



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2010 SCHOOL OF EDUCATION

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 three groups, 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 School of Education, the sample included 28 undergraduates of Queens Campus (6% of student population), 18 undergraduates of Staten Island Campus (14%), and 49 graduate students of both Queens and SI campuses (3%).

This report highlights the survey results for the School of Education. 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 includes 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 EDU survey results in 2004, 2007, and 2010, with the University target for 2013:

| | 2004 | 2007 | 2010 | STJ Target for 2013 |
|------------------------------------|------|------|------|---------------------|
| Undergraduates on Queens Campus | 4.6 | 4.8 | 4.9 | 5.3 |
| Undergraduates on Staten Island | 5.2 | 5.6 | 5.3 | 5.3 |
| Graduate students on Queens Campus | 4.9 | 5.1 | 5.5 | 5.3 |

As indicated above, there has been improvement in satisfaction ratings from 2004 to 2007 and 2010 for both graduates and undergraduates. The University target of 5.3 has been met by undergraduates on Staten Island campus and graduate students on both campuses while the rating for undergraduates on the Queens campus is below the target.

In 2010, the following areas were identified as the **School of Education's strengths for undergraduates on both Queens and Staten Island campuses:**

1. Computer labs are adequate and accessible.
2. The campus is safe and secure for all students.
3. I have been able to socialize with other students on campus.

Additional strengths for Queens campus were:

4. On the whole, the campus is well-maintained.
5. Faculty is usually available after class and during office hours.
6. I use my campus email account regularly.
7. Students are made to feel welcome on this campus.
8. The personnel involved in registration are helpful.

Additional strengths for Staten Island campus were:

4. Bookstore staff is helpful.
5. Parking lots are well-lighted and secure.
6. There is a commitment to academic excellence on this campus.

7. New student orientation services help students adjust to college.
8. Student disciplinary procedures are fair.
9. There is an adequate variety of events and programs to attend on campus.
10. This institution shows concern for students as individuals.
11. Security staff responds quickly in emergencies.

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

1. Tuition paid is a worthwhile investment.
2. Billing policies are reasonable.
3. Student activities fees are put to good use.
4. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
5. Financial aid counselors are helpful.
6. Financial aid awards are announced to students in time to be helpful in college planning.
7. Adequate financial aid is available for most students.
8. Faculty is fair and unbiased in their treatment of individual students.

Additional challenges for Queens campus were:

9. Residence hall regulations are reasonable.
10. Channels for expressing student complaint are readily available.
11. I seldom get the "run-around" when seeking information on this campus.
12. Admissions counselors accurately portray the campus in their recruiting practices.
13. My academic advisor is concerned about my success as an individual.
14. The quality of instruction I receive in most of my classes is excellent.

Additional challenges for Staten Island campus were:

9. The business office is open during hours which are convenient for most students.
10. There are adequate services to help me decide upon a career.
11. There is a good variety of courses provided on this campus.
12. Faculty taking into consideration student differences as they teach a course.
13. The assessment and course placement procedures are reasonable.
14. Major requirements are clear and reasonable.
15. I am able to experience intellectual growth here.

In general, satisfaction ratings were higher for Staten Island than for the 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 each additional level, the ratings became lower overall.

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, 3) Areas of challenge, and 4) Areas of significant changes.

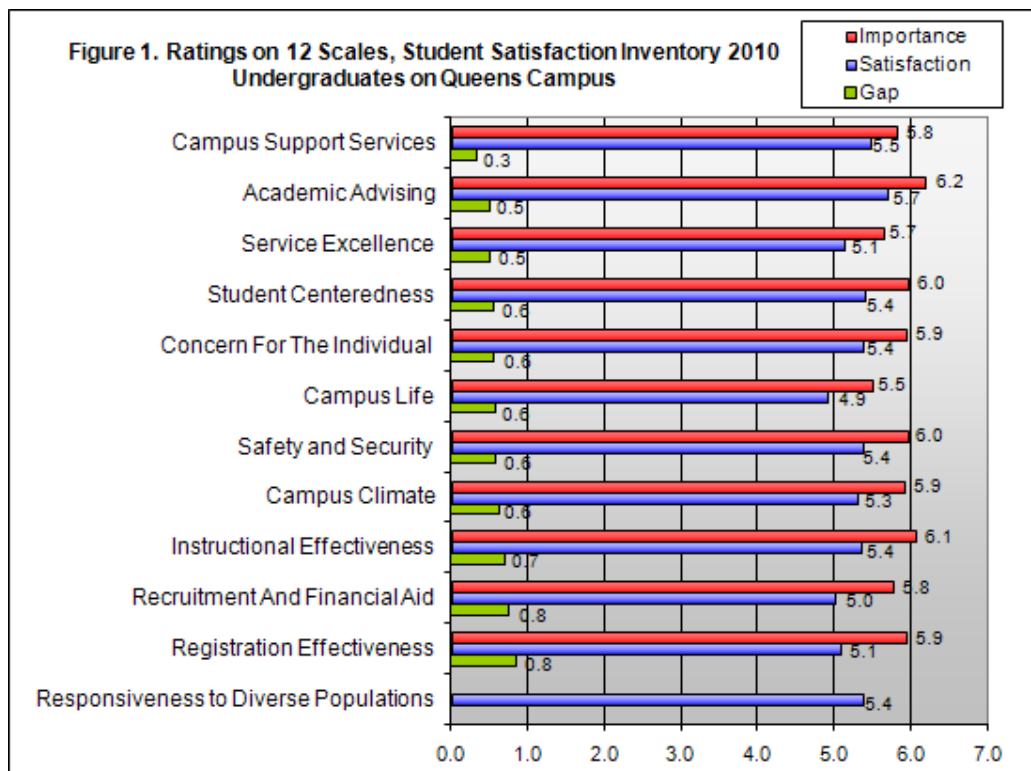
1. The Scale-Level Results and Overall Satisfaction

A. Undergraduates on Queens Campus

For undergraduates on the Queens Campus, most of the importance ratings increased slightly from 2007 to 2010, while almost all satisfaction ratings increased.

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, Academic Advising, and Service Excellence had the smallest gaps which ranged from 0.3 to 0.5, while Registration Effectiveness and Recruitment & Financial Aid had the largest gap of 0.8. The average satisfaction rating on Responsiveness to Diverse Populations was 5.4 which increased from a rating of 5.1 in 2007.

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

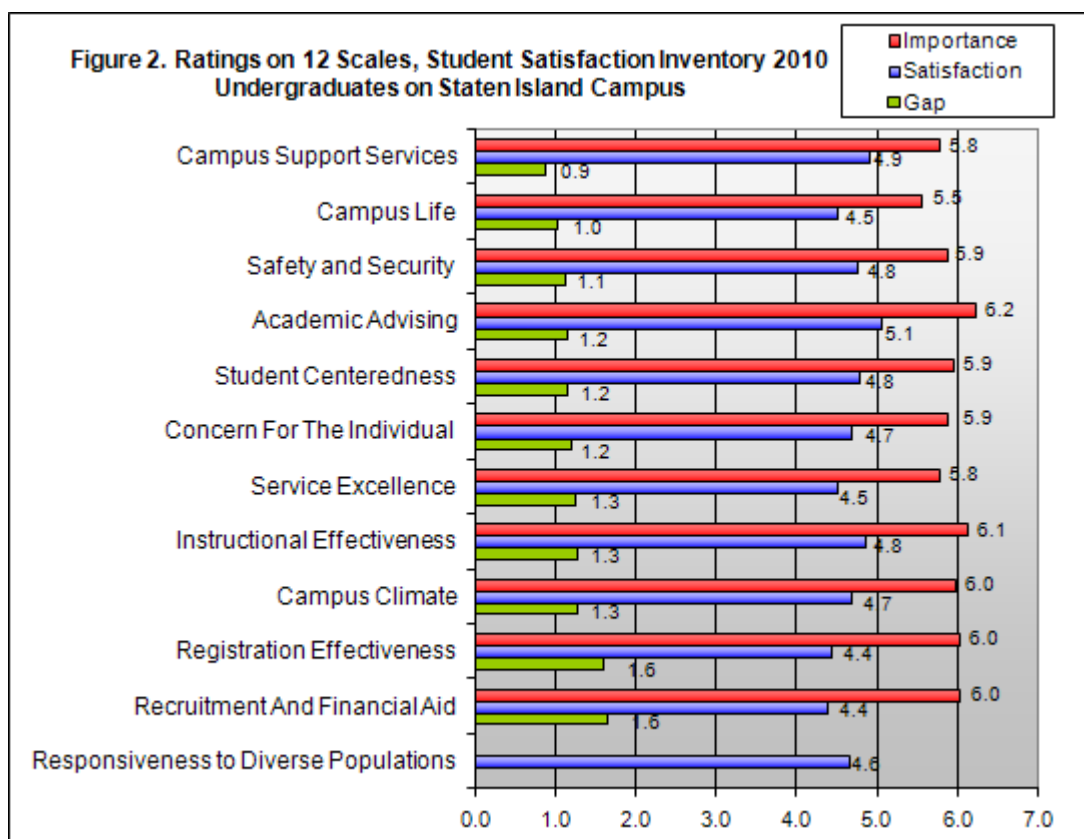


B. Undergraduates on Staten Island Campus

For undergraduate students on Staten Island Campus, both importance and satisfaction ratings mostly increased.

Figure 2 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Support Services had the smallest gap of 0.9, while Recruitment & Financial Aid and Registration Effectiveness had the largest gap of 1.6. The average satisfaction rating on Responsiveness to Diverse Populations was 4.6 which remained the same as in 2007.

The overall satisfaction rating, one of St. John's institutional success measures decreased for SI undergraduate students (from 5.6 to 5.3) from 2007 to 2010.

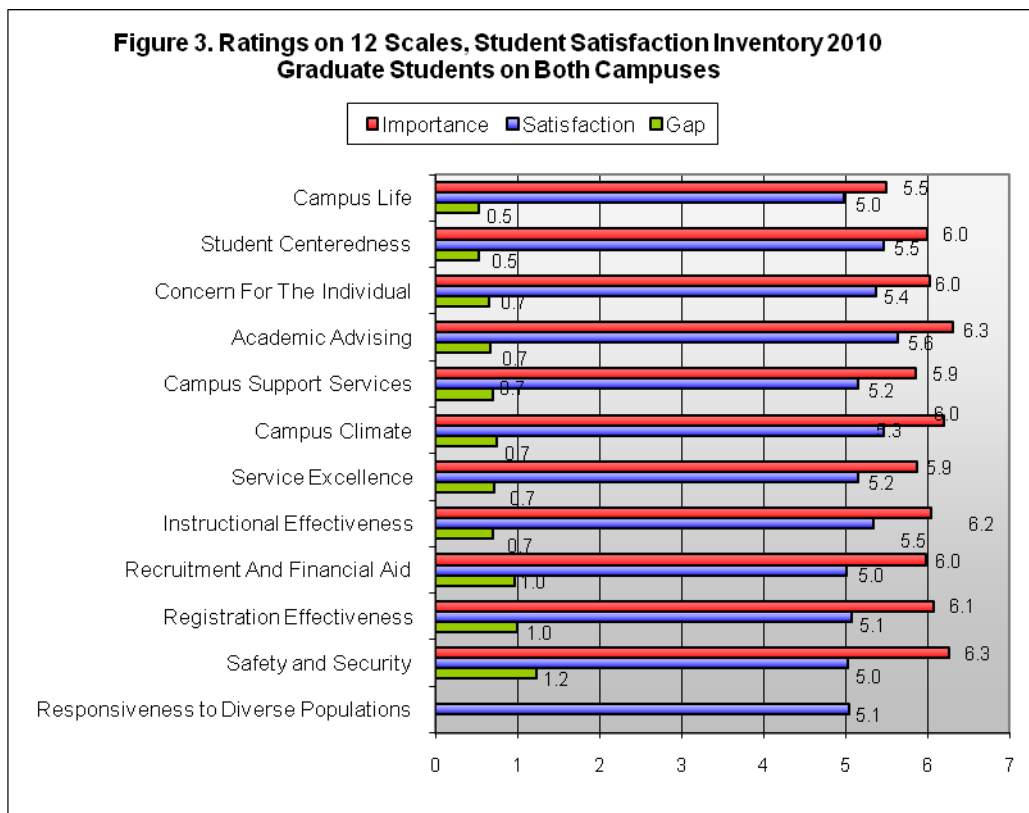


C. Graduates on both Queens and Staten Island Campuses

For graduate students on both Queens and Staten Island Campuses, importance ratings for all items decreased while satisfaction ratings mostly increased. This resulted in an overall decreased performance gap.

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life and Student Centeredness had the smallest gap of 0.5, while Safety & Security had the largest gap of 1.2. The average satisfaction rating on Responsiveness to Diverse Populations was 5.1 which remained the same as in 2007.

The overall satisfaction rating, one of St. John's institutional success measures increased for Graduate students (from 5.1 to 5.5) from 2007 to 2010.



2. Areas of Strengths

Areas of strengths are determined by importance and satisfaction ratings within each of these three student groups: 1) Undergraduates on the 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 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 necessarily be 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 all be 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 undergraduates of the School of Education on either the Queens or Staten Island campus, and for undergraduates of the entire

university on either the Queens or Staten Island campus. The table indicates that the School of Education shares much similar strength with the university as a whole. EDU students on the Queens campus tended to have similar ratings as university-wide students on the Queens campus. Two items were considered to be strengths by all four categories: 1) the safety and security of the campus, and 2) adequate and accessible computer labs. The item, the institution showing concern for students as individuals, is considered a challenge by all students on the Queens campus, but considered a strength by EDU students on the Staten Island campus.

| Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.) | EDU Queens | EDU SI | University Queens | University SI |
|--|------------|--------|-------------------|---------------|
| | 2010 | 2010 | 2010 | 2010 |
| 26. Computer labs are adequate and accessible. | 5.9 | 6.0 | 5.1 | 5.6 |
| 7. The campus is safe and secure for all students. | 5.4 | 6.1 | 5.3 | 5.7 |
| 75. I have been able to socialize with other students on campus. | 5.2 | 5.8 | 5.3 | 5.5 |
| 72. On the whole, the campus is well-maintained. | 6.0 | 5.6 | 5.2 | 5.4 |
| 65. Faculty is usually available after class and during office hours. | 5.9 | 5.3 | 5.1 | 5.4 |
| 45. Students are made to feel welcome on this campus. | 5.3 | 5.7 | 4.9 | 5.1 |
| 80. I use my campus email account regularly. | 5.9 | 5.9 | 5.5 | 5.6 |
| 27. The personnel involved in registration are helpful. | 5.3 | 5.7 | 4.7 | 5.4 |
| 51. This institution has a good reputation within the community. | 5.4 | 5.9 | 5.1 | 5.6 |
| 79. St. John's Central is easy and convenient to use. | 5.8 | 5.9 | 5.4 | 5.7 |
| 81. (2007) The use of technology in the classroom is adequate. | 5.2 | 5.7 | 5.2 | 5.5 |
| 54. Bookstore staff are helpful. | 5.1 | 6.1 | 4.8 | 5.4 |
| 28. Parking lots are well-lighted and secure. | 5.3 | 5.9 | 4.7 | 5.2 |
| 41. There is a commitment to academic excellence on this campus. | 4.9 | 5.9 | 4.7 | 5.3 |
| 64. New student orientation services help students adjust to college. | 5.3 | 5.9 | 4.7 | 5.3 |
| 63. Student disciplinary procedures are fair. | 4.3 | 5.8 | 4.6 | 5.3 |
| 76. There is an adequate variety of events and programs to attend on campus. | 5.3 | 5.8 | 4.9 | 5.1 |
| 59. This institution shows concern for students as individuals. | 4.3 | 5.7 | 4.3 | 5.3 |
| 36. Security staff responds quickly in emergencies. | 5.2 | 5.7 | 5.0 | 5.2 |
| 6. My academic advisor is approachable. | 5.0 | 5.7 | 5.1 | 5.8 |
| 2. The campus staff is caring and helpful. | 4.7 | 5.4 | 4.7 | 5.5 |
| 14. My academic advisor is concerned about my success as an individual. | 4.7 | 5.4 | 4.7 | 5.5 |
| 3. Faculty care about me as an individual. | 4.8 | 5.4 | 4.5 | 5.4 |
| 32. Tutoring services are readily available. | 4.7 | 5.4 | 4.9 | 5.4 |

B. Undergraduates on Queens Campus

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) | Queens | | University | |
|---|--------|------|------------|------|
| | 2007 | 2010 | 2007 | 2010 |
| 72. On the whole, the campus is well-maintained. | 5.6 | 6.0 | 5.1 | 5.2 |
| 65. Faculty is usually available after class and during office hours. | 5.3 | 5.9 | 5.1 | 5.1 |
| 80. I use my campus email account regularly. | 5.8 | 5.9 | 5.6 | 5.5 |
| 7. The campus is safe and secure for all students. | 5.5 | 5.4 | 5.3 | 5.3 |
| 45. Students are made to feel welcome on this campus. | 4.9 | 5.3 | 4.7 | 4.9 |
| 27. The personnel involved in registration are helpful. | 4.7 | 5.3 | 4.7 | 4.7 |
| 26. Computer labs are adequate and accessible. | 5.1 | 5.9 | 5.0 | 5.1 |
| 75. I have been able to socialize with other students on campus. | 5.5 | 5.2 | 5.1 | 5.3 |

As indicated in the table above, almost all areas of strength have increased in the satisfaction ratings from 2007 to 2010. Satisfaction ratings notably increased from 5.1 to 5.9 for computer labs being adequate and accessible. The items: 1) students being made to feel welcome on campus and 2) the personnel involved in registration being helpful were both challenges in 2007 but have become strengths in 2010. Most areas of strength identified by the School of Education are also considered strengths by St. John's University as a whole.

C. Undergraduates on Staten Island Campus

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).

| Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.) | EDU SI | | University SI | |
|--|-----------|------|------------------|------|
| | 2007 | 2010 | 2007 | 2010 |
| 51. This institution has a good reputation within the community. | 5.7 | 5.9 | 5.3 | 5.6 |
| 79. St. John's Central is easy and convenient to use. | 5.8 | 5.9 | 5.4 | 5.7 |
| 64. New student orientation services help students adjust to college. | 5.7 | 5.9 | 5.1 | 5.3 |
| 75. I have been able to socialize with other students on campus. | 6.0 | 5.8 | 5.3 | 5.5 |
| 81. (2007) The use of technology in the classroom is adequate. | 5.7 | 5.7 | 5.2 | 5.5 |
| 7. The campus is safe and secure for all students. | 5.7 | 6.1 | 5.6 | 5.7 |
| 54. Bookstore staff is helpful. | 5.7 | 6.1 | 5.3 | 5.4 |
| 26. Computer labs are adequate and accessible. | 5.8 | 6.0 | 5.5 | 5.6 |
| 28. Parking lots are well-lighted and secure. | 5.0 | 5.9 | 4.9 | 5.2 |
| 41. There is a commitment to academic excellence on this campus. | 5.4 | 5.9 | 5.0 | 5.3 |
| 63. Student disciplinary procedures are fair. | 5.1 | 5.8 | 5.0 | 5.3 |
| 76. There is an adequate variety of events and programs to attend on campus. | 5.6 | 5.8 | 4.9 | 5.1 |
| 36. Security staff responds quickly in emergencies. | 5.1 | 5.7 | 5.1 | 5.2 |
| 59. This institution shows concern for students as individuals. | 5.4 | 5.7 | 5.1 | 5.3 |

As indicated in the table above, the satisfaction ratings for nearly all items identified as strengths increased from 2007 to 2010, especially for student disciplinary procedures being fair (from 5.1 to 5.8) and parking spots being well lit and secure (from 5.0 to 5.9). Two items considered to be challenges in 2007 are now considered to be

strengths in 2010: 1) parking lots being well-lighted and secure and 2) security staff responds quickly in emergencies.

D. Graduates on both Queens and Staten Island Campuses

The following areas have been identified as strengths by the 2010 survey, and they 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.) | Staten Island | | University | |
|--|---------------|------|------------|------|
| | 2007 | 2010 | 2007 | 2010 |
| 72. On the whole, the campus is well-maintained. | 5.5 | 5.8 | 5.4 | 5.6 |
| 79. St. John's Central is easy and convenient to use. | 5.7 | 5.7 | 5.6 | 5.4 |
| 82. There are enough classes offered after 2 p.m. on weekdays here. | 5.4 | 5.6 | 5.3 | 5.5 |
| 39. I am able to experience intellectual growth here. | 5.5 | 5.6 | 5.2 | 5.4 |
| 67. Freedom of expression is protected on campus. | 4.9 | 5.4 | 4.9 | 5.1 |

As indicated in the table above, the satisfaction ratings for all identified areas of strength increased from 2007 to 2010, especially for the freedom of expression being protected on campus (increase of 0.5). Three items that were not considered strengths in 2007 are now considered strengths in 2010: 1) the availability of classes offered after 2 pm on weekdays, 2) students being able to experience intellectual growth, and 3) the protection of freedom of expression. Overall, the satisfaction ratings for areas of strength from the School of Education are higher than those of St. John's University as a whole.

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 the School of Education and Undergraduates of St. John's University

Following are the areas of challenge for St. John's undergraduates on either the Queens or Staten Island campus, or for undergraduates of the university as a whole. The table indicates that the School of Education shares similar challenges with the university as a whole, though there are more similarities between the same campuses. Seven items are considered to be a challenge by all four categories: 1) tuition paid being a worthwhile investment, 2) reasonable billing policies, 3) student activities fees being put to good use, 4) financial aid awards being announced in time to be helpful in college planning, 5)

adequate financial aid for most students, 6) registration with few conflicts, and 7) an adequate selection of food in the cafeteria.

| Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.) | EDU Queens | EDU SI | University Queens | University SI |
|--|------------|--------|-------------------|---------------|
| | 2010 | 2010 | 2010 | 2010 |
| 66. Tuition paid is a worthwhile investment. | 3.1 | 4.8 | 3.7 | 4.7 |
| 11. Billing policies are reasonable. | 3.4 | 5.0 | 3.7 | 4.4 |
| 73. Student activities fees are put to good use. | 3.8 | 5.2 | 4.0 | 4.7 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 4.3 | 4.5 | 4.3 | 4.9 |
| 17. Adequate financial aid is available for most students. | 4.3 | 4.6 | 4.1 | 4.8 |
| 34. I am able to register for classes I need with few conflicts. | 4.5 | 4.2 | 4.3 | 4.9 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.6 | 4.4 | 4.0 | 4.5 |
| 5. Financial aid counselors are helpful. | 4.1 | 4.7 | 4.3 | 5.0 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.0 | 4.8 | 4.3 | 4.5 |
| 25. Faculty are fair and unbiased in their treatment of individual students. | 4.4 | 5.3 | 4.6 | 5.0 |
| 71. Channels for expressing student complaint are readily available. | 4.0 | 5.1 | 4.0 | 4.8 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 4.0 | 5.2 | 3.9 | 4.9 |
| 59. This institution shows concern for students as individuals. | 4.3 | 5.7 | 4.3 | 5.3 |
| 40. Residence hall regulations are reasonable. | 2.9 | 4.9 | 3.6 | 4.9 |
| 48. Admissions counselors accurately portray the campus in their recruiting practices. | 4.5 | 5.2 | 4.4 | 5.2 |
| 14. My academic advisor is concerned about my success as an individual. | 4.7 | 5.4 | 4.7 | 5.5 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 4.7 | 5.6 | 4.7 | 5.2 |
| 20. The business office is open during hours which are convenient for most students. | 4.6 | 4.8 | 4.5 | 5.1 |
| 49. There are adequate services to help me decide upon a career. | 4.8 | 4.9 | 4.7 | 5.2 |
| 69. There is a good variety of courses provided on this campus. | 4.8 | 4.9 | 4.9 | 4.7 |
| 53. Faculty taking into consideration student differences as they teach a course. | 4.5 | 5.0 | 4.3 | 5.0 |
| 35. The assessment and course placement procedures are reasonable. | 4.7 | 5.1 | 4.5 | 5.1 |
| 55. Major requirements are clear and reasonable. | 5.0 | 5.1 | 4.9 | 5.3 |
| 39. I am able to experience intellectual growth here. | 5.3 | 5.2 | 4.9 | 5.2 |
| 77. (2007) There is a variety of internship opportunities for students. | 4.7 | 5.4 | 4.4 | 5.1 |
| 19. My academic advisor helps me set goals to work toward. | 4.8 | 5.3 | 4.5 | 5.2 |
| 21. The amount of student parking space on campus is adequate. | 3.5 | 5.3 | 3.6 | 4.5 |
| 45. Students are made to feel welcome on this campus. | 5.3 | 5.7 | 4.9 | 5.1 |
| 47. Faculty provide timely feedback about student progress in a course. | 4.8 | 5.2 | 4.6 | 5.1 |
| 29. It is an enjoyable experience to be a student on this campus. | 5.0 | 5.5 | 4.7 | 5.1 |

B. 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) | EDU Queens | | University | |
|--|---------------|------------|------------|------------|
| | 2007 | 2010 | 2007 | 2010 |
| 40. Residence hall regulations are reasonable. | 3.2 | 2.9 | 3.5 | 3.6 |
| 66. Tuition paid is a worthwhile investment. | 4.3 | 3.1 | 3.9 | 3.7 |
| 11. Billing policies are reasonable. | 3.6 | 3.4 | 3.7 | 3.7 |
| 73. Student activities fees are put to good use. | 4.6 | 3.8 | 4.0 | 4.0 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.3 | 4.0 | 4.1 | 4.3 |
| 57. I seldom get the “run-around” when seeking information on this campus. | 4.4 | 4.0 | 3.9 | 3.9 |
| 71. Channels for expressing student complaint are readily available. | 4.5 | 4.0 | 4.3 | 4.0 |
| 5. Financial aid counselors are helpful. | 4.3 | 4.1 | 4.2 | 4.3 |
| 59. This institution shows concern for students as individuals. | 4.6 | 4.3 | 4.3 | 4.3 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 4.2 | 4.3 | 4.2 | 4.3 |
| 17. Adequate financial aid is available for most students. | 4.0 | 4.3 | 4.1 | 4.1 |
| 25. Faculty are fair and unbiased in their treatment of individual students. | 4.8 | 4.4 | 4.7 | 4.6 |
| 48. Admissions counselors accurately portray the campus in their recruiting practices. | 4.6 | 4.5 | 4.4 | 4.4 |
| 34. I am able to register for classes I need with few conflicts. | 4.7 | 4.5 | 4.4 | 4.3 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.3 | 4.6 | 3.8 | 4.0 |
| 14. My academic advisor is concerned about my success as an individual. | 5.3 | 4.7 | 4.8 | 4.7 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 5.0 | 4.7 | 4.7 | 4.7 |

As revealed in the above table, the majority of the challenges identified in 2007 remained to be challenges in 2010. Satisfaction ratings mostly decreased for these challenges from 2007 to 2010. However, some improvements have been made in areas such as 1) adequate financial aid being available for most students and 2) an adequate selection of food being available in the cafeteria. Most of the items identified as challenges by the School of Education are also considered challenges by St. John’s University as a whole. St. John’s University rated the following items notably higher than the School of Education: 1) residence hall regulations being reasonable (3.6 compared to 2.9) and 2) tuition paid being a worthwhile investment (3.7 compared to 3.1). Furthermore, St. John’s University rated the adequate selection of food available in the cafeteria notably lower than the School of Education (4.0 compared to 4.6.)

C. Undergraduates on Staten Island

The following areas have been identified as challenges by the 2010 survey, and they 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 BLUE are strengths, in Red are challenges.) | EDU SI | | University SI | |
|--|------------|------------|------------------|------------|
| | 2007 | 2010 | 2007 | 2010 |
| 5. Financial aid counselors are helpful. | 4.9 | 4.7 | 5.0 | 5.0 |
| 11. Billing policies are reasonable. | 4.5 | 5.0 | 4.5 | 4.4 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 5.2 | 4.5 | 4.9 | 4.9 |
| 17. Adequate financial aid is available for most students. | 4.8 | 4.6 | 4.7 | 4.8 |
| 20. The business office is open during hours which are convenient for most students. | 5.0 | 4.8 | 5.0 | 5.1 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.0 | 4.8 | 4.3 | 4.5 |
| 25. Faculty is fair and unbiased in their treatment of individual students. | 5.1 | 5.3 | 5.0 | 5.0 |
| 34. I am able to register for classes I need with few conflicts. | 4.7 | 4.2 | 4.9 | 4.9 |
| 35. The assessment and course placement procedures are reasonable. | 5.2 | 5.1 | 5.0 | 5.1 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.9 | 4.4 | 4.4 | 4.5 |
| 39. I am able to experience intellectual growth here. | 5.4 | 5.2 | 5.1 | 5.2 |
| 49. There are adequate services to help me decide upon a career. | 5.6 | 4.9 | 5.0 | 5.2 |
| 53. Faculty taking into consideration student differences as they teach a course. | 4.8 | 5.0 | 4.9 | 5.0 |
| 55. Major requirements are clear and reasonable. | 5.6 | 5.1 | 5.2 | 5.3 |
| 66. Tuition paid is a worthwhile investment. | 5.0 | 4.8 | 4.6 | 4.7 |
| 69. There is a good variety of courses provided on this campus. | 5.0 | 4.9 | 4.8 | 4.7 |
| 73. Student activities fees are put to good use. | 4.6 | 5.2 | 4.6 | 4.7 |

As revealed in the table above, satisfaction ratings for most of the areas of challenge have decreased from 2007 to 2010. Most notable were the following items, which were considered to be strengths in 2007 but are now challenges in 2010: 1) services to help students decide on a career (from 5.6 to 4.9) and 2) major requirements being clear and reasonable (from 5.6 to 5.1). However, satisfaction ratings increased for the challenges: 1) billing policies being reasonable (from 4.5 to 5.0) and 2) comfort of living conditions in the residence halls (from 4.0 to 4.8). In comparison, the university-wide ratings for these areas of challenge are slightly higher overall. Furthermore, many of the items considered to be challenges for the School of Education are not considered as challenges for St. John's University as a whole.

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 Red are challenges.) | Satisfaction | | | | |
|--|--------------|------------|------------|------------|------------|
| | Total | 1st Year | 2nd Year | 3rd Year | 4th Year |
| 40. Residence hall regulations are reasonable. | 2.9 | 3.0 | 2.1 | 2.3 | 5.5 |
| 66. Tuition paid is a worthwhile investment. | 3.1 | 3.0 | 3.1 | 2.5 | 5.5 |
| 11. Billing policies are reasonable. | 3.4 | 3.9 | 2.9 | 3.7 | 4.0 |
| 73. Student activities fees are put to good use. | 3.8 | 3.1 | 3.9 | 3.5 | 5.5 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.0 | 4.0 | 3.4 | 4.0 | 6.5 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 4.0 | 4.1 | 3.6 | 4.3 | 5.5 |
| 71. Channels for expressing student complaint are readily available. | 4.0 | 3.6 | 4.0 | 7.0 | 5.5 |
| 5. Financial aid counselors are helpful. | 4.1 | 4.4 | 4.4 | 3.0 | 5.5 |
| 59. This institution shows concern for students as individuals. | 4.3 | 4.1 | 4.1 | 5.0 | 5.0 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 4.3 | 4.3 | 4.5 | 3.5 | 6.5 |
| 17. Adequate financial aid is available for most students. | 4.3 | 4.0 | 4.8 | 4.2 | 4.0 |
| 25. Faculty is fair and unbiased in their treatment of individual students. | 4.4 | 4.1 | 5.0 | 3.5 | 6.5 |
| 48. Admissions counselors accurately portray the campus in their recruiting practices. | 4.5 | 4.1 | 4.8 | 5.0 | 6.0 |
| 34. I am able to register for classes I need with few conflicts. | 4.5 | 4.4 | 4.7 | 4.2 | 5.5 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.6 | 4.5 | 4.8 | 3.5 | 6.5 |
| 14. My academic advisor is concerned about my success as an individual. | 4.7 | 5.4 | 4.7 | 3.7 | 6.0 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 4.7 | 4.8 | 5.1 | 4.3 | 5.5 |

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 some exceptions. There was a general pattern of higher levels with lower ratings, except for fourth years, which gave the highest ratings.

For Staten Island campus, there was a similar pattern of higher levels with lower ratings. Please note that there is no information for fourth years on the Staten Island Campus. Following are areas of challenge by level in 2010, **Staten Island campus**:

| Survey Item (Items with satisfaction ratings in Red are challenges.) | Satisfaction | | | |
|--|--------------|------------|------------|------------|
| | Total | 1st Year | 2nd Year | 3rd Year |
| 34. I am able to register for classes I need with few conflicts. | 4.2 | 5.0 | 3.8 | 4.7 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.4 | 3.5 | 4.3 | 4.7 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 4.5 | 6.0 | 4.3 | 4.3 |
| 17. Adequate financial aid is available for most students. | 4.6 | 7.0 | 4.4 | 4.0 |
| 5. Financial aid counselors are helpful. | 4.7 | 5.0 | 5.0 | 4.5 |
| 20. The business office is open during hours which are convenient for most students. | 4.8 | 5.0 | 5.0 | 4.0 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.8 | 6.0 | 5.0 | 4.2 |
| 66. Tuition paid is a worthwhile investment. | 4.8 | 6.5 | 4.3 | 4.3 |
| 49. There are adequate services to help me decide upon a career. | 4.9 | 7.0 | 4.0 | 5.2 |
| 69. There is a good variety of courses provided on this campus. | 4.9 | 6.5 | 4.5 | 4.5 |
| 11. Billing policies are reasonable. | 5.0 | 5.0 | 5.1 | 4.5 |
| 53. Faculty taking into consideration student differences as they teach a course. | 5.0 | 7.0 | 4.5 | 4.7 |
| 35. The assessment and course placement procedures are reasonable. | 5.1 | 5.5 | 5.0 | 5.2 |
| 55. Major requirements are clear and reasonable. | 5.1 | 6.5 | 4.4 | 5.3 |
| 39. I am able to experience intellectual growth here. | 5.2 | 6.0 | 5.1 | 4.8 |
| 73. Student activities fees are put to good use. | 5.2 | 5.5 | 5.4 | 4.5 |
| 25. Faculty is fair and unbiased in their treatment of individual students. | 5.3 | 7.0 | 4.9 | 4.8 |

D. Graduates on 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 and the university-wide ratings for the corresponding challenges.

| Survey Item (Items with satisfaction ratings in RED are strengths.) | EDU Graduates | | University | |
|---|---------------|------|------------|------|
| | 2007 | 2010 | 2007 | 2010 |
| 11. Billing policies are reasonable. | 4.3 | 4.3 | 4.2 | 4.3 |
| 17. Adequate financial aid is available for most students. | 4.4 | 4.5 | 4.1 | 4.3 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 4.2 | 4.6 | 4.2 | 4.4 |
| 66. Tuition paid is a worthwhile investment. | 4.7 | 4.7 | 4.4 | 4.5 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 4.4 | 4.7 | 4.3 | 4.6 |
| 73. Student activities fees are put to good use. | 4.5 | 4.7 | 4.3 | 4.6 |
| 5. Financial aid counselors are helpful. | 4.4 | 4.8 | 4.4 | 4.6 |
| 4. Admission staff is knowledgeable. | 4.9 | 5.1 | 4.9 | 4.9 |
| 19. My academic advisor helps me set goals to work toward. | 4.9 | 5.2 | 4.9 | 5.0 |
| 34. I am able to register for classes I need with few conflicts. | 5.0 | 5.2 | 5.0 | 5.1 |
| 55. Major requirements are clear and reasonable. | 5.3 | 5.3 | 5.2 | 5.3 |
| 14. My academic advisor is concerned about my success as an individual. | 5.2 | 5.3 | 5.2 | 5.3 |
| 7. The campus is safe and secure for all students. | 5.5 | 5.3 | 5.5 | 5.5 |

As revealed in the table above, satisfaction ratings for the majority of the challenges increased from 2007 to 2010, especially for 1) financial aid counselors being helpful (from 4.4 to 4.8) and 2) students seldom getting the "run-around" when seeking information on campus (from 4.2 to 4.6). Furthermore, the satisfaction ratings for the majority of these challenges are higher than the university-wide ratings.

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.) | EDU Queens | | | University | | |
|--|------------|------|-------|------------|------|-------|
| | 2007 | 2010 | 10-07 | 2007 | 2010 | 10-07 |
| 26. Computer labs are adequate and accessible. | 5.1 | 5.9 | 0.7 | 5.0 | 5.1 | 0.1 |
| 65. Faculty are usually available after class and during office hours. | 5.3 | 5.9 | 0.6 | 5.1 | 5.1 | 0.0 |
| 62. There is a strong commitment to racial harmony on this campus. | 5.1 | 5.7 | 0.6 | 4.9 | 5.1 | 0.2 |
| 9. A variety of intramural activities are offered. | 4.8 | 5.3 | 0.5 | 4.6 | 4.7 | 0.1 |
| 27. The personnel involved in registration are helpful. | 4.7 | 5.3 | 0.5 | 4.7 | 4.7 | 0.0 |
| 45. Students are made to feel welcome on this campus. | 4.9 | 5.3 | 0.5 | 4.7 | 4.9 | 0.2 |
| 10. Administrators are approachable to students. | 4.6 | 5.1 | 0.4 | 4.5 | 4.6 | 0.0 |
| 64. New student orientation services help students adjust to college. | 4.9 | 5.3 | 0.4 | 4.7 | 4.7 | 0.0 |

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.) | EDU Queens | | | University | | |
|--|------------|------------|-------|------------|------------|-------|
| | 2007 | 2010 | 10-07 | 2007 | 2010 | 10-07 |
| 66. Tuition paid is a worthwhile investment. | 4.3 | 3.1 | -1.1 | 3.9 | 3.7 | -0.2 |

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 BLUE are strengths, in Red are challenges.) | SI Sat | | | University Sat | | |
|--|------------|------------|-------|----------------|------------|-------|
| | 2007 | 2010 | 10-07 | 2007 | 2010 | 10-07 |
| 21. The amount of student parking space on campus is adequate. | 4.1 | 5.3 | 1.2 | 4.0 | 4.5 | 0.5 |
| 28. Parking lots are well-lighted and secure. | 5.0 | 5.9 | 0.9 | 4.9 | 5.2 | 0.2 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.0 | 4.8 | 0.7 | 4.3 | 4.5 | 0.2 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 4.6 | 5.2 | 0.7 | 4.6 | 4.9 | 0.3 |
| 63. Student disciplinary procedures are fair. | 5.1 | 5.8 | 0.7 | 5.0 | 5.3 | 0.3 |
| 78. I have found the Public Safety staff helpful and approachable. | 5.2 | 5.9 | 0.7 | 5.1 | 5.3 | 0.3 |

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.) | SI Sat | | | University Sat | | |
|--|------------|------------|-------|----------------|------|-------|
| | 2007 | 2010 | 10-07 | 2007 | 2010 | 10-07 |
| 24. The intercollegiate athletic programs contribute to a strong sense of school spirit. | 4.8 | 4.1 | -0.7 | 4.3 | 4.2 | -0.1 |
| 9. A variety of intramural activities are offered. | 5.1 | 4.4 | -0.7 | 4.7 | 4.6 | -0.1 |
| 49. There are adequate services to help me decide upon a career. | 5.6 | 4.9 | -0.7 | 5.0 | 5.2 | 0.2 |

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 BLUE are strengths, in Red are challenges.) | EDU 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. | 4.8 | 5.6 | 0.8 | 4.7 | 5.4 | 0.6 |
| 36. Security staff respond quickly in emergencies. | 4.7 | 5.5 | 0.8 | 4.8 | 5.3 | 0.6 |
| 24. The intercollegiate athletic programs contribute to a strong sense of school spirit. | 4.6 | 5.4 | 0.8 | 4.5 | 4.7 | 0.2 |
| 60. I generally know what's happening on campus. | 4.7 | 5.4 | 0.7 | 4.6 | 4.8 | 0.2 |

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

| Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.) | EDU Graduates | | | University | | |
|--|---------------|------|-------|------------|------|---------|
| | 2007 | 2010 | 10-07 | 2007 | 2010 | 10 - 07 |
| 61. Adjunct faculty is competent as classroom instructors. | 5.4 | 5.1 | -0.3 | 5.3 | 5.3 | 0.0 |
| 21. The amount of student parking space on campus is adequate. | 4.1 | 3.8 | -0.3 | 3.9 | 4.0 | 0.1 |

IV. SUMMARY AND DISCUSSION

In general, strengths and challenges identified by Queens undergraduates and graduate students in the School of Education corresponded with those of the University as a whole. For Staten Island undergraduates, however, many areas identified as challenges were not considered to be challenges for the University as a whole. This is also true for strengths. There have been many significant increases in satisfaction ratings for undergraduates on the Staten Island campus as well as significant decreases.

The School of Education 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 undergraduates on the Queens campus, the strengths that the college shares with the University include: 1) faculty availability after class and during office hours, and 2) adequate and accessible computer labs. The college's own unique strength include: The personnel involved in registration are helpful.

For undergraduates on the Staten Island campus, the strengths that the college shares with the University include: 1) the institution has a good reputation within the community, 2) St. John's Central is easy and convenient to use, and 3) The use of technology in the classroom is adequate. The school's own unique strengths include: 1) There is a commitment to academic excellence on this campus, 2) Student disciplinary procedures are fair, and 3) This institution shows concern for students as individuals.

For graduates on both campuses, the strengths that the college shares with the University include: 1) There are enough classes offered after 2 p.m. on weekdays here, and 2) St. John's Central is easy and convenient to use. The school's own unique strengths include: 1) I am able to experience intellectual growth here, and 2) Freedom of expression is protected on campus.

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, 3) available channels for expressing student complaint. The school's own unique challenges include: 1) Faculty being fair and unbiased in their treatment of individual students, 2) The quality of instruction students receive in most classes, and 3) The quality of instruction in most of my classes being excellent.

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) registration with few conflicts, 3) Faculty taking into consideration student differences as they teach a course. The school's own unique challenges include: 1) Major requirements being clear and reasonable, 2) the business office being open during hours which are convenient for most students, and 3) ability to experience intellectual growth.

For graduates on both campuses, the challenges that the college shares with the University include: 1) getting the "run-around" when seeking information, 2) registration with few conflicts, and 3) Tuition paid being a worthwhile investment. The school's own unique challenges include: 1) Major requirements being clear and reasonable, and 2) Academic advisors being concerned about students' success 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.