



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2010

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. In St. John's 2008-13 Strategic Plan, student overall satisfaction, one of the SSI survey items, was used as an institutional success measure.

The survey consists of 73 standard items and 10 additional ones specific to 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 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 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.

Both strengths and challenges have been identified in this report. Strengths are areas of high importance, high satisfaction, and small gaps. Challenges are areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement.

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 St. John's University and private four-year institutions for comparison purposes. Separate reports are being developed for each school/college.

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 survey results in 2004, 2007, and 2010, with the target for 2013:

	2004	2007	2010	Target for 2013
Undergraduates on Queens Campus	4.4	4.6	4.6	5.3
Undergraduates on Staten Island	4.8	5.0	5.1	5.3
Graduate students on both campuses	4.8	5.0	5.2	5.3

As indicated above, in general there has been improvement in satisfaction ratings, especially for undergraduates on Staten Island campus and graduate students on both campuses. The ratings by undergraduates at Queens campus have remained low, and the rating in 2010 (4.6) is still well below the 2013 target of 5.3.

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

1. The University has a good reputation within the community.
2. The campus is safe and secure for all students.
3. St. John's Central is easy and convenient to use.
4. Computer labs are adequate and accessible.

Additional strengths for Queens campus were:

5. Faculty are usually available after class and during office hours.
6. Students are made to feel welcome on this campus.
7. I have been able to socialize with other students on campus.
8. On the whole, the campus is well-maintained.

Additional strengths for Staten Island campus were:

5. Faculty care about students as individuals.
6. Academic advisors are approachable.
7. Academic advisors are concerned about students' success as individuals.
8. Tutoring services are readily available.
9. The campus staff are caring and helpful.
10. The use of technology in the classroom is adequate.

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

1. Tuition paid as a worthwhile investment.
2. Availability of channels for expressing student complaints.
3. Selection of food in the cafeteria.
4. Conflicts in class registration.

5. Internship opportunities for students.
6. Assessment and course placement procedures.
7. Use of student activities fees.
8. Timing for announcing financial aid awards being helpful in college planning.
9. Billing policies.
10. Availability of financial aid.

Additional challenges for Queens campus were:

11. Students getting the “run-around” when seeking information on campus.
12. The University showing concern for students as individuals.
13. Academic advisors helping students set goals to work toward.
14. Financial aid counselors being helpful.

Additional challenges for Staten Island campus were:

11. Variety of courses provided on this campus.
12. Faculty taking into consideration student differences as they teach a course.
13. Faculty providing timely feedback about student progress in a course.
14. Experience to be a student on this campus.
15. The amount of student parking spaces on campus.

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. Satisfaction ratings by New York State students were higher than by out-of-state students. (The results by market are not available because there is no such a category in the data to separate the primary market from the secondary market.) For out-of-state students, there has been some improvement from 2007 to 2010 in such areas as “selection of food” (the satisfaction rating increased from 3.1 to 3.4 on Queens campus) and “residence hall regulations” (2.8 to 3.1) though the ratings were still low in 2010.

The survey results for St. John’s University were quite consistent with the findings from the four-year private institutions: similar areas of strengths and challenges have been identified. The satisfaction ratings were similar for St. John’s Staten Island campus and private institutions while the ratings for St. John’s Queens campus were fairly lower.

III. DETAILED SURVEY RESULTS

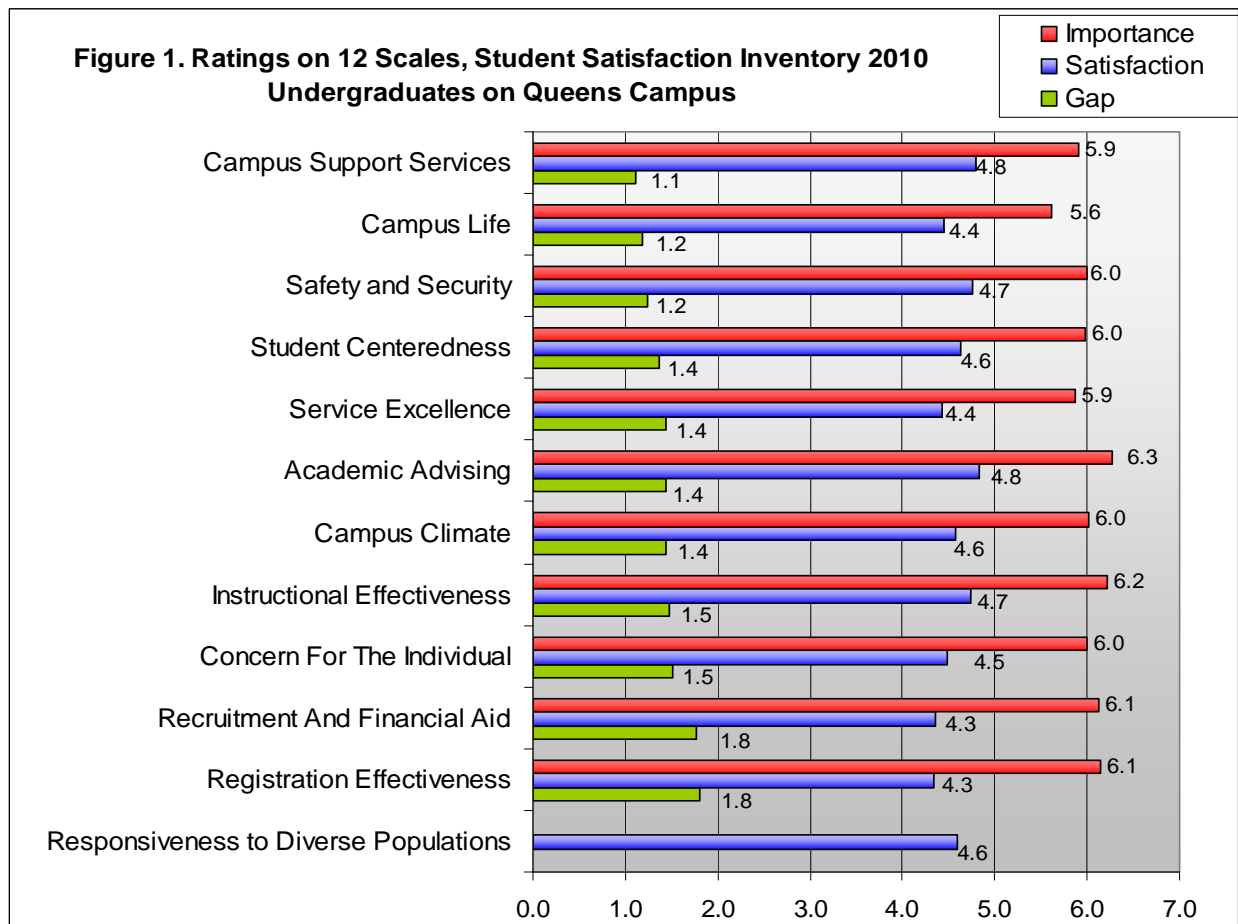
This section consists of three parts: 1) The scale-level results (the 83 items are grouped into 12 scales) and overall satisfaction, 2) Areas of strength, and 3) Areas of challenge.

1. The Scale-Level Results and Overall Satisfaction

A. Undergraduates on Queens Campus

For undergraduates on Queens Campus, both the importance and satisfaction ratings in 2010 were consistent with the ratings in 2007 except for Safety and Security. The importance rating on Safety and Security remained the same (6.0 for both 2007 and 2010) while the satisfaction rating increased (from 4.5 to 4.7), resulting in a narrower performance gap. The overall satisfaction rating remained the same, i.e., 4.6 for both 2007 and 2010. (Table 1a)

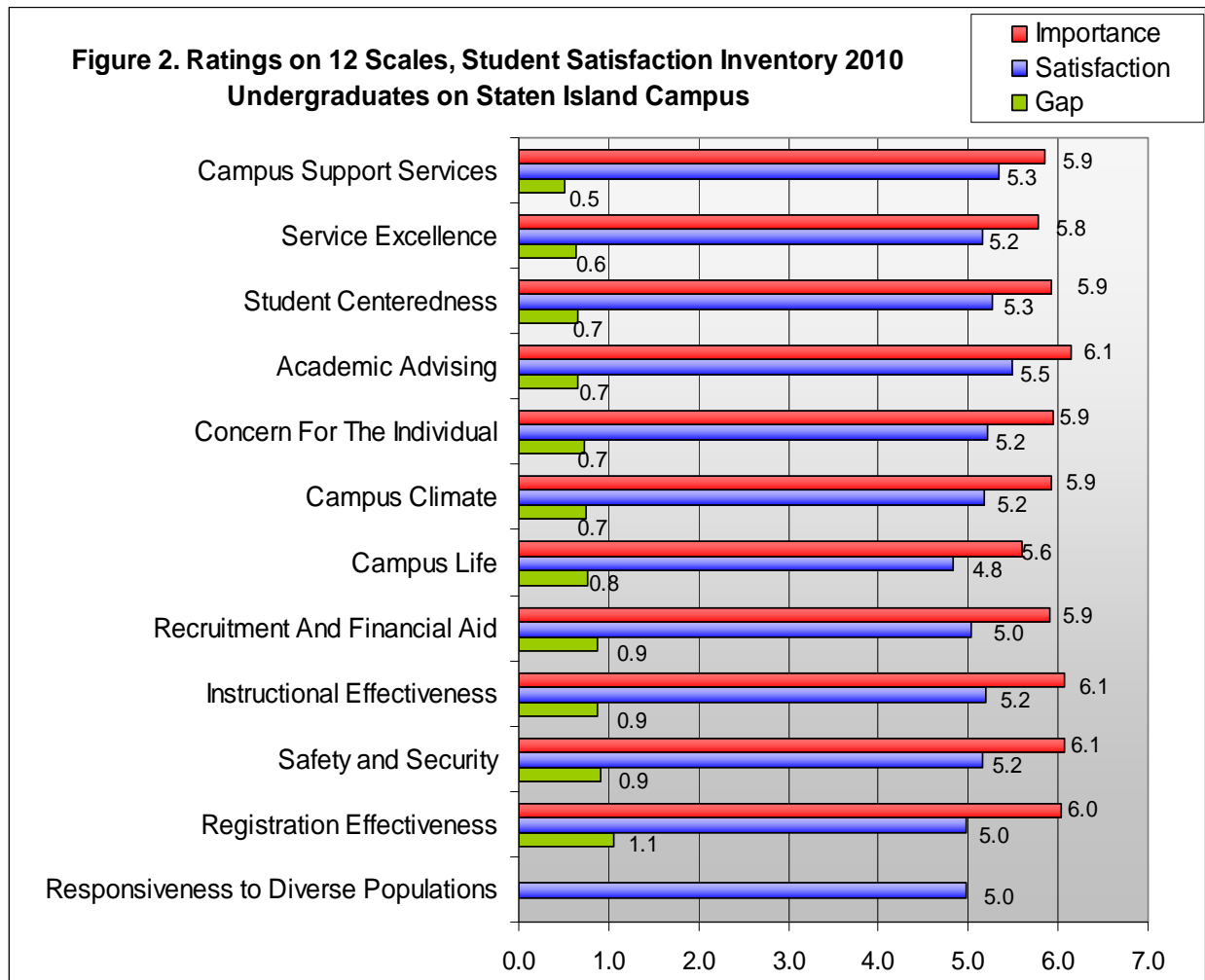
Figure 1 presents the importance and satisfaction ratings of the 12 scales. The scale of Responsiveness to Diverse Populations has only the satisfaction rating, and the scales were sorted by the performance gap (Table 7 in the appendix lists the survey items for each scale). As the figure indicates, Campus Support Services, Campus Life, and Safety & Security had the smallest gaps which ranged from 1.1 to 1.2, while Registration Effectiveness and Recruitment & Financial Aid had the largest gap which was 1.8. The average satisfaction rating on Responsiveness to Diverse Populations was 4.6 which remained the same as in 2007.



B. Undergraduates on Staten Island Campus

For undergraduates on Staten Island, importance ratings in 2010 remained similar to ratings in 2007, while satisfaction ratings all increased slightly, especially for Academic Advising, Safety & Security, and Service Excellence (including services by library, health, and other campus staff). The overall satisfaction rating also increased slightly, from 5.0 in 2007 to 5.1 in 2010. (Table 2a)

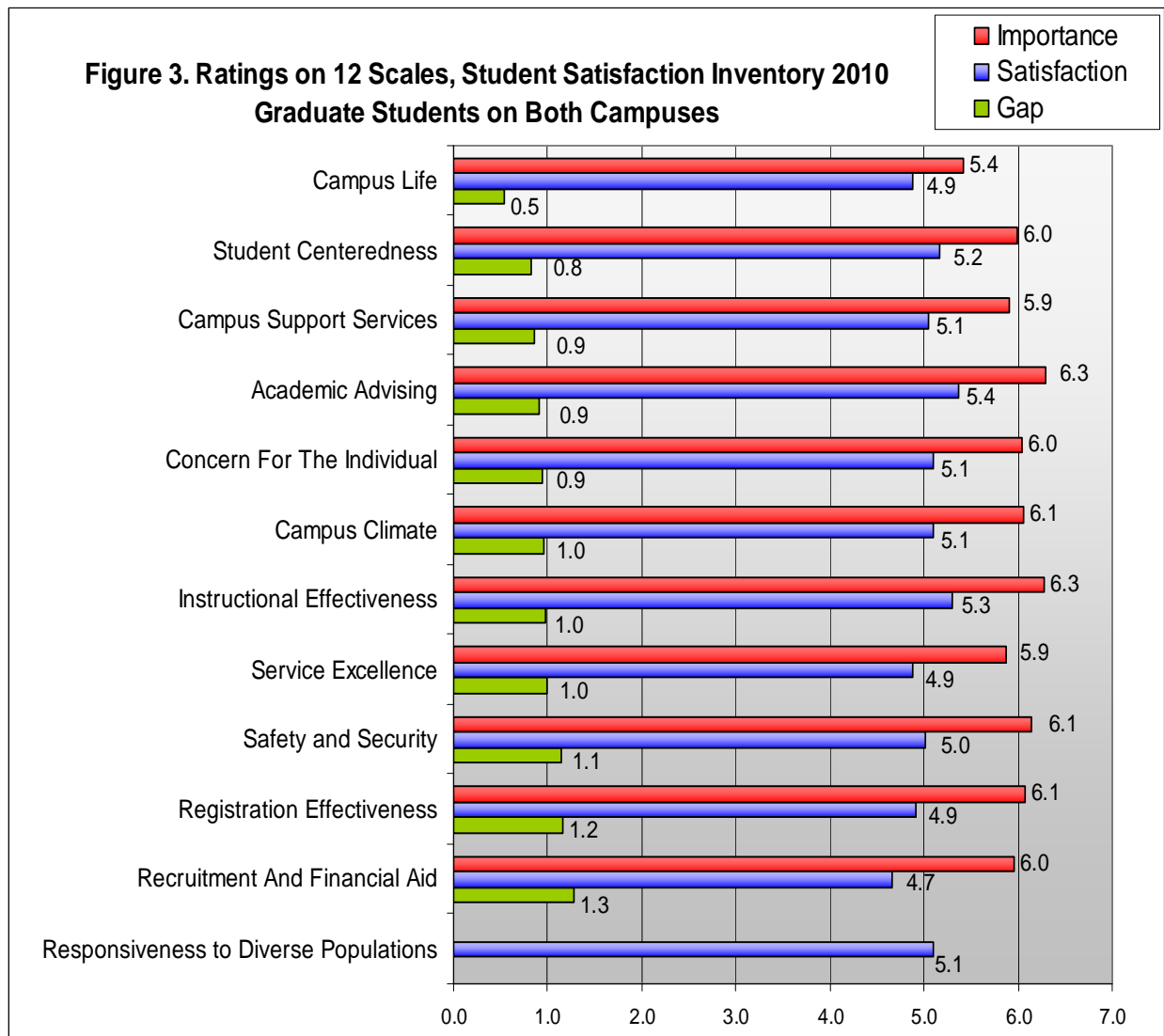
Figure 2 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Support Services and Service Excellence had the smallest gaps which ranged from 0.5 to 0.6, while Registration Effectiveness had the largest gap which was 1.1. The average satisfaction rating on Responsiveness to Diverse Populations was 5.0 which remained the same as in 2007.



C. Graduate Students on Both Queens and Staten Island Campuses

Graduate students on both Queens and Staten Island were sampled as one group. Their importance ratings in 2010 remained similar to ratings in 2007, while satisfaction ratings all revealed an upward trend, especially for Campus Life (the satisfaction rating increased from 4.6 in 2007 to 4.9 in 2010). The overall satisfaction rating also increased, from 5.0 in 2007 to 5.2 in 2010. (Table 3a)

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life had the smallest gap which was 0.5, while Registration Effectiveness and Recruitment & Financial Aid had the largest gaps which ranged from 1.2 to 1.3. The average satisfaction rating on Responsiveness to Diverse Populations had a slight increase, from 5.0 in 2007 to 5.1 in 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 St. John's and Private Institutions

Following are the areas of strength for St. John's undergraduates on either Queens or Staten Island campus, or for undergraduates of private Institutions. The table indicates that St. John's shares similar strengths with private institutions. There is only one area, i.e., students being made to feel welcome, which was a strength for St. John's Queens campus and private institutions while it was a challenge for St. John's Staten Island campus. The values in the table are the average satisfaction ratings, and the data reveal that the ratings were similar for St. John's Staten Island campus and private institutions while the ratings for St. John's Queens campus were fairly lower. (As stated earlier, strengths were determined by the importance and satisfaction ratings within each student group. Therefore, an area with similar satisfaction ratings by two groups of students was not necessarily a strength for both groups.)

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges. Items with missing ratings for private institutions are St. John's additional items)	Queens	Staten Island	Private
	2010	2010	2010
79. St. John's Central is easy and convenient to use.	5.4	5.7	
7. The campus is safe and secure for all students.	5.3	5.7	5.6
75. I have been able to socialize with other students on campus.	5.3	5.5	
72. On the whole, the campus is well-maintained.	5.2	5.4	5.6
26. Computer labs are adequate and accessible.	5.1	5.6	5.4
51. This institution has a good reputation within the community.	5.1	5.6	5.5
65. Faculty are usually available after class and during office hours.	5.1	5.4	5.6
45. Students are made to feel welcome on this campus.	4.9	5.1	5.5
6. My academic advisor is approachable.	5.1	5.8	5.6
2. The campus staff are caring and helpful.	4.7	5.5	5.5
14. My academic advisor is concerned about my success as an individual.	4.7	5.5	5.3
81. The use of technology in the classroom is adequate.	5.2	5.5	
3. Faculty care about me as an individual.	4.5	5.4	5.4
32. Tutoring services are readily available.	4.9	5.4	5.4
68. Nearly all of the faculty are knowledgeable in their field.	4.9	5.3	5.7

B. Undergraduates on Both Queens and SI Campuses

The table below presents areas of strength for undergraduates on both Queens and Staten Island campuses in 2010, and for comparison purposes, St. John's 2007 data and the data for four-year private universities are also presented (Items with missing data for four-year private universities are St. John's additional items.). The values in the table are the mean satisfaction ratings.

Survey Item Items with satisfaction ratings in BLUE are strengths	Queens		Staten Island		4-yr Private	
	2007	2010	2007	2010	2007	2010
79. St. John's Central is easy and convenient to use.	5.4	5.4	5.4	5.7		
7. The campus is safe and secure for all students.	5.3	5.3	5.6	5.7	5.5	5.6
26. Computer labs are adequate and accessible.	5.0	5.1	5.5	5.6	5.3	5.4
51. This institution has a good reputation within the community.	5.2	5.1	5.3	5.6	5.5	5.5

As revealed in the table above, all four areas in both 2007 and 2010 were strengths on both campuses; satisfaction ratings remained similar from 2007 to 2010 on Queens campus while ratings all increased on Staten Island campus.

On Queens campus, additional areas of strength are:

Survey Item Items with satisfaction ratings in BLUE are strengths	Queens		4-yr Private	
	2007	2010	2007	2010
75. I have been able to socialize with other students on campus.	5.1	5.3		
72. On the whole, the campus is well-maintained.	5.1	5.2	5.5	5.6
65. Faculty are usually available after class and during office hours.	5.1	5.1	5.5	5.6
45. Students are made to feel welcome on this campus.	4.7	4.9	5.4	5.5

As indicated above, students being able to socialize remained a strength from 2007 to 2010, and its satisfaction rating increased from 5.1 to 5.3. Students being made to feel welcome was not a strength in 2007, but became one in 2010.

On Staten Island campus, additional areas of strength are:

Survey Item Items with satisfaction ratings in BLUE are strengths	SI		4-yr Private	
	2007	2010	2007	2010
6. My academic advisor is approachable.	5.6	5.8	5.5	5.6
2. The campus staff are caring and helpful.	5.3	5.5	5.4	5.5
14. My academic advisor is concerned about my success as an individual.	5.4	5.5	5.2	5.3
81. The use of technology in the classroom is adequate.	5.2	5.5		
3. Faculty care about me as an individual.	5.3	5.4	5.3	5.4
32. Tutoring services are readily available.	5.3	5.4	5.2	5.4

As indicated above, all the six areas were strengths in both 2007 and 2010, and their satisfaction ratings all increased.

C. Graduate Students on Both Queens and SI Campuses

Graduate students on both Queens and Staten Island were sampled as one group, and the following are the areas of strength in 2010:

Survey Item Items with satisfaction ratings in BLUE are strengths	Queens & SI Campuses	
	2007	2010
65. Faculty are usually available after class and during office hours.	5.4	5.6
72. On the whole, the campus is well-maintained.	5.4	5.6
6. My academic advisor is approachable.	5.4	5.5
51. This institution has a good reputation within the community.	5.3	5.5
82. There are enough classes offered after 2 p.m. on weekdays here.	5.3	5.5
79. St. John's Central is easy and convenient to use.	5.6	5.4

As indicated above, all areas were identified as strengths in both 2007 and 2010, and satisfaction ratings all increased except for St. John's Central which experienced a slight drop. By the way, the SSI participants in other institutions were mainly undergraduates. Therefore, no comparison data were available for graduate students.

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: Challenges for Undergraduates of St. John's and Private Institutions

Following are the areas of challenge for St. John's undergraduates on either Queens or Staten Island campus, or for undergraduates of private Institutions. The table indicates that St. John's shares similar challenges with private institutions. There is only one area, i.e., students being made to feel welcome, which was a challenge for St. John's Staten Island campus while it was a strength for St. John's Queens campus and for private institutions. The values in the table are the average satisfaction ratings, and the data reveal that the ratings were similar for St. John's Staten Island campus and private institutions while the ratings for St. John's Queens campus were fairly lower. (As stated earlier, challenges were determined by the importance and satisfaction ratings within each student group. Therefore, an area with similar satisfaction ratings by two groups of students was not necessarily a challenge for both groups.)

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	Queens	Staten Island	Private
	2010	2010	2010
11. Billing policies are reasonable.	3.7	4.4	4.6
66. Tuition paid is a worthwhile investment.	3.7	4.7	4.8
57. I seldom get the “run-around” when seeking information on this campus.	3.9	4.9	4.7
73. Student activities fees are put to good use.	4.0	4.7	4.6
71. Channels for expressing student complaint are readily available.	4.0	4.8	4.7
38. There is an adequate selection of food available in the cafeteria.	4.0	4.5	4.1
17. Adequate financial aid is available for most students.	4.1	4.8	4.8
5. Financial aid counselors are helpful.	4.3	5.0	5.0
34. I am able to register for classes I need with few conflicts.	4.3	4.9	5.0
59. This institution shows concern for students as individuals.	4.3	5.3	5.3
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.3	4.9	4.8
77. There is a variety of internship opportunities for students. (St. John’s additional item)	4.4	5.1	N/A
19. My academic advisor helps me set goals to work toward.	4.5	5.2	4.9
35. The assessment and course placement procedures are reasonable.	4.5	5.1	5.2
21. The amount of student parking space on campus is adequate.	3.6	4.5	3.9
69. There is a good variety of courses provided on this campus.	4.9	4.7	5.3
53. Faculty taking into consideration student differences as they teach a course.	4.3	5.0	5.1
45. Students are made to feel welcome on this campus.	4.9	5.1	5.5
47. Faculty provide timely feedback about student progress in a course.	4.6	5.1	5.1
29. It is an enjoyable experience to be a student on this campus.	4.7	5.1	5.3
25. Faculty are fair and unbiased in their treatment of individual students.	4.6	5.0	5.2
36. Security staff respond quickly in emergencies.	5.0	5.2	4.5
23. Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	4.3	4.5	4.6

B. Undergraduates on Both Queens and SI Campuses

Following are the areas of challenge for undergraduates on both Queens and Staten Island campuses in 2010, and for comparison purposes, the 2007 data are also presented. The values in the table are the mean satisfaction scores.

Survey Item Items with satisfaction ratings in Red are challenges	Queens		Staten Island		4-yr Private	
	2007	2010	2007	2010	2007	2010
11. Billing policies are reasonable.	3.7	3.7	4.5	4.4	4.5	4.6
66. Tuition paid is a worthwhile investment.	3.9	3.7	4.6	4.7	4.7	4.8
73. Student activities fees are put to good use.	4.0	4.0	4.6	4.7	4.5	4.6
71. Channels for expressing student complaint are readily available.	4.3	4.0	4.8	4.8	4.6	4.7
38. There is an adequate selection of food available in the cafeteria.	3.8	4.0	4.4	4.5	4.1	4.1
17. Adequate financial aid is available for most students.	4.1	4.1	4.7	4.8	4.7	4.8
34. I am able to register for classes I need with few conflicts.	4.4	4.3	4.9	4.9	4.9	5.0
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.2	4.3	4.9	4.9	4.8	4.8
77. There is a variety of internship opportunities for students.	4.4	4.4	4.9	5.1		
35. The assessment and course placement procedures are reasonable.	4.6	4.5	5.0	5.1	5.1	5.2

As revealed in the above table, the satisfaction ratings on billing policies and tuition paid as a worthwhile investment remained low from 2007 to 2010, and for Queens campus the rating on tuition paid as a worthwhile investment dropped from 3.9 to 3.7. Another area that experienced a fairly big drop was channels for expressing complaint, from 4.3 in 2007 to 4.0 in 2010.

For Queens campus, additional areas of challenge are:

Survey Item Items with satisfaction ratings in Red are challenges	Queens		4-yr Private	
	2007	2010	2007	2010
57. I seldom get the “run-around” when seeking information on this campus.	3.9	3.9	4.6	4.7
5. Financial aid counselors are helpful.	4.2	4.3	4.9	5.0
59. This institution shows concern for students as individuals.	4.3	4.3	5.2	5.3
19. My academic advisor helps me set goals to work toward.	4.5	4.5	4.8	4.9

As indicated above, the satisfaction rating on getting the “run-around” was fairly low and it remained the same (3.9) from 2007 to 2010.

For Staten Island campus, additional areas of challenge are:

Survey Item Items with satisfaction ratings in Red are challenges	Staten Island		4-yr Private	
	2007	2010	2007	2010
21. The amount of student parking space on campus is adequate.	4.0	4.5	3.6	3.9
69. There is a good variety of courses provided on this campus.	4.8	4.7	5.2	5.3
53. Faculty taking into consideration student differences as they teach a course.	4.9	5.0	5.0	5.1
25. Faculty are fair and unbiased in their treatment of individual students.	5.0	5.0	5.1	5.2
47. Faculty provide timely feedback about student progress in a course.	5.0	5.1	5.1	5.1
29. It is an enjoyable experience to be a student on this campus.	5.0	5.1	5.3	5.3

As presented above, the satisfaction rating on student parking space improved most, from 4.0 to 4.5, though it remained a challenge, while satisfaction ratings on other areas didn't change much.

C. Out-of-state Undergraduates on Both Queens and SI Campuses

Satisfaction ratings by out-of-state students are fairly lower than by in-state (New York State) students for most survey items, and that's true for both Queens and Staten Island campuses.

Following are areas of challenge where ratings by out-of-state students were much lower than by in-state students, **Queens campus:**

Survey Item Items with satisfaction ratings in Red are challenges	In-state		Out-of-state		In-state minus Out-of-state
	2007	2010	2007	2010	2010
38. There is an adequate selection of food available in the cafeteria.	4.0	4.2	3.1	3.4	0.8
40. Residence hall regulations are reasonable.	3.6	3.8	2.8	3.1	0.7
57. I seldom get the "run-around" when seeking information on this campus.	3.9	4.0	3.6	3.5	0.5
34. I am able to register for classes I need with few conflicts.	4.4	4.4	4.0	3.9	0.5
71. Channels for expressing student complaint are readily available.	4.3	4.1	4.2	3.7	0.4
5. Financial aid counselors are helpful.	4.3	4.4	3.9	4.0	0.4
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.2	4.4	4.1	4.0	0.4
59. This institution shows concern for students as individuals.	4.3	4.4	4.2	4.1	0.3
66. Tuition paid is a worthwhile investment.	3.9	3.7	3.7	3.5	0.2

As indicated above, the average satisfaction rating on "adequate selection of food" in 2010 was 4.2 by in-state students versus 3.4 by out-of-state students, resulting in a difference of 0.8. The difference in the ratings on residence hall regulations was also large,

i.e., 0.6 (3.8 by in-state vs. 3.1 by out-of-state students), followed by “getting the run-around” (4.0 vs. 3.5).

Following are areas of challenge where ratings by out-of-state students were much lower than by in-state students, **Staten Island campus**:

Survey Item Items with satisfaction ratings in Red are challenges	In-state		Out-of-state		In-state minus Out-of-state
	2007	2010	2007	2010	2010
38. There is an adequate selection of food available in the cafeteria.	4.5	4.7	3.6	3.7	1.0
73. Student activities fees are put to good use.	4.7	4.8	3.9	4.1	0.7
66. Tuition paid is a worthwhile investment.	4.7	4.7	3.9	4.3	0.4
29. It is an enjoyable experience to be a student on this campus.	5.1	5.2	4.6	4.8	0.4
17. Adequate financial aid is available for most students.	4.7	4.9	4.4	4.5	0.4
21. The amount of student parking space on campus is adequate.	4.0	4.5	3.8	4.2	0.3
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	4.4	4.5	4.1	4.2	0.3
11. Billing policies are reasonable.	4.5	4.5	3.9	4.2	0.3

As revealed above, the difference in ratings on adequate selection of food was also very large between in-state and out-of-state students on Staten Island campus, 4.7 vs. 3.7 in 2010, followed by the use of student activities fees (4.8 vs. 4.1), and tuition paid as a worthwhile investment (4.7 vs. 4.3).

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 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 Red are challenges.)	Queens Campus				
	Total	1st-Year	2nd-Year	3rd-Year	4th-Year
11. Billing policies are reasonable.	3.7	4.2	3.7	3.3	3.5
66. Tuition paid is a worthwhile investment.	3.7	4.1	3.8	3.6	3.3
57. I seldom get the “run-around” when seeking information on this campus.	3.9	4.5	3.9	3.9	3.2
73. Student activities fees are put to good use.	4.0	4.5	4.2	3.8	3.4
71. Channels for expressing student complaint are readily available.	4.0	4.5	3.9	4.0	3.6
38. There is an adequate selection of food available in the cafeteria.	4.0	4.1	4.1	4.0	4.0
17. Adequate financial aid is available for most students.	4.1	4.7	4.1	4.0	3.7
5. Financial aid counselors are helpful.	4.3	4.8	4.2	4.2	4.0
34. I am able to register for classes I need with few conflicts.	4.3	4.6	4.6	4.1	4.0
59. This institution shows concern for students as individuals.	4.3	4.8	4.3	4.3	3.9
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.3	4.8	4.3	4.3	3.9
77. There is a variety of internship opportunities for students.	4.4	4.8	4.4	4.4	4.0
19. My academic advisor helps me set goals to work toward.	4.5	4.9	4.6	4.4	4.0
35. The assessment and course placement procedures are reasonable.	4.5	4.9	4.7	4.3	4.2

The above table indicates that 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 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 they were areas of challenges.

For Staten Island campus, there was a similar pattern of high level with low ratings. Following are areas of challenge by level in 2010, **Staten Island campus**:

Survey Item (Items with satisfaction ratings in Red are challenges.)	Staten Island Campus				
	Total	1st-Year	2nd-Year	3rd-Year	4th-Year
11. Billing policies are reasonable.	4.4	4.5	4.6	4.3	4.1
21. The amount of student parking space on campus is adequate.	4.5	4.7	4.7	4.3	4.2
38. There is an adequate selection of food available in the cafeteria.	4.5	4.5	4.6	4.3	4.7
73. Student activities fees are put to good use.	4.7	4.8	4.9	4.4	4.3
69. There is a good variety of courses provided on this campus.	4.7	4.8	4.7	4.7	4.4
66. Tuition paid is a worthwhile investment.	4.7	5.0	4.8	4.5	4.4
17. Adequate financial aid is available for most students.	4.8	5.1	4.9	4.7	4.4
71. Channels for expressing student complaint are readily available.	4.8	5.1	5.1	4.5	4.7
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.9	5.4	5.1	4.5	4.6
34. I am able to register for classes I need with few conflicts.	4.9	5.0	4.7	4.8	5.0
53. Faculty taking into consideration student differences as they teach a course.	5.0	5.2	5.1	4.8	4.8
25. Faculty are fair and unbiased in their treatment of individual students.	5.0	5.3	5.2	4.8	4.7
77. There is a variety of internship opportunities for students.	5.1	5.4	5.1	5.1	4.7
35. The assessment and course placement procedures are reasonable.	5.1	5.3	5.1	4.9	5.1
45. Students are made to feel welcome on this campus.	5.1	5.6	5.3	4.9	4.8
47. Faculty provide timely feedback about student progress in a course.	5.1	5.1	5.2	5.0	5.0
29. It is an enjoyable experience to be a student on this campus.	5.1	5.3	5.3	4.8	5.2

E. Graduate Students on Both Queens and SI Campuses

Graduate students on both Queens and Staten Island were sampled as one group, and the following are the areas of challenge in 2010:

Survey Item Items with satisfaction ratings in Red are challenges	Queens & SI Campuses	
	2007	2010
11. Billing policies are reasonable.	4.2	4.3
17. Adequate financial aid is available for most students.	4.1	4.3
57. I seldom get the "run-around" when seeking information on this campus.	4.2	4.4
66. Tuition paid is a worthwhile investment.	4.4	4.5
77. There is a variety of internship opportunities for students.	4.5	4.6
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.3	4.6
73. Student activities fees are put to good use.	4.3	4.6
5. Financial aid counselors are helpful.	4.4	4.6
71. Channels for expressing student complaint are readily available.	4.3	4.7

49. There are adequate services to help me decide upon a career.	4.8	4.9
4. Admission staff are knowledgeable.	4.9	4.9
19. My academic advisor helps me set goals to work toward.	4.9	5.0
59. This institution shows concern for students as individuals.	5.0	5.0
34. I am able to register for classes I need with few conflicts.	5.0	5.1
74. I have found quiet places to study on campus.	4.8	5.1

As indicated in the above table, there has been some improvement in satisfaction ratings for most of the areas from 2007 to 2010, while ratings remained the same for a few areas.

IV. SUMMARY AND DISCUSSION

In general, the student satisfaction ratings are consistent with the findings from other surveys such as the Graduating Student Survey (GSS) and the Freshman Survey. The satisfaction ratings by New York State students were higher than by out-of-state students; ratings on Staten Island campus were higher than on Queens campus; ratings by female students were slightly higher than by male students; ratings by Asian students were slightly lower than the university average.

The 2004 SSI data indicate that students who lived on campus were less satisfied than commuters, but the 2007 SSI data reveal that the gap in satisfaction ratings between the two groups of students no longer existed. The ratings by out-of-state students, however, were low in 2004, remained low in 2007, and there has been not much improvement in 2010. By the way, there is no such gap in the private four-year peer institutions.

Getting the “run-around” has been a challenge for students on Queens campus. The data indicate that the satisfaction ratings by senior students were the lowest (3.2 in 2010), followed by junior and sophomore students (3.9), with the freshman ratings being the highest (4.5). This issue needs to be investigated further in order to develop some action plans.

St. John’s data indicate that there is a fairly strong correlation between student satisfaction and their retention: less satisfied students are more likely to leave. The gap in retention between residents and commuters disappeared with the disappearance of the gap in satisfaction, while there still remains the gap in both retention and satisfaction between in-state and out-of-state students.

Improvement has been made in some areas of challenges from 2007 to 2010, while there has been no positive change in other areas, such as the issue of getting the “run-around”, tuition paid as a worthwhile investment, and channels for expressing student complaints. It is true that most areas of challenge for St. John’s are also challenges for the four-year private peer institutions. Our performance gaps on Queens campus, however, are fairly larger than the gaps at the peer institutions.

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.