



# REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2010 Tobin College of Business

## I. INTRODUCTION

The Student Satisfaction Inventory (SSI), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. It allows institutions to set priorities that are closely aligned with those of the students, pinpoint institutional strengths, and identify challenges in need of improvement.

The survey 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.

In spring 2010, St. John's classes were randomly selected from the following three groups: 1) Undergraduates on Queens Campus (832 participants, 8% of student population), 2) Undergraduates on Staten Island Campus (246, 20%), and 3) Graduate students of both Queens and SI campuses (422, 11%). For all three groups and at both the University and college/school levels, the samples are fairly representative of student populations in terms of gender and ethnicity. Four similar studies were conducted in 1997, 1999, 2004, and 2007.

For the Tobin College of Business (TCB), the sample included 79 undergraduates on Queens Campus (5% of student population), 67 undergraduates on Staten Island (22%), and 99 graduate students of both Queens and SI campuses (12%).

This report highlights the survey results for Tobin College of Business. Both strengths and challenges have been identified for the 2010 survey, and are compared to the 2007 data. Corresponding ratings from the entire university in 2010 are also used as comparison. Strengths are areas of high importance, high satisfaction, and small gaps. Challenges are areas of high importance, low satisfaction, and large gaps, and are areas in need of improvement. (The Appendix provides the formulas used to identify strengths and challenges.)

This report, prepared by the Office of Institutional Research, consists of four sections including this section of introduction (Section I). Section II provides highlights of the survey results, and Section III presents a more detailed analysis which including three parts: a) The scale-level results (the 83 items are grouped into 12 scales) and overall satisfaction, b) Areas of strength, c) Areas of challenge, and d) Areas of significant change. Section IV is the summary and conclusion. The appendix to this report provides detailed results at both the scale and item levels, and for both St. John’s University and private four-year institutions for comparison purposes.

## II. HIGHLIGHTS

In St. John’s both the 2004-08 and 2008-13 Strategic Plan, student overall satisfaction, one of the SSI items, is one of the institutional success measures. Following are the TCB survey results in 2004, 2007, and 2010, with the University target for 2013:

	2004	2007	2010	STJ Target for 2013
Undergraduates on Queens Campus	4.5	4.5	4.7	5.3
Undergraduates on Staten Island	4.8	4.8	4.9	5.3
Graduate students on Queens Campus	5.0	4.7	5.1	5.3

As indicated above, there has been improvement in satisfaction ratings from 2004 to 2010 for both graduates and undergraduates. However, the University target of 5.3 has not been met by either undergraduates or graduates.

In 2010, the following areas were identified as **St. John’s strengths for undergraduates on both Queens and Staten Island campuses:**

1. St. John’s Central is easy and convenient to use.
2. Computer labs are adequate and accessible.
3. This institution has a good reputation within the community.
4. My academic advisor is approachable.
5. The use of technology in the classroom is adequate.

**Additional strengths for Queens campus were:**

6. The campus is safe and secure for all students.
7. On the whole, the campus is well-maintained.
8. I have found quiet places to study on campus.
9. Students are made to feel welcome on this campus.

**Additional strengths for Staten Island campus were:**

6. I have been able to socialize with other students on campus.

7. The campus staff is caring and helpful.
8. Tutoring services are readily available.
9. Administrators are approachable to students.
10. I have found places on campus to study or work in groups.

The following areas were identified as **challenges for undergraduate students on both campuses**:

1. Billing policies being reasonable.
2. Tuition paid being a worthwhile investment.
3. Student activities fees being put to good use.
4. Ability to register for classes I need with few conflicts.
5. Faculty taking into consideration student differences as they teach a course.
6. Adequate financial aid being available for most students.
7. A variety of internship opportunities for students.
8. Financial aid awards being announced to students in time to be helpful in college planning.
9. Faculty being fair and unbiased in their treatment of individual students.

**Additional challenges for Queens campus** were:

10. Residence hall regulations being reasonable.
11. An adequate selection of food available in the cafeteria.
12. This institution shows concern for students as individuals.
13. Financial aid counselors being helpful.
14. Admission staff being knowledgeable.
15. My academic advisor being concerned about my success as an individual.

**Additional challenges for Staten Island campus** were:

11. The amount of student parking space on campus being adequate.
12. A good variety of courses provided on this campus.
13. An enjoyable experience to be a student on this campus.
14. Faculty providing timely feedback about student progress in a course.
15. Class change (drop/add) policies being reasonable.
16. The quality of instruction in most classes being excellent.
17. Nearly all of the faculty being knowledgeable in their field.
18. Adjunct faculty being competent as classroom instructors.

In general, satisfaction ratings were higher on Staten Island than on Queens' campus. There was also a pattern in the satisfaction ratings by level: the ratings by the

first-year students were the highest, and with the level getting higher, the ratings became lower overall.

### III. DETAILED SURVEY RESULTS

This section consists of four parts: 1) The scale-level results (the 83 items are grouped into 12 scales) and overall satisfaction, 2) Areas of strength, 3) Areas of challenge, and 4) Areas of significant changes.

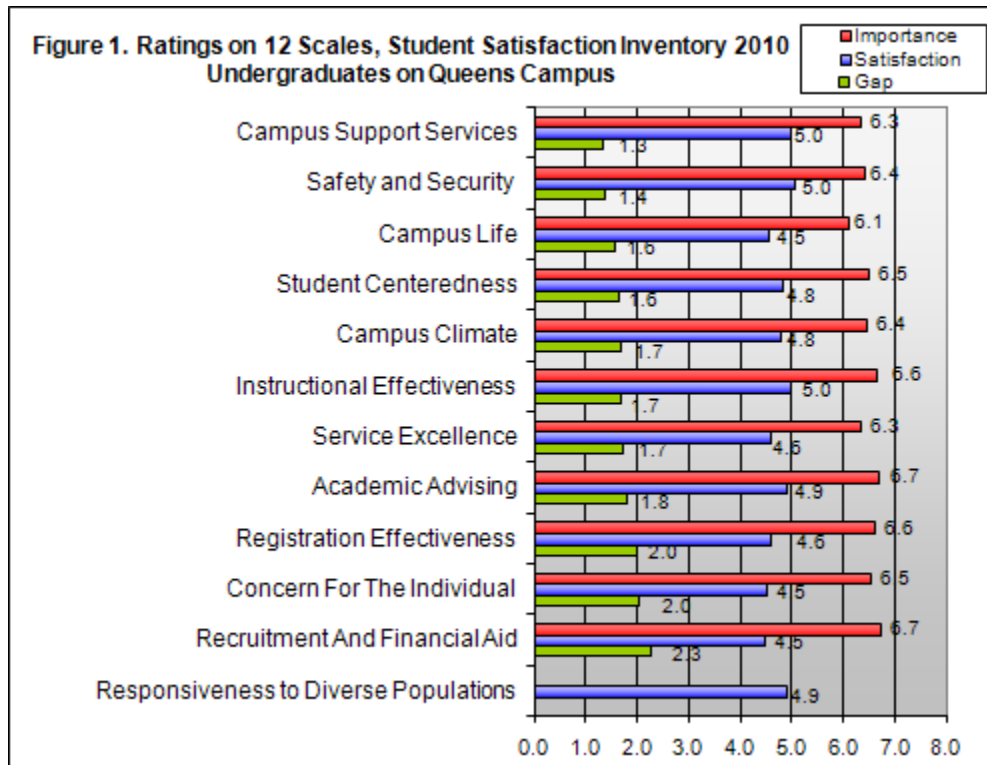
#### 1. The Scale-Level Results and Overall Satisfaction

##### A. Undergraduates on Queens Campus

For undergraduates on the Queens Campus, importance ratings increased overall while satisfaction ratings decreased. This resulted in a larger performance gap compared to 2007.

Figure 1 presents the importance and satisfaction ratings of the 12 scales (the scale of Responsiveness to Diverse Populations has only the satisfaction rating). As the figure indicates, Campus Support Services had the smallest gap of 1.3, while Recruitment & Financial Aid, Concern for the Individual, and Registration Effectiveness had the largest gaps of 2.3 and 2.0. The average satisfaction rating on Responsiveness to Diverse Populations was 4.9 which increased from a rating of 4.8 in 2007.

The overall satisfaction rating, one of St. John's institutional success measures for Queens' undergraduate students increased from 4.5 to 4.7.

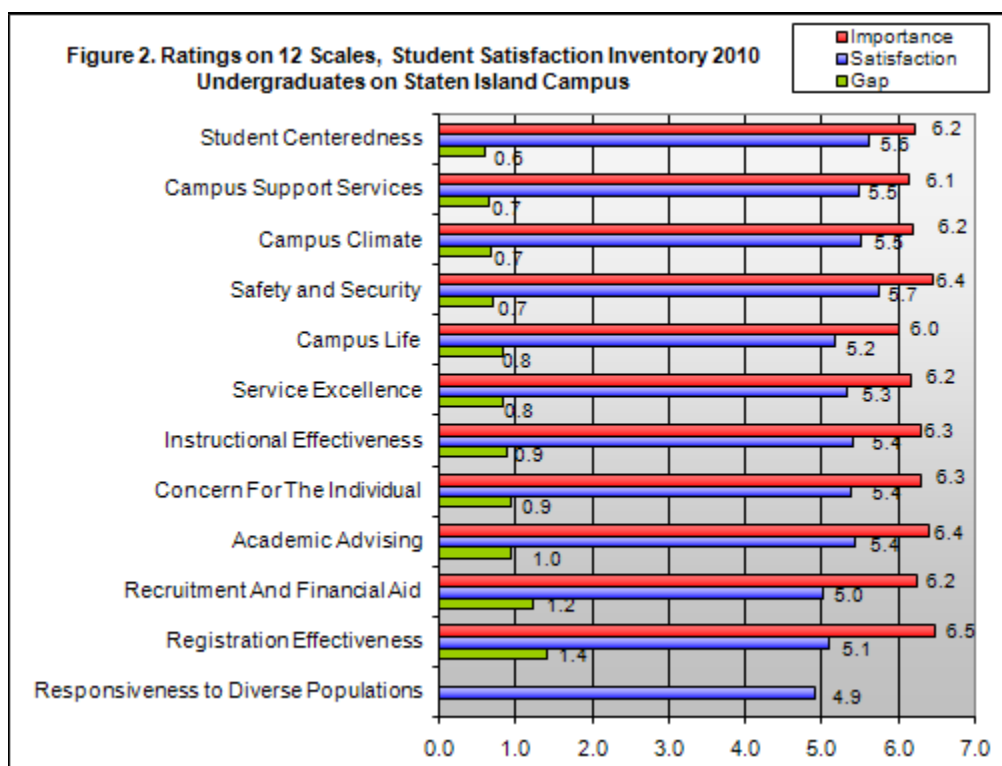


## B. Undergraduates on Staten Island Campus

For undergraduate students on Staten Island Campus, both importance and satisfaction ratings for most scales increased slightly. This caused the performance gap to also increase slightly.

Figure 2 presents the importance and satisfaction ratings of the 12 scales (the scale of Responsiveness to Diverse Populations has only the satisfaction rating). As the figure indicates, Student Centeredness had the smallest gap of 0.6, while Registration Effectiveness and Recruitment & Financial Aid had the largest gaps of 1.4 and 1.2. The average satisfaction rating on Responsiveness to Diverse Populations was 4.9 which decreased from a rating of 5.1 in 2007.

The overall satisfaction rating, one of St. John's institutional success measures for Staten Island's undergraduate students increased from 4.8 to 4.9.

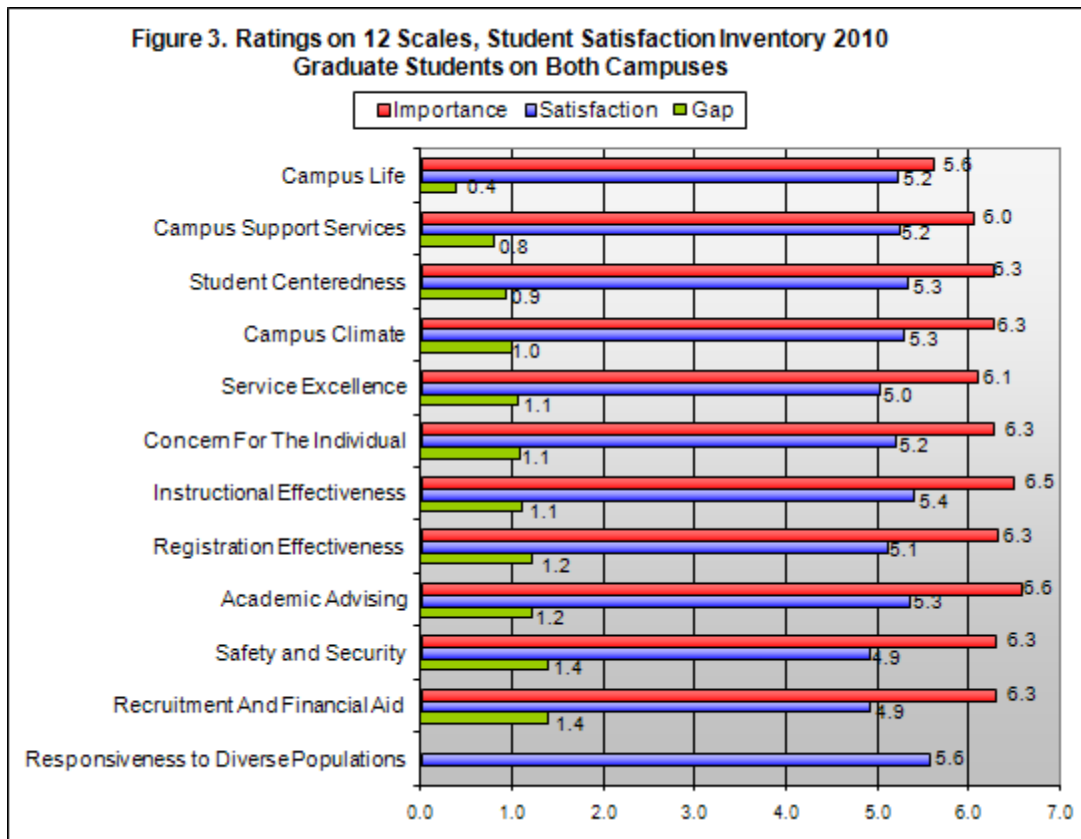


## C. Graduates on both Queens and Staten Island Campuses

For graduate students on both Queens and Staten Island campuses, both importance and satisfaction ratings for most scales increased slightly. This caused the performance gap to also increase slightly.

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life had the smallest gap of 0.4, while Safety & Security and Recruitment & Financial Aid had the largest gaps of 1.4. The average satisfaction rating on Responsiveness to Diverse Populations was 5.6, which increased from a rating of 5.2 in 2007.

The overall satisfaction rating, one of St. John's institutional success measures increased for graduate students (from 4.7 to 5.1) from 2007 to 2010.



## 2. Areas of Strengths

Areas of strengths are determined by the importance and satisfaction ratings within each of these three student groups: 1) Undergraduates on Queens' campus, 2) Undergraduates on Staten Island campus, and 3) Graduate students on both Queens and Staten Island campuses. The criteria for areas of strengths are (in the formula, Imp = Importance rating; pt = percentile; Sat = Satisfaction rating):

(Imp  $\geq$  75th pt & Sat > Median & Gap < 40th pt) or

(Imp > Median & Imp < 75th pt & Sat > Median & Gap < 35th pt)

As areas of strengths are based on the relative importance and satisfaction ratings within a particular student group, a survey item with certain importance and satisfaction ratings may be a strength for one group (e.g. undergraduates on Queens campus) but may not be necessarily a strength for another group (e.g. undergraduates on Staten Island campus). Also, within each group, items with the same satisfaction ratings but different importance ratings may not be all strengths because the importance rating is a factor in determining strengths.

### A. An Overview: Strengths for Undergraduates of Tobin College of Business and St. John's University

Following are the areas of strength for undergraduates of Tobin College of Business on either Queens or Staten Island campus, and for undergraduates of the entire university on either Queens or Staten Island campus. The table indicates that Tobin College of Business shares a majority of its strengths with the university as a whole. TCB students on

the Queens campus tended to have similar ratings as university-wide students on the Queens campus. Three items were considered to be strengths by all four categories: 1) St. John's Central being easy to use, 2) adequate and accessible computer labs, and 3) St. John's reputation within the community. The item, students are made to feel welcome on this campus is considered a challenge by university-wide students on the Staten Island campus, but are considered a strength by TCB students as well as university-wide students on the Queens.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB Queens	TCB SI	University Queens	University SI
	2010	2010	2010	2010
79. St. John's Central is easy and convenient to use.	5.6	5.6	5.4	5.7
26. Computer labs are adequate and accessible.	5.5	5.5	5.1	5.6
51. This institution has a good reputation within the community.	5.3	5.3	5.1	5.6
6. My academic advisor is approachable.	5.3	5.6	5.1	5.8
81. (2007) The use of technology in the classroom is adequate.	5.3	5.4	5.2	5.5
7. The campus is safe and secure for all students.	5.6	5.6	5.3	5.7
72. On the whole, the campus is well-maintained.	5.3	5.1	5.2	5.4
74. I have found quiet places to study on campus.	5.3	5.1	5.0	5.4
45. Students are made to feel welcome on this campus.	5.2	4.7	4.9	5.1
75. I have been able to socialize with other students on campus.	5.5	5.4	5.3	5.5
2. The campus staff is caring and helpful.	4.7	5.3	4.7	5.5
32. Tutoring services are readily available.	5.1	5.4	4.9	5.4
10. Administrators are approachable to students.	4.8	5.3	4.6	5.4
83. I have found places on campus to study or work in groups.	5.3	5.3	5.0	5.4
65. Faculty is usually available after class and during office hours.	5.0	5.1	5.1	5.4
14. My academic advisor is concerned about my success as an individual.	4.7	5.2	4.7	5.5
3. Faculty care about me as an individual.	4.6	5.2	4.5	5.4

## B. Undergraduates on Queens Campus

The following areas have been identified as strengths in the 2010 survey, and are compared with the 2007 data. The university-wide ratings for the corresponding strengths are also given for comparison.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths.)	Queens		University	
	2007	2010	2007	2010
7. The campus is safe and secure for all students.	5.2	5.6	5.3	5.3
79. St. John's Central is easy and convenient to use.	5.6	5.6	5.4	5.4
26. Computer labs are adequate and accessible.	5.0	5.5	5.0	5.1
72. On the whole, the campus is well-maintained.	5.0	5.3	5.1	5.2
74. I have found quiet places to study on campus.	4.9	5.3	4.9	5.0
51. This institution has a good reputation within the community.	5.1	5.3	5.2	5.1
6. My academic advisor is approachable.	4.9	5.3	5.1	5.1
81. (2007) The use of technology in the classroom is adequate.	5.4	5.3	5.2	5.2
45. Students are made to feel welcome on this campus.	4.7	5.2	4.7	4.9

As indicated in the table above, the majority of the items that are considered strengths in 2010 were also strengths in 2007. Overall, there is an increase in satisfaction

ratings from 2007 to 2010. Notable increases are 1) adequate computer labs (from 5.0 to 5.5) and 2) students being made to feel welcome on this campus (4.7 to 5.2). However, the university as a whole does not consider most of these items to be strengths and rate these items lower than did Tobin College of Business.

### C. Undergraduates on Staten Island Campus

The following areas have been identified as strengths by the 2010 survey, and they are compared with the 2007 data.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB SI		University SI	
	2007	2010	2007	2010
79. St. John's Central is easy and convenient to use.	5.4	<b>5.6</b>	<b>5.4</b>	<b>5.7</b>
6. My academic advisor is approachable.	5.4	<b>5.6</b>	<b>5.6</b>	<b>5.8</b>
26. Computer labs are adequate and accessible.	<b>5.6</b>	<b>5.5</b>	<b>5.5</b>	<b>5.6</b>
75. I have been able to socialize with other students on campus.	<b>5.3</b>	<b>5.4</b>	<b>5.3</b>	5.5
81. (2007) The use of technology in the classroom is adequate.	<b>5.2</b>	<b>5.4</b>	<b>5.2</b>	<b>5.5</b>
32. Tutoring services are readily available.	5.2	<b>5.4</b>	<b>5.3</b>	<b>5.4</b>
2. The campus staff is caring and helpful.	5.2	<b>5.3</b>	<b>5.3</b>	<b>5.5</b>
51. This institution has a good reputation within the community.	<b>5.3</b>	<b>5.3</b>	<b>5.3</b>	<b>5.6</b>
10. Administrators are approachable to students.	5.2	<b>5.3</b>	5.3	5.4
83. I have found places on campus to study or work in groups.	5.2	<b>5.3</b>	5.1	5.4

As indicated in the table above, there is an overall increase in satisfaction ratings from 2007 to 2010. The university as a whole also considers many of these items rated by TCB as strengths to be strengths, and has higher overall ratings for these items.

### D. Graduates on both Queens and Staten Island Campuses

The following areas have been identified as strengths by the 2010 survey, and are compared with the 2007 data. The university-wide ratings for the corresponding strengths are also given for comparison.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths.)	TCB Graduates		University	
	2007	2010	2007	2010
26. Computer labs are adequate and accessible.	4.8	<b>5.5</b>	5.1	5.2
65. Faculty is usually available after class and during office hours.	<b>5.2</b>	<b>5.5</b>	<b>5.4</b>	<b>5.6</b>
79. St. John's Central is easy and convenient to use.	<b>5.5</b>	<b>5.5</b>	<b>5.6</b>	<b>5.4</b>
81. (2007) The use of technology in the classroom is adequate.	<b>5.2</b>	<b>5.4</b>	<b>5.3</b>	5.4

According to the above table, the majority of the items of strength in 2010 were also strengths in 2007. The satisfaction ratings in 2010 have increased slightly from 2007. The university-wide ratings are also similar in satisfaction.



### 3. Areas of Challenge

Areas of challenges are determined in a similar way as areas of strengths, i.e., by the importance and satisfaction ratings within each student group. The criterion for areas of challenge is (in the formula, Imp = Importance rating; pt = percentile; Sat = Satisfaction rating):

(Imp > Median & Sat < Median & Gap > 75th pt) or

(Imp > 25th pt & Imp <= Median & Gap > 85th pt)

Following are areas of challenges for each of St. John's three student groups, and satisfaction ratings by students of the four-year private institutions are also presented for comparison purposes.

#### A. An Overview: Strengths for Undergraduates of Tobin College of Business and St. John's University

Following are the areas of challenge for Tobin College of Business undergraduates on either the Queens or Staten Island campus, or for undergraduates of the university as a whole. The table indicates that TCB shares similar challenges with the university as a whole, though there are more similarities between the same campuses. Six items are considered to be a challenge by all four categories: 1) reasonable billing policies, 2) tuition paid being a worthwhile investment, 3) student activities fees being put to good use, 4) adequate financial aid for most students, 5) a variety of internship opportunities for students, and 6) Financial aid awards are announced to students in time to be helpful in college planning.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB Queens	TCB SI	University Queens	University SI
	2010	2010	2010	2010
11. Billing policies are reasonable.	3.9	4.3	3.7	4.4
66. Tuition paid is a worthwhile investment.	3.9	4.4	3.7	4.7
73. Student activities fees are put to good use.	4.0	4.3	4.0	4.7
34. I am able to register for classes I need with few conflicts.	4.2	4.4	4.3	4.9
53. Faculty taking into consideration student differences as they teach a course.	4.4	4.7	4.3	5.0
17. Adequate financial aid is available for most students.	4.4	4.8	4.1	4.8
77. There is a variety of internship opportunities for students. (2007 only)	4.5	4.6	4.4	5.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.6	4.7	4.3	4.9
25. Faculty is fair and unbiased in their treatment of individual students.	4.6	4.6	4.6	5.0
40. Residence hall regulations are reasonable.	3.6	4.6	3.6	4.9
38. There is an adequate selection of food available in the cafeteria.	4.1	4.6	4.0	4.5
59. This institution shows concern for students as individuals.	4.3	5.0	4.3	5.3
5. Financial aid counselors are helpful.	4.4	5.1	4.3	5.0
4. Admission staff is knowledgeable.	4.6	5.1	4.6	5.3
14. My academic advisor is concerned about my success as an individual.	4.7	5.2	4.7	5.5
21. The amount of student parking space on campus is adequate.	3.7	4.2	3.6	4.5
69. There is a good variety of courses provided on this campus.	4.9	4.4	4.9	4.7
50. Class change (drop/add) policies are reasonable.	4.7	4.6	4.7	5.2

58. The quality of instruction I receive in most of my classes is excellent.	4.7	<b>4.7</b>	4.7	5.2
29. It is an enjoyable experience to be a student on this campus.	4.7	<b>4.7</b>	4.7	<b>5.1</b>
47. Faculty provides timely feedback about student progress in a course.	4.8	<b>4.7</b>	4.6	<b>5.1</b>
68. Nearly all of the faculty is knowledgeable in their field.	4.8	<b>4.7</b>	4.9	5.3
61. Adjunct faculty is competent as classroom instructors.	4.7	<b>4.8</b>	4.8	5.2
57. I seldom get the “run-around” when seeking information on this campus.	4.2	4.8	<b>3.9</b>	4.9
71. Channels for expressing student complaint are readily available.	4.3	4.6	<b>4.0</b>	<b>4.8</b>
19. My academic advisor helps me set goals to work toward.	4.7	4.8	<b>4.5</b>	5.2
35. The assessment and course placement procedures are reasonable.	4.6	4.8	<b>4.5</b>	<b>5.1</b>
45. Students are made to feel welcome on this campus.	<b>5.2</b>	4.7	<b>4.9</b>	<b>5.1</b>

## B. Undergraduates on Queens Campus

The following areas have been identified as challenges by the 2010 survey, and they are compared with the 2007 data.

Survey Item (Items with satisfaction ratings in Red are challenges.)	Queens		University	
	2007	2010	2007	2010
40. Residence hall regulations are reasonable.	3.4	<b>3.6</b>	3.5	3.6
11. Billing policies are reasonable.	<b>3.5</b>	<b>3.9</b>	<b>3.7</b>	<b>3.7</b>
66. Tuition paid is a worthwhile investment.	<b>3.8</b>	<b>3.9</b>	<b>3.9</b>	<b>3.7</b>
73. Student activities fees are put to good use.	<b>3.8</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
38. There is an adequate selection of food available in the cafeteria.	<b>3.7</b>	<b>4.1</b>	<b>3.8</b>	<b>4.0</b>
34. I am able to register for classes I need with few conflicts.	<b>3.8</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>
59. This institution shows concern for students as individuals.	<b>4.2</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>
53. Faculty taking into consideration student differences as they teach a course.	<b>4.3</b>	<b>4.4</b>	4.5	4.3
5. Financial aid counselors are helpful.	<b>4.1</b>	<b>4.4</b>	<b>4.2</b>	<b>4.3</b>
17. Adequate financial aid is available for most students.	<b>4.2</b>	<b>4.4</b>	<b>4.1</b>	<b>4.1</b>
77. There is a variety of internship opportunities for students. (2007)	4.5	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>
12. Financial aid awards are announced to students in time to be helpful in college planning.	<b>4.0</b>	<b>4.6</b>	<b>4.2</b>	<b>4.3</b>
4. Admission staff is knowledgeable.	4.6	<b>4.6</b>	4.6	4.6
25. Faculty is fair and unbiased in their treatment of individual students.	4.5	<b>4.6</b>	4.7	4.6
14. My academic advisor is concerned about my success as an individual.	4.6	<b>4.7</b>	4.8	4.7

As revealed in the above table, the majority of the challenges identified in 2007 remained to be challenges in 2010. However, satisfaction ratings have improved for 1) financial aid awards being announced to students in time to be helpful in college planning and 2) students being able to register for classes with few conflicts, as well as other items. The university as a whole also rates the majority of these items as challenges.

### C. Undergraduates on Staten Island Campus

The following areas have been identified as challenges by the 2010 survey, and they are compared with the 2007 data.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB SI		University SI	
	2007	2010	2007	2010
21. The amount of student parking space on campus is adequate.	4.3	4.2	4.0	4.5
11. Billing policies are reasonable.	4.4	4.3	4.5	4.4
73. Student activities fees are put to good use.	4.7	4.3	4.6	4.7
69. There is a good variety of courses provided on this campus.	4.9	4.4	4.8	4.7
66. Tuition paid is a worthwhile investment.	4.5	4.4	4.6	4.7
34. I am able to register for classes I need with few conflicts.	4.7	4.4	4.9	4.9
50. Class change (drop/add) policies are reasonable.	5.1	4.6	5.1	5.2
77. There is a variety of internship opportunities for students. (2007 only)	5.1	4.6	4.9	5.1
25. Faculty are fair and unbiased in their treatment of individual students.	4.9	4.6	5.0	5.0
58. The quality of instruction I receive in most of my classes is excellent.	5.1	4.7	5.1	5.2
29. It is an enjoyable experience to be a student on this campus.	5.0	4.7	5.0	5.1
47. Faculty provides timely feedback about student progress in a course.	4.7	4.7	5.0	5.1
53. Faculty taking into consideration student differences as they teach a course.	4.8	4.7	4.9	5.0
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.7	4.7	4.9	4.9
68. Nearly all of the faculty is knowledgeable in their field.	5.2	4.7	5.2	5.3
61. Adjunct faculty is competent as classroom instructors.	5.0	4.8	5.1	5.2
17. Adequate financial aid is available for most students.	4.6	4.8	4.7	4.8

As revealed in the above table, most of the items of challenge in 2010 were also challenges in 2007. There is an overall decrease in satisfaction ratings from 2007 to 2010, and a few items that were not challenges in 2007 are now challenges in 2010. The university as a whole also considers most of these items to be challenges.

### D. Undergraduates by Level on Both Queens and SI Campuses

There was a pattern in the satisfaction ratings by level: the ratings by the first-year students were the highest, and overall, with the level getting higher, the ratings became lower.

Following are areas of challenge by level in 2010, **Queens campus**:

Survey Item (Items with satisfaction ratings in <b>Red</b> are challenges.)	Satisfaction				
	Total	1st Year	2nd Year	3rd Year	4th Year
40. Residence hall regulations are reasonable.	3.6	3.9	4.0	3.3	3.6
11. Billing policies are reasonable.	3.9	4.2	4.0	3.8	3.6
66. Tuition paid is a worthwhile investment.	3.9	3.8	4.2	4.2	3.4

73. Student activities fees are put to good use.	4.0	4.2	3.8	3.9	4.1
38. There is an adequate selection of food available in the cafeteria.	4.1	3.7	4.0	3.9	5.2
34. I am able to register for classes I need with few conflicts.	4.2	4.3	4.7	4.1	4.1
59. This institution shows concern for students as individuals.	4.3	4.5	4.2	4.2	4.1
53. Faculty taking into consideration student differences as they teach a course.	4.4	4.4	4.8	4.4	4.2
5. Financial aid counselors are helpful.	4.4	5.0	4.0	4.4	3.3
17. Adequate financial aid is available for most students.	4.4	4.6	4.0	4.9	3.5
77. There is a variety of internship opportunities for students.	4.5	4.6	5.0	4.8	4.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.6	4.8	4.2	4.9	3.9
4. Admission staff is knowledgeable.	4.6	5.0	4.5	4.4	4.5
25. Faculty is fair and unbiased in their treatment of individual students.	4.6	4.8	4.5	4.7	4.4
14. My academic advisor is concerned about my success as an individual.	4.7	5.3	4.0	4.9	3.5

The table above indicates that the areas of challenge were quite consistent by level: challenges for the whole undergraduate body apply to each of the four levels of student groups, with some exceptions. There was a pattern of high level with low ratings, but within each level, the satisfaction ratings were relatively low for those areas so they were considered areas of challenges.

For Staten Island campus, ratings for second year and third year students did not consistently increase or decrease for all items, but increased slightly for fourth year students. Information from first year students was unavailable.

Following are areas of challenge by level in 2010, **Staten Island campus**:

Survey Item (Items with satisfaction ratings in Red are challenges.)	Satisfaction			
	Total	2nd Year	3rd Year	4th Year
21. The amount of student parking space on campus is adequate.	4.2	4.1	4.0	4.8
11. Billing policies are reasonable.	4.3	4.5	4.2	4.5
73. Student activities fees are put to good use.	4.3	4.2	4.4	4.4
69. There is a good variety of courses provided on this campus.	4.4	4.4	4.5	3.8
66. Tuition paid is a worthwhile investment.	4.4	4.5	4.1	4.8
34. I am able to register for classes I need with few conflicts.	4.4	4.0	4.5	5.1
50. Class change (drop/add) policies are reasonable.	4.6	4.6	4.4	5.2
77. There is a variety of internship opportunities for students.	4.6	4.5	4.7	4.7
25. Faculty is fair and unbiased in their treatment of individual students.	4.6	4.8	4.4	5.2
58. The quality of instruction I receive in most of my classes is excellent.	4.7	4.6	4.8	4.5
29. It is an enjoyable experience to be a student on this campus.	4.7	4.6	4.7	4.9
47. Faculty provides timely feedback about student progress in a course.	4.7	4.8	4.7	4.6
53. Faculty taking into consideration student differences as they teach a course.	4.7	4.7	4.8	4.5
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.7	4.7	4.7	5.1
68. Nearly the entire faculty is knowledgeable in their field.	4.7	4.5	4.9	4.7
61. Adjunct faculty is as competent as classroom instructors.	4.8	4.8	4.8	4.8
17. Adequate financial aid is available for most students.	4.8	4.8	4.9	4.7

## E. Graduates on both Queens and Staten Island Campuses

The following areas have been identified as challenges by the 2010 survey, and they are compared with the 2007 data.

Survey Item (Items with satisfaction ratings in <b>Red</b> are challenges.)	TCB Graduates		University	
	2007	2010	2007	2010
77. There is a variety of internship opportunities for students.	4.4	4.1	4.5	4.6
17. Adequate financial aid is available for most students.	4.1	4.4	4.1	4.3
38. There is an adequate selection of food available in the cafeteria.	4.0	4.4	4.3	4.6
19. My academic advisor helps me set goals to work toward.	4.6	4.4	4.9	5.0
66. Tuition paid is a worthwhile investment.	4.1	4.4	4.4	4.5
11. Billing policies are reasonable.	4.0	4.4	4.2	4.3
14. My academic advisor is concerned about my success as an individual.	4.8	4.5	5.2	5.3
71. Channels for expressing student complaint are readily available.	4.1	4.5	4.3	4.7
73. Student activities fees are put to good use.	4.2	4.6	4.3	4.6
34. I am able to register for classes I need with few conflicts.	4.8	4.6	5.0	5.1
49. There are adequate services to help me decide upon a career.	4.8	4.7	4.8	4.9
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.1	4.8	4.3	4.6
59. This institution shows concern for students as individuals.	4.7	4.8	5.0	5.0
6. My academic advisor is approachable.	5.1	4.8	5.4	5.5
74. I have found quiet places to study on campus.	4.7	4.8	4.8	5.1
58. The quality of instruction I receive in most of my classes is excellent.	5.0	4.8	5.3	5.3

As revealed in the table above, the satisfaction ratings increased from 2007 to 2010 for most of the challenges, especially for financial aid awards being announced to students in time to be helpful in college planning (from 4.1 to 4.8). However, there were many items that were not challenges in 2007 but are now challenges in 2010. The university as a whole also provides higher satisfaction ratings for these items. Furthermore, the university considered academic advisors being approachable to be a strength rather than a challenge.

### 4. Areas of Significant Change

#### A. Undergraduates on Queens Campus

There was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB Queens			University Queens		
	2007	2010	10-07	2007	2010	10-07
52. The student center is a comfortable place for students to spend their leisure time.	4.5	5.4	0.8	4.5	5.1	0.6
9. A variety of intramural activities are offered.	4.4	5.1	0.7	4.6	4.7	0.1
67. Freedom of expression is protected on campus.	4.4	5.0	0.6	4.6	4.6	0.0
76. There is an adequate variety of events and programs to attend on campus.	4.5	5.2	0.6	4.7	4.9	0.2

78. I have found the Public Safety staff helpful and approachable.	4.6	5.2	0.6	4.5	4.9	0.4
26. Computer labs are adequate and accessible.	<b>5.0</b>	<b>5.5</b>	0.6	<b>5.0</b>	<b>5.1</b>	0.1

There was a significant decrease in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	Queens			University		
	2007	2010	10-07	2007	2010	10-07
81. (2007) The use of technology in the classroom is adequate.	<b>5.4</b>	<b>5.3</b>	-0.1	<b>5.2</b>	5.2	-0.1
80. I use my campus email account regularly.	<b>5.7</b>	5.6	-0.1	<b>5.6</b>	5.5	-0.1
64. New student orientation services help students adjust to college.	4.9	4.8	-0.1	4.7	4.7	0.0

## B. Undergraduates on Staten Island Campus

There was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	Staten Island			University		
	2007	2010	10-07	2007	2010	10-07
38. There is an adequate selection of food available in the cafeteria.	<b>4.2</b>	4.6	0.5	4.4	<b>4.5</b>	0.2
20. The business office is open during hours which are convenient for most students.	<b>4.8</b>	5.2	0.4	5.0	5.1	0.2
17. Adequate financial aid is available for most students.	<b>4.6</b>	<b>4.8</b>	0.3	<b>4.7</b>	<b>4.8</b>	0.1
79. St. John's Central is easy and convenient to use.	5.4	<b>5.6</b>	0.3	<b>5.4</b>	<b>5.7</b>	0.3
99. So far, how has your college experience met your expectations?	4.1	4.4	0.3	4.4	4.5	0.1

As indicated above, two areas that improved greatly and is therefore no longer challenges in 2010 are: a) the adequate selection of food available in the cafeteria, and b) convenient business hours for students.

There was a significant decrease in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	Staten Island			University		
	2007	2010	10-07	2007	2010	10-07
69. There is a good variety of courses provided on this campus.	<b>4.9</b>	<b>4.4</b>	-0.5	<b>4.8</b>	<b>4.7</b>	-0.1
77. There is a variety of internship opportunities for students. (2007 only)	5.1	<b>4.6</b>	-0.5	<b>4.9</b>	<b>5.1</b>	0.2
68. Nearly the entire faculty is knowledgeable in their field.	5.2	<b>4.7</b>	-0.5	5.2	5.3	0.0

## C. Graduates on both Queens and Staten Island Campuses

There was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB Graduates			University		
	2007	2010	10-07	2007	2010	10 - 07
52. The student center is a comfortable place for students to spend their leisure time.	4.5	5.3	0.8	4.7	5.4	0.6
67. Freedom of expression is protected on campus.	<b>4.6</b>	5.4	0.7	4.9	5.1	0.3
37. I feel a sense of pride about my campus.	4.4	5.1	0.7	4.8	5.1	0.3
70. Graduate teaching assistants are competent as classroom instructors.	4.4	5.1	0.7	4.8	5.3	0.5
5. Financial aid counselors are helpful.	4.2	4.9	0.7	<b>4.4</b>	<b>4.6</b>	0.2
26. Computer labs are adequate and accessible.	4.8	<b>5.5</b>	0.7	5.1	5.2	0.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	<b>4.1</b>	<b>4.8</b>	0.7	<b>4.3</b>	<b>4.6</b>	0.3

There was a significant decrease in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in <b>BLUE</b> are strengths, in <b>Red</b> are challenges.)	TCB Graduates			University		
	2007	2010	10-07	2007	2010	10 - 07
14. My academic advisor is concerned about my success as an individual.	4.8	<b>4.5</b>	-0.3	5.2	5.3	0.1
6. My academic advisor is approachable.	5.1	<b>4.8</b>	-0.3	<b>5.4</b>	<b>5.5</b>	0.1
77. There is a variety of internship opportunities for students. (2007 only)	<b>4.4</b>	<b>4.1</b>	-0.3	<b>4.5</b>	<b>4.6</b>	0.1

#### IV. SUMMARY AND DISCUSSION

In general, both undergraduates and graduates in Tobin College of Business rated areas of strength higher than the university as a whole. However, undergraduates in Queens and Staten Island rated areas of challenges lower than did the university as a whole. For graduate students in Tobin College of Business, many areas of challenge were also identified as challenges by the university.

Tobin College of Business shares some areas of strength with the University and also has its own areas of strength, which are not rated as such by the University. For the undergraduates on the Queens campus, the strengths that the college shares with the University include: 1) St. John's Central being easy and convenient to use, 2) adequate and accessible computer labs, and 3) the institution's reputation within the community. The college's own unique strengths include: 1) The use of technology in the classroom is adequate, and 2) My academic advisor is approachable.

For the undergraduates on the Staten Island campus, the strengths that the college shares with the University include: 1) St. John's Central being easy and convenient to use, 2) adequate and use of technology in the classroom, and 3) the institution's reputation within the community. The college's own unique strengths include: Administrators are approachable to students.

For the graduates on both campuses, the strengths that the college shares with the University include: 1) St. John's Central being easy and convenient to use, and 2) Faculty are usually available after class and during office hours. The college's own unique

strengths include: 1) Computer labs are adequate and accessible, and 2) The use of technology in the classroom is adequate.

Tobin College of Business shares some areas of challenge with the University and also has its own areas of challenge, which are not rated as such by the University. For undergraduates on the Queens campus, the challenges that the college shares with the University include: 1) Tuition paid being a worthwhile investment, 2) the institution showing concern for students as individuals, and 3) ability to register for classes with few conflicts. The college's own unique challenges include: 1) Faculty taking into consideration student differences as they teach a course, 2) Faculty being fair and unbiased in their treatment of individual students, and 3) Academic advisors are concerned about students' success as individuals.

For undergraduates on the Staten Island campus, the challenges that the college shares with the University include: 1) Tuition paid being a worthwhile investment, 2) Faculty taking into consideration student differences as they teach a course, and 3) Faculty being fair and unbiased in their treatment of individual students. The college's own unique challenges include: 1) Class change (drop/add) policies are reasonable, 2) quality of instruction in most classes being excellent, and 3) Nearly the entire faculty being knowledgeable in their field.

For graduates on both campuses, the challenges that the college shares with the University include: 1) The variety of internship opportunities for students, 2) academic advisors helping to set goals to work toward, and 3) Tuition paid being a worthwhile investment. The college's own unique challenges include: 1) Academic advisors being concerned about students' success as individuals, and 2) quality of instruction in most classes being excellent.

The results of the SSI survey are the perceptions of students about their college experiences, programs, and services. The data are very useful, and can be used with other data for action plans and improvement purposes. Please share any initiatives you develop to respond to these results, with Dr. Yuxiang Liu, director of institutional assessment, in the Office of Institutional Research at [LiuY@stjohns.edu](mailto:LiuY@stjohns.edu).