



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2010 FOR COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

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 (246, 20%), and 3) Graduate students of both Queens and SI campuses (422, 11%). For all the 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 College of Pharmacy (PHA), the sample included 229 undergraduates (15% of student population, including all PharmD students) and 36 graduate students (14%, not including PharmD students).

This report highlights the survey results for the College of Pharmacy. 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 provided for comparison purposes. 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 introduction (Section I). Section II provides highlights of the survey results. Section III presents a more detailed analysis which includes three parts: a) The scale-level results (the 83 items are grouped into 12 scales) and overall satisfaction, b) Areas of strength, and c) Areas of challenge. 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 the College of Pharmacy and the University 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 PHA survey results in 2004, 2007, and 2010, with the University target for 2013:

	2004	2007	2010	STJ Target for 2013
Undergraduates on Queens Campus	4.3	4.1	4.2	5.3
Graduate students on Queens Campus	4.1	5.4	4.6	5.3

As indicated above, there has been improvement in satisfaction ratings from 2004 to 2010 for graduates. For undergraduates on the Queens campus, there has also been some improvement from 2007 to 2010. However, the University target of 5.3 has not been met by either undergraduates or graduates.

The areas of **strengths for Queens Undergraduates** include:

1. I use my campus email account regularly.
2. I have been able to socialize with other students on campus.
3. The use of technology in the classroom is adequate.
4. St. John's Central is easy and convenient to use.
5. My academic advisor is approachable.
6. On the whole, the campus is well-maintained.
7. This institution has a good reputation within the community.
8. Major requirements are clear and reasonable.

The areas of **challenges for Queens Undergraduates** include:

1. Tuition paid as a worthwhile investment.
2. Billing policies being reasonable.
3. Student activities fees being put to good use.
4. Channels for expressing student complaint being readily available.
5. Adequate financial aid being available for most students.
6. An adequate selection of food available in the cafeteria.
7. Ability to register for classes I need with few conflicts.
8. The staff in the health services area being competent.
9. Financial aid counselors being helpful.
10. This institution showing concern for students as individuals.
11. The assessment and course placement procedures being reasonable.
12. Financial aid awards being announced to students in time to be helpful in college planning.
13. Faculty being fair and unbiased in their treatment of individual students.
14. Quiet places to study on campus.
15. An enjoyable experience to be a student on this campus.

16. The quality of instruction in most classes is excellent.

III. DETAILED SURVEY RESULTS

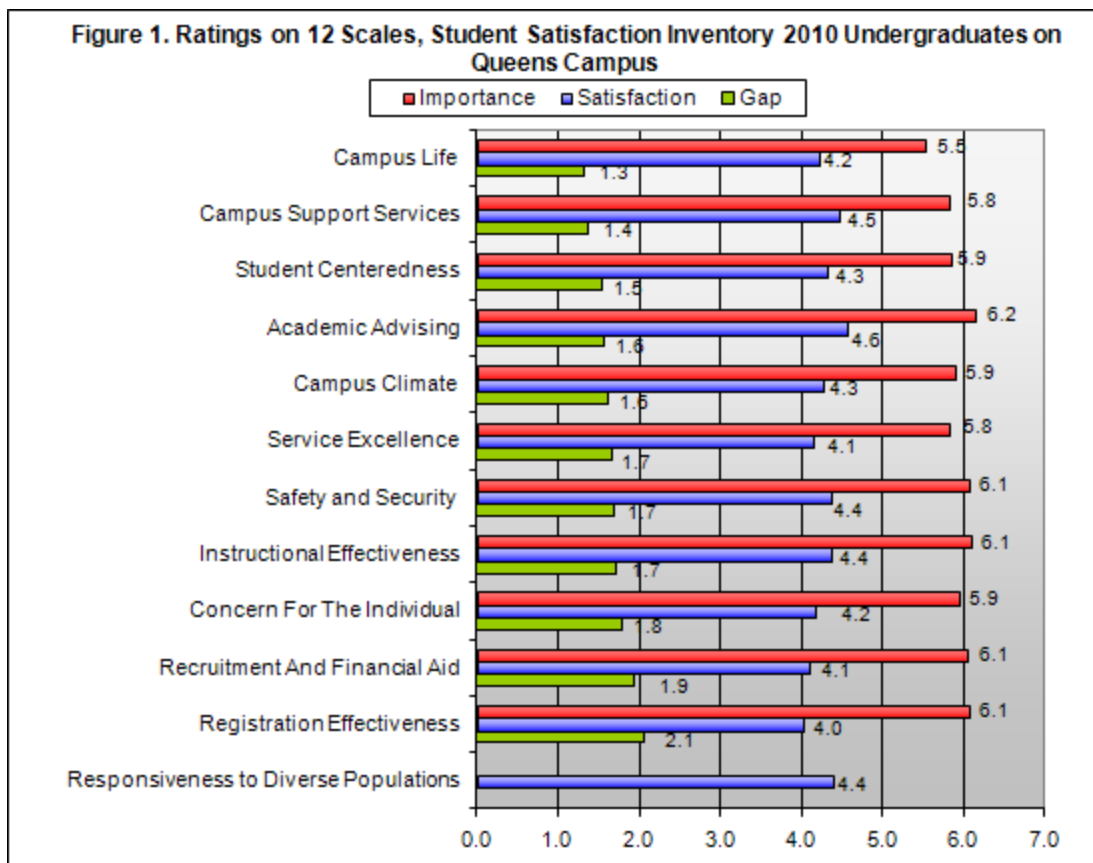
This section consists of four parts: 1) The scale-level results (the 83 items are grouped into 12 scales) and overall satisfaction, 2) Areas of strength, 3) Areas of challenge, and 4) Areas of significant changes.

1. The Scale-Level Results and Overall Satisfaction

A. Undergraduates

For undergraduates, importance ratings decreased while satisfaction ratings remained similar on most scales from 2007 to 2010, resulting in a smaller performance gaps for the majority of the 12 scales. (Table 1a)

Figure 1 below 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 Life, Campus Support Services, and Student Centeredness had the smallest gaps, ranging from 1.3 to 1.5, while Registration Effectiveness, Recruitment & Financial Aid, and Concern for the Individual had the largest gaps ranging from 2.1 to 1.8.

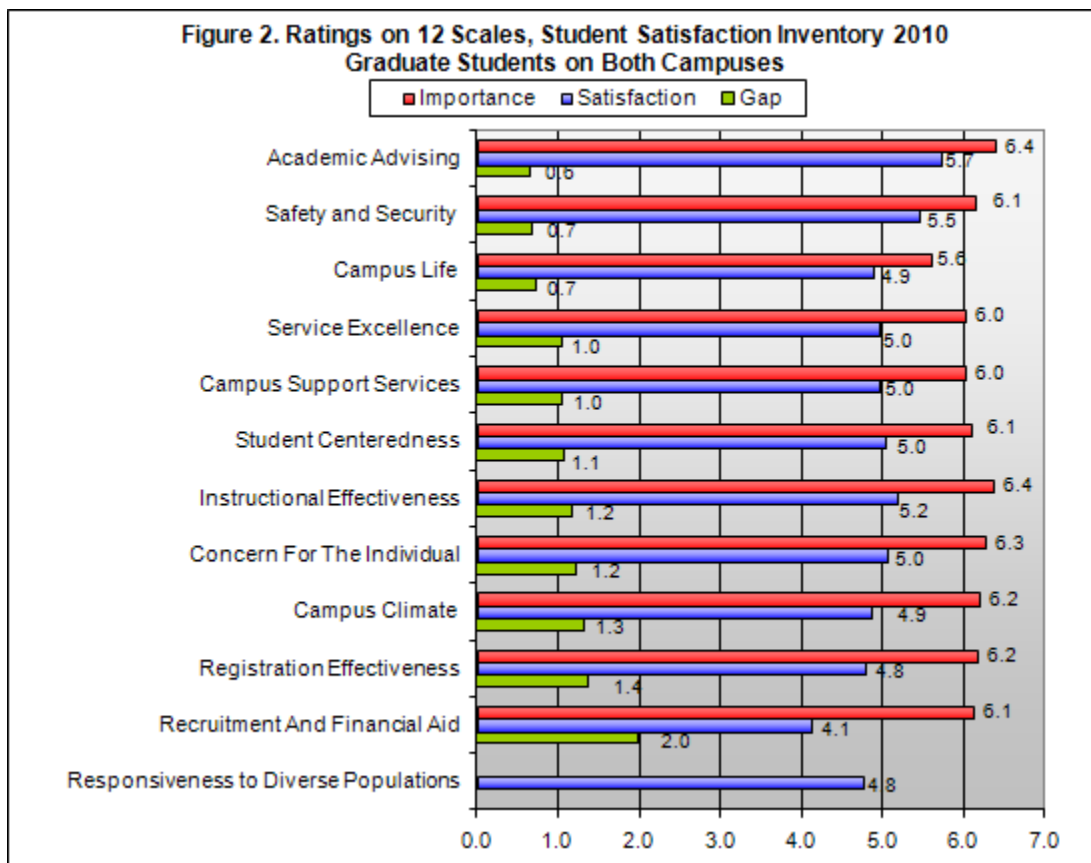


The overall satisfaction rating, one of St. John's institutional success measures, increased from 4.1 in 2007 to 4.2 in 2010

B. Graduate students

For graduate students, importance ratings all increased slightly from 2007 to 2010 while increases and decreases were seen in satisfaction ratings. Satisfaction ratings on Safety & Security increased most, from 4.9 to 5.5, followed by Academic Advising, from 5.4 to 5.7. Satisfaction ratings on Recruitment & Financial Aid dropped most, from 4.7 to 4.1. (Table 3a)

Figure 2 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Academic Advising, Safety and Security, and Campus life had the smallest gaps ranging from 0.6 to 0.7, while Recruitment & Financial Aid had the largest gap of 2.0.



The overall satisfaction rating, one of St. John's institutional success measures, decreased from 5.4 in 2007 to 4.6 in 2010.

2. Areas of Strengths

A. Undergraduates on Queens Campus

The following areas have been identified as strengths by the 2010 survey, and are compared with the 2007 data. The values in the table are the average satisfaction ratings. The ratings for the University are also provided for comparison purposes.

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	PHA Queens		University	
	2007	2010	2007	2010
80. I use my campus email account regularly.	5.6	5.1	5.6	5.5
75. I have been able to socialize with other students on campus.	4.6	4.9	5.1	5.3
81. (2007) The use of technology in the classroom is adequate.	5.5	4.9	5.2	5.2
79. St. John's Central is easy and convenient to use.	5.4	4.8	5.4	5.4
6. My academic advisor is approachable.	4.2	4.8	5.1	5.1
72. On the whole, the campus is well-maintained.	4.5	4.7	5.1	5.2
51. This institution has a good reputation within the community.	4.8	4.6	5.2	5.1
55. Major requirements are clear and reasonable.	4.4	4.6	4.8	4.9

As indicated in the above table, half of the items identified as strengths in 2010 were also strengths in 2007, though overall satisfaction ratings have decreased slightly among these items. Half of these strengths are also considered strengths by St. John's University as a whole. The item, my academic advisor is approachable, has increased notably from 4.2 to 4.8, and is now a strength when it was a challenge back in 2007.

B. 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 table is sorted by the last column: the change in satisfaction ratings from 2007 to 2010). The university-wide ratings for the corresponding strengths are also given for comparison.

Survey Item (Items with satisfaction ratings in BLUE are strengths.)	Graduate PHA		Graduate University	
	2007	2010	2007	2010
82. There are enough classes offered after 2 p.m. on weekdays here.	5.5	6.2	5.3	5.5
33. My academic advisor is knowledgeable about requirements in my major.	5.5	6.1	5.4	5.6
14. My academic advisor is concerned about my success as an individual.	5.5	6.1	5.2	5.3
70. Graduate teaching assistants are competent as classroom instructors.	5.2	6.1	4.8	5.3
6. My academic advisor is approachable.	5.4	6.0	5.4	5.5
79. St. John's Central is easy and convenient to use.	5.4	6.0	5.6	5.4
72. On the whole, the campus is well-maintained.	5.3	5.9	5.4	5.6
62. There is a strong commitment to racial harmony on this campus.	5.2	5.7	5.1	5.4
81. (2007) The use of technology in the classroom is adequate.	5.3	5.7	5.3	5.4

As indicated in the table above, many items that were not considered strengths in 2007 are now strengths in 2010. Overall, there is an increase in satisfaction from 2007 to 2010. Items with notable increases are 1) the availability of classes offered after 2pm on weekdays, 2) academic advisors being knowledgeable about major requirements, and 3) graduate teaching assistants being as competent as classroom instructors. Furthermore, the satisfaction ratings for these areas of strength are higher for the College of Pharmacy than for the university as a whole.

3. Areas of Challenge

A. Undergraduates on Queens Campus

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

Survey Item (Items with satisfaction ratings in Red are challenges.)	PHA Queens		University	
	2007	2010	2007	2010
66. Tuition paid is a worthwhile investment.	3.1	3.2	3.9	3.7
11. Billing policies are reasonable.	3.7	3.5	3.7	3.7
73. Student activities fees are put to good use.	3.4	3.6	4.0	4.0
71. Channels for expressing student complaint are readily available.	4.0	3.7	4.3	4.0
17. Adequate financial aid is available for most students.	3.8	3.8	4.1	4.1
38. There is an adequate selection of food available in the cafeteria.	3.6	3.8	3.8	4.0
34. I am able to register for classes I need with few conflicts.	3.9	4.0	4.4	4.3
15. The staff in the health services area is competent.	4.3	4.0	4.4	4.3
5. Financial aid counselors are helpful.	4.0	4.0	4.2	4.3
59. This institution shows concern for students as individuals.	4.0	4.0	4.3	4.3
35. The assessment and course placement procedures are reasonable.	4.2	4.1	4.6	4.5
12. Financial aid awards are announced to students in time to be helpful in college planning.	3.9	4.2	4.2	4.3
25. Faculty is fair and unbiased in their treatment of individual students.	4.5	4.2	4.7	4.6
74. I have found quiet places to study on campus.	4.2	4.2	4.9	5.0
29. It is an enjoyable experience to be a student on this campus.	4.3	4.2	4.6	4.7
58. The quality of instruction I receive in most of my classes is excellent.	4.2	4.3	4.7	4.7

As revealed in the table above, the majority of challenges identified in 2007 remained to be challenges in 2010. However, some improvement has been made in financial aid awards being announced to students in time to be helpful in college planning and in several other areas, while satisfaction ratings decreased for 1) faculty being fair and unbiased in their treatment of individual students (from 4.5 to 4.2) and 2) channels for expressing complaints being readily available (4.0 to 3.7). Most challenges identified by the College of Pharmacy are also considered to be challenges by the university as a whole. However, some items were rated notably higher by the university, including 1) the availability of quiet places to study on campus and 2) the experience of being a student on this campus being enjoyable.

B. Undergraduates by Level on Queens Campus

There was a pattern in the satisfaction ratings by level: the ratings by the first-year students were the highest, and overall, with each additional level, the ratings became decreased.

The following are areas of challenge by level in 2010, **Queens Campus**

Survey Item (Items with satisfaction ratings in Red are challenges.)	Satisfaction				
	Total	1st Year	2nd Year	3rd Year	4th Year
66. Tuition paid is a worthwhile investment.	3.2	4.1	3.7	2.7	2.7
11. Billing policies are reasonable.	3.5	4.2	3.8	2.9	3.2
73. Student activities fees are put to good use.	3.6	4.7	4.0	3.3	2.9
71. Channels for expressing student complaint are readily available.	3.7	4.2	4.0	3.5	3.1
17. Adequate financial aid is available for most students.	3.8	4.5	4.2	3.5	3.1
38. There is an adequate selection of food available in the cafeteria.	3.8	4.6	3.9	3.8	3.0
34. I am able to register for classes I need with few conflicts.	4.0	4.7	4.4	3.6	3.3
15. The staff in the health services area is competent.	4.0	4.4	4.0	4.0	3.6
5. Financial aid counselors are helpful.	4.0	4.8	4.1	3.8	3.8
59. This institution shows concern for students as individuals.	4.0	4.7	4.3	3.9	3.3
35. The assessment and course placement procedures are reasonable.	4.1	4.8	4.5	4.0	3.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.2	4.8	4.3	3.9	3.4
25. Faculty are fair and unbiased in their treatment of individual students.	4.2	4.8	4.5	4.0	3.3
74. I have found quiet places to study on campus.	4.2	5.4	4.2	4.6	3.1
29. It is an enjoyable experience to be a student on this campus.	4.2	4.7	4.5	4.2	3.5
58. The quality of instruction I receive in most of my classes is excellent.	4.3	4.7	4.3	4.2	3.6

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

C. Graduates on both Queens and Staten Island Campuses

The following areas have been identified as challenges by the 2010 survey, and are compared with the 2007 data (the table is sorted by the last column: the change in satisfaction ratings from 2007 to 2010). The university-wide ratings for the corresponding challenges are also presented for comparison.

Survey Item (Items with satisfaction ratings in Red are challenges.)	Graduate PHA		Graduate University	
	2007	2010	2007	2010
77. There is a variety of internship opportunities for students.	4.7	3.1	4.5	4.6
17. Adequate financial aid is available for most students.	4.0	3.2	4.1	4.3
66. Tuition paid is a worthwhile investment.	4.5	3.3	4.4	4.5
11. Billing policies are reasonable.	4.2	3.3	4.2	4.3
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.7	3.8	4.3	4.6
49. There are adequate services to help me decide upon a career.	4.6	4.1	4.8	4.9
57. I seldom get the "run-around" when seeking information on this campus.	4.6	4.3	4.2	4.4
25. Faculty is fair and unbiased in their treatment of individual students.	4.9	4.6	5.1	5.2
59. This institution shows concern for students as individuals.	5.1	4.7	5.0	5.0
69. There is a good variety of courses provided on this campus.	5.1	4.8	5.0	5.3

35. The assessment and course placement procedures are reasonable.	5.2	4.9	5.1	5.1
3. Faculty care about me as an individual.	5.5	4.9	5.2	5.3
18. Library resources and services are adequate.	4.8	4.9	4.9	5.0
51. This institution has a good reputation within the community.	5.1	4.9	5.3	5.5
8. The content of the courses within my major is valuable.	5.7	4.9	5.3	5.4

As revealed in the table above, there is an overall decrease in satisfaction from 2007 to 2010 for the items identified as challenges. Notable decreases occurred in 1) the availability of internships for students (from 4.7 to 3.1) and 2) the value of course content within students' majors (from 5.7 to 4.9). The latter item was considered a strength in 2007 but is now considered a challenge in 2010. Overall, the satisfaction ratings for the items are higher for the university as a whole.

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 BLUE are strengths, in Red are challenges.)	PHA Queens			University		
	2007	2010	10-07	2007	2010	10 - 07
36. Security staff responds quickly in emergencies.	3.9	4.8	0.9	4.7	5.0	0.3
52. The student center is a comfortable place for students to spend their leisure time.	4.1	4.7	0.6	4.5	5.1	0.6
6. My academic advisor is approachable.	4.2	4.8	0.6	5.1	5.1	-0.1
45. Students are made to feel welcome on this campus.	4.0	4.6	0.5	4.7	4.9	0.2
14. My academic advisor is concerned about my success as an individual.	4.0	4.4	0.4	4.8	4.7	-0.1
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	3.8	4.2	0.4	4.1	4.3	0.1
99. So far, how has your college experience met your expectations?	3.5	3.8	0.4	4.1	4.1	
76. There is an adequate variety of events and programs to attend on campus.	4.1	4.5	0.3	4.7	4.9	0.2
49. There are adequate services to help me decide upon a career.	4.2	4.5	0.3	4.6	4.7	0.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	3.9	4.2	0.3	4.2	4.3	0.2
7. The campus is safe and secure for all students.	4.5	4.8	0.3	5.3	5.3	0.0
75. I have been able to socialize with other students on campus.	4.6	4.9	0.3	5.1	5.3	0.1
9. A variety of intramural activities are offered.	4.2	4.5	0.3	4.6	4.7	0.1

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

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	PHA Queens			University		
	2007	2010	10-07	2007	2010	10 - 07
81. (2007) The use of technology in the classroom is adequate.	5.5	4.9	-0.6	5.2	5.2	-0.1
79. St. John's Central is easy and convenient to use.	5.4	4.8	-0.6	5.4	5.4	-0.1

70. Graduate teaching assistants are competent as classroom instructors.	4.6	4.1	-0.6	4.6	4.5	-0.1
80. I use my campus email account regularly.	5.6	5.1	-0.5	5.6	5.5	-0.1
82. There are enough classes offered after 2 p.m. on weekdays here.	5.1	4.6	-0.5	4.9	4.9	0.1
77. There is a variety of internship opportunities for students. (2007 only)	4.4	3.9	-0.5	4.4	4.4	-0.1
65. Faculty is usually available after class and during office hours.	4.9	4.4	-0.4	5.1	5.1	0.0

B. 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 BLUE are strengths, in Red are challenges.)	Graduate PHA			Graduate University		
	2007	2010	10-07	2007	2010	10 - 07
28. Parking lots are well-lighted and secure.	4.6	5.8	1.2	4.7	5.1	0.3
21. The amount of student parking space on campus is adequate.	3.5	4.6	1.1	3.9	4.0	0.1
40. Residence hall regulations are reasonable.	4.5	5.4	0.9	4.3	4.4	0.1
70. Graduate teaching assistants are competent as classroom instructors.	5.2	6.1	0.9	4.8	5.3	0.5

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

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	Graduate PHA			Graduate University		
	2007	2010	10-07	2007	2010	10 - 07
77. There is a variety of internship opportunities for students. (2007 only)	4.7	3.1	-1.6	4.5	4.6	0.1
66. Tuition paid is a worthwhile investment.	4.5	3.3	-1.2	4.4	4.5	0.0
101. All in all, if you had it to do over again, would you enroll here?	5.2	4.1	-1.2	5.1	5.2	0.2

IV. SUMMARY AND DISCUSSION

In general, strengths and challenges identified by Queens' undergraduates and graduate students in the College of Pharmacy corresponded with those of the University as a whole. For graduate students, there were a few areas of strengths and challenges that were considered neither strengths nor challenges by the University. There have been many significant increases in satisfaction ratings for both undergraduates and graduates in 2010.

The College of Pharmacy shares some areas of strength with the University but also has its own areas of strength, which are not rated as such by the University. For 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, and 2) the institution's reputation within the community. The College's own unique strengths include: 1) The use of technology in the classroom is adequate, 2) academic advisors are approachable and 3) major requirements being clear and reasonable.

For graduates, the strengths that the college shares with the University include: 1) enough classes offered after 2 p.m. on weekdays, 2) academic advisors being approachable, and 3) St. John's Central being easy to use. The College's own unique strengths include: 1) academic advisors are knowledgeable about requirements in

students' majors, 2) academic advisors are concerned about students' success as individuals, and 3) graduate teaching assistants are competent as classroom instructors.

The College of Pharmacy 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) ability to register with few conflicts, and 3) the institution showing concern for students as individuals. The College's own unique challenges include: 1) Faculty being fair and unbiased in their treatment of individual students, and 2) quality of instruction in most classes.

For graduates, challenges that the college shares with the University include: 1) Tuition paid being a worthwhile investment, 2) adequate services to help decide upon a career, and 3) getting the "run-around" when seeking information. The College of Pharmacy's own unique challenges include: 1) faculty being fair and unbiased in their treatment of individual students, and 2) faculty caring about students as individuals.

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.