both students and staff regard the conflicts in student registration for classes as a challenge. Tuition paid as a worthwhile investment, a challenge by students, is identified as a strength by faculty and staff.

Additional challenges perceived by faculty, administrators, and staff:

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
32. Admissions counselors accurately portray the campus in their recruiting practices.	6.5	5.0	6.5	4.8	6.6	5.3	5.8	4.4
17. Living conditions in the residence halls are comfortable.	6.3	4.7	6.4	4.6	6.5	5.2	5.5	4.1
28. There is a commitment to academic excellence on this campus.	6.7	5.3	6.7	5.1	6.8	5.7	6.2	4.7
55. The University website is easy and convenient to use.	6.3	4.9	6.4	4.3	6.5	5.5		
18. Faculty are fair and unbiased in their treatment of individual students.	6.8	5.9	6.6	5.0	6.8	5.4	6.2	4.7
39. The quality of instruction students receive in most of their classes is excellent.	6.7	5.6	6.6	4.9	6.7	5.3	6.3	4.7
3. Admissions staff are knowledgeable.	6.5	5.1	6.6	5.2	6.8	5.6	6.0	4.6
41. Adjunct faculty are competent as classroom instructors.	6.6	5.3	6.5	5.2	6.5	5.4	6.0	4.8
21. Parking lots are well-lighted and secure.	6.5	5.5	6.5	5.2	6.6	5.3	5.8	4.7

25. Security staff respond quickly in emergencies. 6.7 5.7 6.8 5.5 **6.8** **5.4** 6.0 4.7

Admission counselors accurately portraying the campus in their recruiting practices is identified as a challenge by faculty, administrators, and staff. Faculty members agree with administrators in these three challenges: living conditions in the residence halls, commitment to academic excellence, and the university website being easy and convenient to use. Moreover, faculty being fair and unbiased in their treatment of individual students and the quality of instruction students receive in most of their classes are perceived as challenges by both administrators and staff.

Part 4. Staten Island Campus

IPS data compared with SSI Strengths:

Following are the 14 Strengths identified by Staten Island undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff. The values are item mean scores, Strengths are in blue and Challenges in red, and a blank indicates that the item is not listed in IPS (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item	Faculty		Admin & Staff		Student	
	I	A	I	A	I	S
1. The campus staff are caring and helpful.	6.8	6.2	6.9	6.4	6.0	5.3
2. Faculty care about students as individuals.	6.7	6.1	6.8	6.1	5.9	5.3
5. Academic advisors are approachable.	6.7	6.1	6.8	6.4	6.2	5.6
6. The campus is safe and secure for all students.	6.8	6.3	6.9	6.1	6.1	5.6
44. Faculty are usually available after class and during office hours.	6.5	6.1	6.6	5.5	5.9	5.2
11. Academic advisors are concerned about students' success as individuals.	6.6	6.0	6.8	6.2	6.0	5.4
19. Computer labs are adequate and accessible.	6.5	5.9	6.6	6.2	5.9	5.5
35. This institution has a good reputation within the community.	6.6	5.9	6.6	5.8	5.9	5.3
49. On the whole, the campus is well-maintained.	6.5	6.2	6.6	5.6	5.9	5.2
51. Students can find quiet places to study on campus.	6.5	5.9	6.7	5.9	5.9	5.3
56. St. John's Central is easy and convenient to use.	6.5	5.9	6.6	5.7	6.1	5.4
75. I have been able to socialize with other students on campus.					6.0	5.3
32. Tutoring services are readily available.					5.9	5.3
81. The use of technology by faculty in the classroom has been helpful to me.					5.9	5.2

The following are identified as strengths by all four categories of survey participants: 1) The campus staff are caring and helpful, 2) Faculty care about students as individuals, 3) Academic advisors are approachable, and 4) The campus is safe and secure for all students. Availability of faculty is perceived as strength by both students and faculty. In addition, administrators and staff agree with the students on the strength that the academic advisors are concerned about student's success as individuals.

Additional strengths perceived by faculty, administrators, and staff:

Item	Faculty		Admin & Staff		Students	
	I	A	I	A	I	S
25. Security staff respond quickly in emergencies.	6.7	6.2	6.8	6.2	6.0	5.1
30. Students are made to feel welcome on this campus.	6.7	6.1	6.8	6.1	6.0	5.1
37. Major requirements are clear and reasonable.	6.7	6.2	6.6	5.9	6.0	5.2
3. Admissions staff are knowledgeable.	6.6	5.7	6.8	6.1	6.0	5.2
8. Administrators are approachable to students.	6.2	5.7	6.9	6.4	5.8	5.3
15. Academic advisors help students set goals to work toward.	6.3	5.7	6.7	6.0	5.9	5.1
20. The personnel involved in registration are helpful.	6.3	5.6	6.7	6.2	5.9	5.2

The above table indicates that faculty, administrators and staff agree on the following as strengths: 1) Security staff respond quickly in emergencies, and 2) Students are made to feel welcome on this campus.

IPS data compared with SSI Challenges:

Following are the challenges identified by undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff.

Item	Faculty		Admin & Staff		Students	
	I	A	I	A	I	S
47. There is a good variety of courses provided on this campus.	6.6	5.1	6.7	4.5	6.0	4.8
23. Students are able to register for classes they need with few conflicts.	6.5	5.6	6.7	5.7	6.1	4.9
28. There is a commitment to academic excellence on this campus.	6.8	5.4	6.7	5.6	5.9	5.0
9. Billing policies are reasonable.	6.3	5.1	6.7	5.2	5.8	4.5
38. Students seldom get the "run-around" when seeking information on this campus.	6.4	5.6	6.8	5.3	5.8	4.6
45. Tuition paid is a worthwhile investment.	6.5	6.0	6.7	5.3	5.9	4.6
50. Student activities fees are put to good use.	6.2	5.6	6.6	4.9	5.8	4.6

31. Faculty provide timely feedback about student progress in their courses.	6.7	6.1	6.6	5.7	5.9	5.0
10. Financial aid awards are announced to students in time to be helpful in college planning.	6.5	5.5	6.8	5.7	5.9	4.9
13. Adequate financial aid is available for most students.	6.3	5.7	6.8	5.6	6.0	4.7
16. The amount of student parking space on campus is adequate.	5.8	5.0	6.2	4.8	5.9	4.0
33. There are adequate services to help students decide upon a career.	6.5	5.6	6.7	5.4	6.0	5.0
29. It is an enjoyable experience to be a student on this campus.					6.0	5.0
77. Instruction in the use of library resources has been sufficient for me.					5.9	4.9

The variety of courses is identified as a challenge by all four categories of survey participants. Conflicts in registering for classes and commitment to academic excellence are perceived as challenges by both students and faculty. The following are challenges identified by students, administrators and staff: billing policies, getting the “run-around”, tuition paid as a worthwhile investment, and students’ activities fees being put into good use. In addition, faculty providing timely feedback, a challenge by students, is perceived as a strength by faculty.

Additional challenges perceived by faculty, administrators, and staff:

Item	Faculty		Admin & Staff		Student	
	I	A	I	A	I	S
39. The quality of instruction students receive in most of their classes is excellent.	6.6	5.4	6.8	5.2	6.0	5.1
12. The instruction in major fields is excellent.	6.8	5.5	6.9	5.6	6.1	5.2
55. The University website is easy and convenient to use	6.5	5.4	6.6	4.9		
14. Library resources and services are adequate.	6.6	5.5	6.5	5.8	5.8	5.2
27. Students are able to experience intellectual growth here.	6.8	5.4	6.7	5.5	6.0	5.1
32. Admissions counselors accurately portray the campus in their recruiting practices.	6.4	5.1	6.6	5.6	5.7	4.9
41. Adjunct faculty are competent as classroom instructors.	6.7	5.6	6.7	5.6	5.9	5.1
17. Living conditions in the residence halls are comfortable.	6.3	4.3	6.7	4.8	5.5	4.3
4. Financial aid counselors are helpful.	6.7	5.5	6.9	6.5	5.8	5.0

Faculty, administrators, and staff are in agreement on the following three challenges: the quality of instruction in most classes, the instruction in the major field, and the university website being easy and convenient to use. Financial aid counselors being helpful, a strength by administrators and staff, is identified as a challenge by faculty.