



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2010 FOR COLLEGE OF PROFESSIONAL STUDIES

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 College of Professional Studies (CPS), the sample included 155 undergraduates on Queens Campus (5% of student population), 63 undergraduates on Staten Island (13%), and 60 graduate students of both Queens and SI campuses (42%).

This report highlights the survey results for College of Professional Studies. Both strengths and challenges have been identified for the 2010 survey, and they are compared with the 2007 data. Corresponding ratings from the entire university in 2010 and 2007 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 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 College of Professional Studies 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 CPS survey results in 2004, 2007, and 2010, with the University target for 2013:

	2004	2007	2010	STJ Target for 2013
Undergraduates on Queens Campus	4.4	4.6	4.7	5.3
Undergraduates on Staten Island	4.6	5.1	5.5	5.3
Graduate students on Queens Campus	N/A	N/A	5.4	5.3

As indicated above, there has been a continuous improvement in satisfaction ratings from 2004 to 2007 and then to 2010 for undergraduates on both campuses. The number of graduate survey participants in 2004 and 2007 was too small to generate meaningful results. So, only the 2010 data are provided. 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 Queens campus is below the target.

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

1. The campus is safe and secure for all students.
2. Academic advisors are approachable.
3. On the whole, the campus is well-maintained.
4. Academic advisor are concerned about students' success as individuals.
5. Computer labs are adequate and accessible.

Additional strengths for Queens campus were:

6. Students have been able to socialize with other students on campus.
7. St. John's Central is easy and convenient to use.
8. Faculty are usually available after class and during office hours.
9. Students are made to feel welcome on this campus.

Additional strengths for Staten Island campus were:

6. St. John's has a good reputation within the community.
7. Academic advisors help students set goals to work toward.
8. Faculty care about students as individuals.
9. Public Safety staff are helpful and approachable.
10. Administrators are approachable to students.

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

1. Tuition paid as a worthwhile investment.
2. Billing policies being reasonable.
3. An adequate selection of food available in the cafeteria.
4. Student activity fees being put to good use.
5. Adequate financial aid being available for most students.
6. Financial aid awards being announced to students in time to be helpful in college planning.
7. Students being able to register for classes they need with few conflicts.
8. Freedom of expression being protected on campus.
9. Faculty taking into consideration student differences as they teach a course.

Additional challenges for Queens campus were:

10. Students getting the "run-around" when seeking information on campus.
11. Channels for expressing student complaint being readily available.
12. Financial aid counselors being helpful.
13. This institution showing concern for students as individuals.
14. Faculty providing timely feedback about student progress in a course.
15. Variety of internship opportunities being available for students.

Additional challenges for Staten Island campus were:

10. Variety of courses being provided on this campus.
11. The assessment and course placement procedures being reasonable.
12. Faculty being fair and unbiased in their treatment of individual students.

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 from 2007 to 2010.

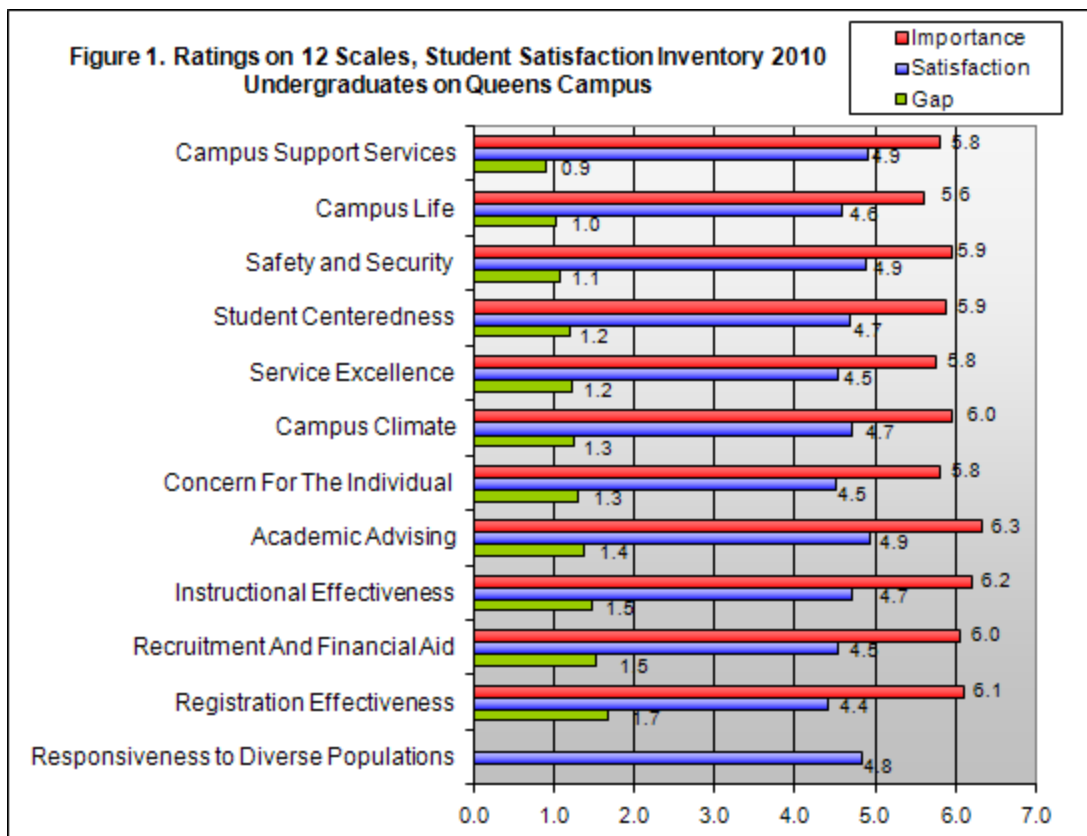
1. The Scale-Level Results and Overall Satisfaction

A. Undergraduates on Queens Campus

For undergraduates on the Queens campus, importance ratings increased slightly from 2007 to 2010, and satisfaction ratings increased even more, resulting in a reduced performance gap for most items. (Table 1a in the appendix)

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, Campus Life, and Safety & Security had the smallest gaps which ranged from 0.9 to 1.1, while Registration Effectiveness, Recruitment & Financial Aid, and Institutional Effectiveness had the largest gaps which ranged from 1.5 to 1.7. The average satisfaction rating on Responsiveness to Diverse Populations was 4.8 which increased from a rating of 4.5 in 2007.

The overall satisfaction rating, one of St. John's institutional success measures, increased from 4.6 to 4.7.

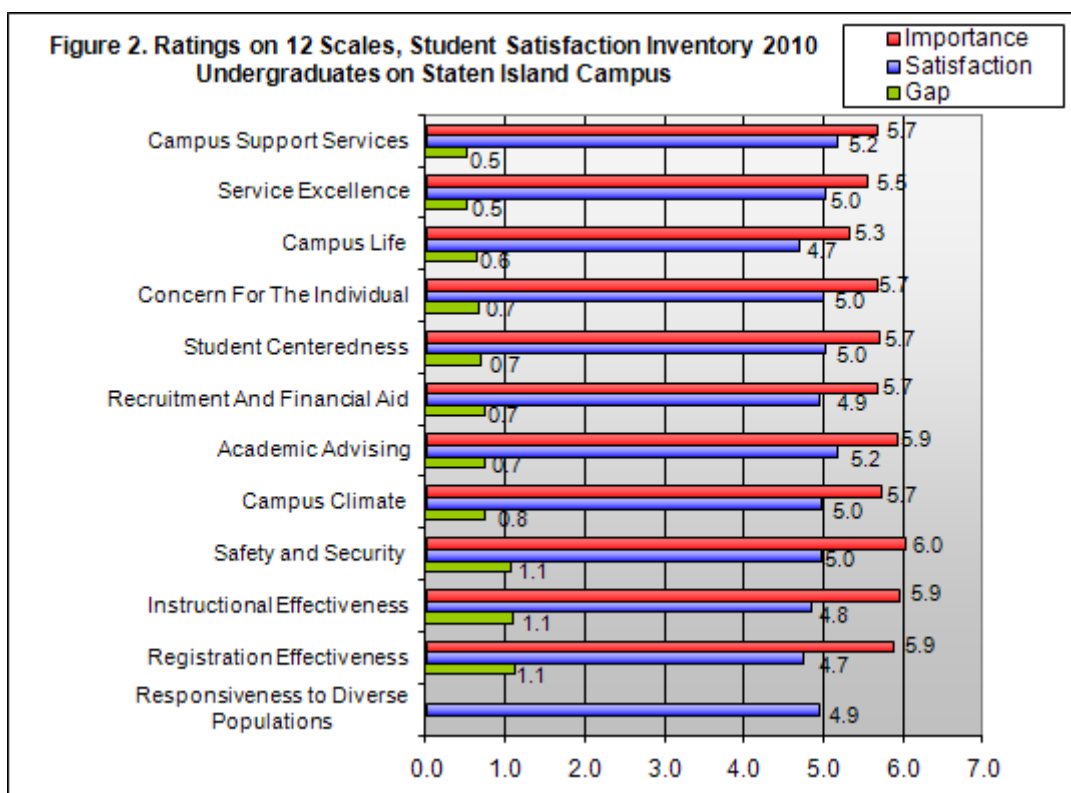


B. Undergraduates on Staten Island Campus

For undergraduate students on Staten Island Campus, both importance and satisfaction ratings decreased slightly from 2007 to 2010, and the performance gaps remained unchanged for most scales. (Table 2a in the appendix)

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 of 0.5, while Registration Effectiveness, Instructional Effectiveness, and Safety & Security had the largest gap of 1.1. The average satisfaction rating on Responsiveness to Diverse Populations was 4.9 which remained the same as in 2007.

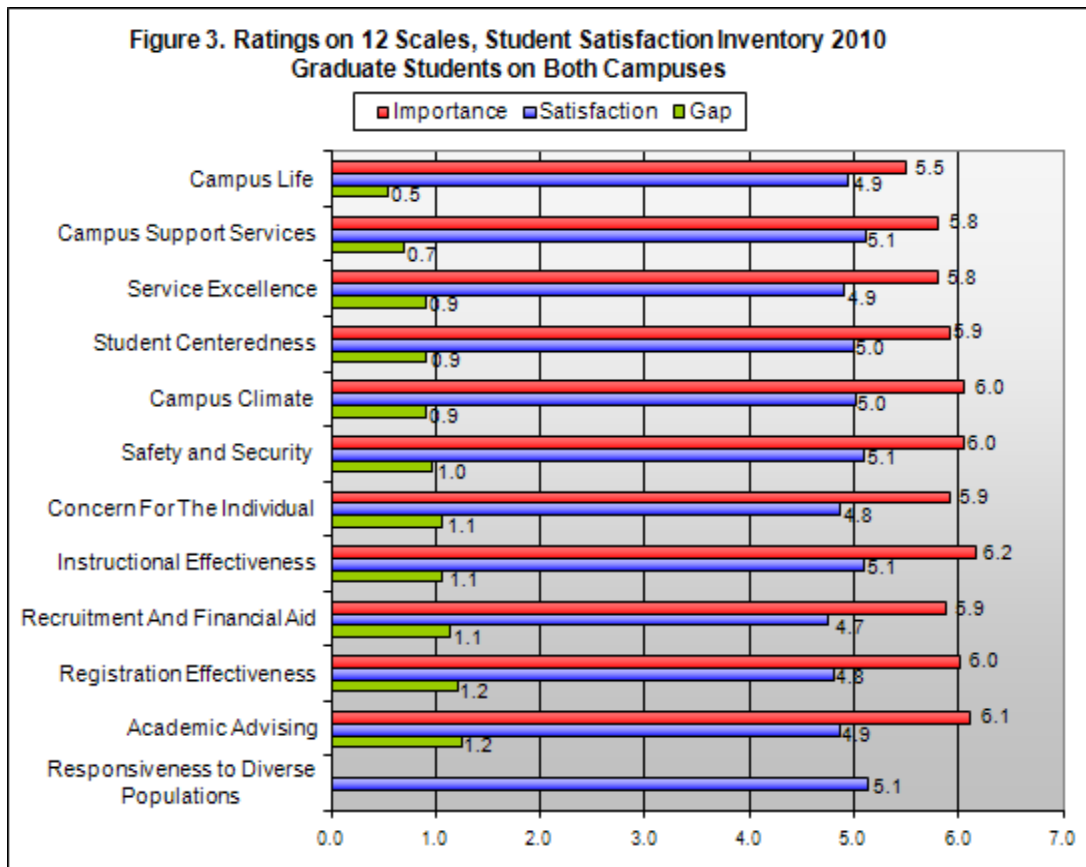
The overall satisfaction rating, one of St. John's institutional success measures, increased from 5.1 in 2007 to 5.5 in 2010.



C. Graduate Students on both Queens and Staten Island Campuses

For graduate students on both Queens and Staten Island campuses, the number of graduate participants in SSI 2007 was too small to generate meaningful results. Therefore, only the 2010 results are presented. (Table 3a in the appendix)

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life and Campus Support Services had the smallest gaps of 0.5 and 0.7 respectively, while Academic Advising and Registration Effectiveness had the largest gap of 1.2. The average satisfaction rating on Responsiveness to Diverse Populations was 5.1.



The overall satisfaction rating for graduate students, one of St. John's institutional success measures, was 5.4.

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 the College of Profession Studies and St. John's University

Following are the areas of strength for undergraduates of the College of Professional Studies on either Queens or Staten Island campus, and for undergraduates of the entire university on either Queens or Staten Island campus. The table indicates that the College of Professional Studies shares most strengths with the University as a whole. In addition, the satisfaction ratings for the College and University were similar on either of the campuses. Two areas were identified as strengths by students of the College and University on both campuses. The two areas were: 1) Safety and security of the campus, and 2) Adequate and accessible computer labs.

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	CPS Queens	CPS SI	University Queens	University SI
	2010	2010	2010	2010
7. The campus is safe and secure for all students.	5.4	6.0	5.3	5.7
6. My academic advisor is approachable.	5.3	5.9	5.1	5.8
72. On the whole, the campus is well-maintained.	5.3	5.6	5.2	5.4
14. My academic advisor is concerned about my success as an individual.	5.2	5.8	4.7	5.5
26. Computer labs are adequate and accessible.	5.1	5.8	5.1	5.6
75. I have been able to socialize with other students on campus.	5.5	5.4	5.3	5.5
79. St. John's Central is easy and convenient to use.	5.3	5.5	5.4	5.7
65. Faculty are usually available after class and during office hours.	5.2	5.4	5.1	5.4
45. Students are made to feel welcome on this campus.	5.2	5.3	4.9	5.1
51. This institution has a good reputation within the community.	5.3	5.7	5.1	5.6
19. My academic advisor helps me set goals to work toward.	4.7	5.7	4.5	5.2
3. Faculty care about me as an individual.	4.6	5.6	4.5	5.4
78. I have found the Public Safety staff helpful and approachable.	4.9	5.5	4.9	5.3
10. Administrators are approachable to students.	4.6	5.4	4.6	5.4
2. The campus staff are caring and helpful.	5.0	5.6	4.7	5.5
81. The use of technology in the classroom is adequate.	5.3	5.3	5.2	5.5
32. Tutoring services are readily available.	5.0	5.5	4.9	5.4

B. Undergraduates on Queens Campus

The following areas have been identified as strengths in 2010 for CPS undergraduates on Queens campus, and they are compared with the 2007 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in BLUE are strengths.)	CPS Queens		University	
	2007	2010	2007	2010
75. I have been able to socialize with other students on campus.	5.2	5.5	5.1	5.3
7. The campus is safe and secure for all students.	5.3	5.4	5.3	5.3
79. St. John's Central is easy and convenient to use.	5.4	5.3	5.4	5.4
6. My academic advisor is approachable.	5.2	5.3	5.1	5.1
72. On the whole, the campus is well-maintained.	5.2	5.3	5.1	5.2
65. Faculty are usually available after class and during office hours.	5.2	5.2	5.1	5.1
26. Computer labs are adequate and accessible.	5.2	5.1	5.0	5.1
45. Students are made to feel welcome on this campus.	4.9	5.2	4.7	4.9
14. My academic advisor is concerned about my success as an individual.	4.8	5.2	4.8	4.7

As indicated in the table above, the satisfaction ratings on “academic advisors being concerned about students’ success as individuals” increased from 4.8 in 2007 to 5.2 in 2010. The satisfaction ratings also increased on “students being made to feel welcome on the campus” (from 4.9 to 5.2), and on “students being able to socialize with other students” (from 5.2 to 5.5).

C. Undergraduates on Staten Island Campus

The following areas have been identified as strengths in 2010 for CPS undergraduates on Staten Island campus, and they are compared with the 2007 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in BLUE are strengths)	CPS Staten Island		University	
	2007	2010	2007	2010
7. The campus is safe and secure for all students.	5.7	6.0	5.6	5.7
6. My academic advisor is approachable.	5.7	5.9	5.6	5.8
14. My academic advisor is concerned about my success as an individual.	5.5	5.8	5.4	5.5
26. Computer labs are adequate and accessible.	5.5	5.8	5.5	5.6
51. This institution has a good reputation within the community.	5.4	5.7	5.3	5.6
19. My academic advisor helps me set goals to work toward.	5.3	5.7	5.1	5.2
3. Faculty care about me as an individual.	5.4	5.6	5.3	5.4
72. On the whole, the campus is well-maintained.	5.4	5.6	5.2	5.4
78. I have found the Public Safety staff helpful and approachable.	5.0	5.5	5.1	5.3
10. Administrators are approachable to students.	5.4	5.4	5.3	5.4

As indicated in the table above, the satisfaction ratings for almost all the strengths increased from 2007 to 2010, especially for the public safety staff (increased from 5.0 to 5.5), and for academic advisors helping students set goals to work towards (from 5.3 to 5.7).

D. Graduate students on both Queens and Staten Island Campuses

The following areas have been identified as strengths in 2010 for CPS graduate students on both Queens and Staten Island campuses, and they are compared with the university-wide ratings. (The number of graduate participants in SSI 2007 was too small to generate meaningful results.)

Survey Item (Items with satisfaction ratings in BLUE are strengths.)	Graduate CPS	Graduate University
	2010	2010
6. My academic advisor is approachable.	6.1	5.5
51. This institution has a good reputation within the community.	5.7	5.5
72. On the whole, the campus is well-maintained.	5.7	5.6
14. My academic advisor is concerned about my success as an individual.	5.8	5.3
68. Nearly all of the faculty are knowledgeable in their field.	5.7	5.5
69. There is a good variety of courses provided on this campus.	5.7	5.3
3. Faculty care about me as an individual.	5.7	5.3
2. The campus staff are caring and helpful.	5.6	5.3

As indicated in the above table, the first three areas in the table were strengths shared by the College and University, and the satisfaction ratings for the College were all higher than for the University, especially ratings on “academic advisors being approachable” (6.1 vs. 5.5).

3. Areas of Challenge

Areas of challenge are determined in a similar way as areas of strength, 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 challenge for each of the three CPS student groups.

A. An Overview: Challenges for CPS Undergraduates and for St. John’s University

Following are the areas of challenge for CPS undergraduates on either Queens or Staten Island campus, or for undergraduates of the university as a whole. The table indicates that CPS shares most challenges with the university on the two campuses. In

general, satisfaction ratings were higher on Staten Island than on Queens campus for both CPS and the University, while on each campus the ratings for CPS were similar to those for the University.

Survey Item (Items with satisfaction ratings in BLUE are strengths, in Red are challenges.)	CPS Queens	CPS SI	University Queens	University SI
	2010	2010	2010	2010
66. Tuition paid is a worthwhile investment.	3.7	4.9	3.7	4.7
11. Billing policies are reasonable.	3.8	4.3	3.7	4.4
38. There is an adequate selection of food available in the cafeteria.	4.0	4.7	4.0	4.5
73. Student activities fees are put to good use.	4.1	4.8	4.0	4.7
17. Adequate financial aid is available for most students.	4.2	5.1	4.1	4.8
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.3	4.8	4.3	4.9
34. I am able to register for classes I need with few conflicts.	4.5	5.3	4.3	4.9
67. Freedom of expression is protected on campus.	4.5	5.2	4.6	5.2
53. Faculty taking into consideration student differences as they teach a course.	4.5	5.0	4.3	5.0
57. I seldom get the "run-around" when seeking information on this campus.	3.8	4.8	3.9	4.9
71. Channels for expressing student complaint are readily available.	4.0	4.9	4.0	4.8
5. Financial aid counselors are helpful.	4.4	4.8	4.3	5.0
59. This institution shows concern for students as individuals.	4.4	5.4	4.3	5.3
47. Faculty provide timely feedback about student progress in a course.	4.6	5.3	4.6	5.1
77. There is a variety of internship opportunities for students.	4.7	5.4	4.4	5.1
69. There is a good variety of courses provided on this campus.	5.0	4.9	4.9	4.7
35. The assessment and course placement procedures are reasonable.	4.6	5.2	4.5	5.1
25. Faculty are fair and unbiased in their treatment of individual students.	4.8	5.3	4.6	5.0
19. My academic advisor helps me set goals to work toward.	4.7	5.7	4.5	5.2
21. The amount of student parking space on campus is adequate.	3.7	4.7	3.6	4.5
45. Students are made to feel welcome on this campus.	5.2	5.3	4.9	5.1
29. It is an enjoyable experience to be a student on this campus.	4.8	5.4	4.7	5.1

B. Undergraduates on Queens Campus

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

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Queens		University Queens	
	2007	2010	2007	2010
66. Tuition paid is a worthwhile investment.	4.0	3.7	3.9	3.7
11. Billing policies are reasonable.	3.9	3.8	3.7	3.7
57. I seldom get the “run-around” when seeking information on this campus.	4.1	3.8	3.9	3.9
38. There is an adequate selection of food available in the cafeteria.	4.0	4.0	3.8	4.0
73. Student activities fees are put to good use.	4.1	4.1	4.0	4.0
17. Adequate financial aid is available for most students.	4.2	4.2	4.1	4.1
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.4	4.3	4.2	4.3
5. Financial aid counselors are helpful.	4.4	4.4	4.2	4.3
59. This institution shows concern for students as individuals.	4.5	4.4	4.3	4.3
34. I am able to register for classes I need with few conflicts.	4.7	4.5	4.4	4.3
47. Faculty provide timely feedback about student progress in a course.	4.6	4.6	4.5	4.6
77. There is a variety of internship opportunities for students.	4.7	4.7	4.4	4.4
71. Channels for expressing student complaint are readily available.	4.5	4.0	4.3	4.0
67. Freedom of expression is protected on campus.	4.7	4.5	4.6	4.6
53. Faculty taking into consideration student differences as they teach a course.	4.5	4.5	4.5	4.3

As revealed in the above table, the majority of the challenges identified in 2007 remained challenges in 2010. The satisfaction rating on channels for expressing student complaint dropped by half a point, from 4.5 in 2007 to 4.0 in 2010, and it became a challenge.

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 are also provided.

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Staten Island		University Staten Island	
	2007	2010	2007	2010
11. Billing policies are reasonable.	4.5	4.3	4.5	4.4
38. There is an adequate selection of food available in the cafeteria.	4.5	4.7	4.4	4.5
73. Student activities fees are put to good use.	4.8	4.8	4.6	4.7
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.9	4.8	4.9	4.9
66. Tuition paid is a worthwhile investment.	4.7	4.9	4.6	4.7
69. There is a good variety of courses provided on this campus.	5.0	4.9	4.8	4.7
53. Faculty taking into consideration student differences as they teach a course.	5.1	5.0	4.9	5.0
17. Adequate financial aid is available for most students.	4.8	5.1	4.7	4.8
67. Freedom of expression is protected on campus.	5.1	5.2	5.0	5.2
35. The assessment and course placement procedures are reasonable.	5.1	5.2	5.0	5.1
34. I am able to register for classes I need with few conflicts.	5.0	5.3	4.9	4.9
25. Faculty are fair and unbiased in their treatment of individual students.	5.2	5.3	5.0	5.0

As indicated in the above table, most areas of challenge in 2007 remained challenges in 2010. CPS shared almost all challenges with the University, and satisfaction ratings were similar.

D. Graduate Students on both Queens and Staten Island Campuses

The following areas have been identified as challenges by the 2010 survey, and they are compared with the university-wide ratings. Only the 2010 results are provided. The number of the 2007 SSI participants was too small to generate meaningful results.

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Graduate	University Graduate
	2010	2010
11. Billing policies are reasonable.	4.3	4.3
57. I seldom get the “run-around” when seeking information on this campus.	4.7	4.4
66. Tuition paid is a worthwhile investment.	4.8	4.5
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.8	4.6
17. Adequate financial aid is available for most students.	4.9	4.3
77. There is a variety of internship opportunities for students.	4.9	4.6
21. The amount of student parking space on campus is adequate.	3.9	4.0
44. Academic support services adequately meet the needs of students.	4.9	5.0
53. Faculty taking into consideration student differences as they teach a course.	5.0	5.0
43. Admissions counselors respond to prospective students’ unique needs and requests.	5.1	4.9
28. Parking lots are well-lighted and secure.	5.1	5.1
47. Faculty provide timely feedback about student progress in a course.	5.2	5.2

As revealed in the above table, CPS shared one half of its challenges with the University, and satisfaction ratings were similar for the College and University.

4. Areas of Significant Change

A. Undergraduates on Queens Campus

From 2007 to 2010, 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.)	CPS Queens			University		
	2007	2010	10-07	2007	2010	10 - 07
52. The student center is a comfortable place for students to spend their leisure time.	4.7	5.3	0.6	4.5	5.1	0.6
21. The amount of student parking space on campus is adequate.	3.2	3.7	0.5	3.2	3.6	0.4
78. I have found the Public Safety staff helpful and approachable.	4.5	4.9	0.4	4.5	4.9	0.4
75. I have been able to socialize with other students on campus.	5.2	5.5	0.4	5.1	5.3	0.1
14. My academic advisor is concerned about my success as an individual.	4.8	5.2	0.3	4.8	4.7	-0.1
45. Students are made to feel welcome on this campus.	4.9	5.2	0.3	4.7	4.9	0.2
82. There are enough classes offered after 2 p.m. on weekdays here.	4.7	5.0	0.3	4.9	4.9	0.1

From 2007 to 2010, there was a significant decrease in satisfaction ratings for the following area.

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Queens			University		
	2007	2010	10-07	2007	2010	10 - 07
71. Channels for expressing student complaint are readily available.	4.5	4.0	-0.5	4.3	4.0	-0.3

B. Undergraduates on Staten Island Campus

From 2007 to 2010, there was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in BLUE are strengths)	Staten Island			University		
	2007	2010	10-07	2007	2010	10-07
21. The amount of student parking space on campus is adequate.	3.9	4.7	0.8	4.0	4.5	0.5
16. The instruction in my major field is excellent.	5.2	5.8	0.5	5.2	5.4	0.2
78. I have found the Public Safety staff helpful and approachable.	5.0	5.5	0.5	5.1	5.3	0.3
83. I have found places on campus to study or work in groups.	5.1	5.6	0.5	5.1	5.4	0.3
100. Rate your overall satisfaction with your experience here thus far.	5.1	5.5	0.5	5.0	5.1	0.2

From 2007 to 2010, there was a significant decrease in satisfaction ratings for the following areas.

Survey Item	SI Sat			University Sat		
	2007	2010	10-07	2007	2010	10-07
5. Financial aid counselors are helpful.	5.1	4.8	-0.4	5.0	5.0	0.0
56. The student handbook provides helpful information about campus life.	5.2	4.9	-0.3	5.0	4.9	-0.1

IV. SUMMARY AND DISCUSSION

College of Professional Studies shares some areas of strength with the University and also has its own areas of strength. For undergraduates on the Queens campus, the strengths that the college shares with the University include: 1) Faculty are usually available after class and during office hours, and 2) Students are made to feel welcome on this campus. The College's own unique strengths include: 1) Academic advisors are approachable, and 2) Academic advisors are concerned about student's success as individuals.

For the Staten Island campus, the strengths that the college shares with the University include: 1) Academic advisors are approachable, 2) Academic advisors are concerned about students' success as individuals, and 3) Faculty care about students as individuals. The College's own unique strengths include: 1) Administrators are approachable to students, and 2) Academic advisors help students set goals to work toward.

For graduate students on both campuses, the strengths that the college shares with the University include: 1) Academic advisors are approachable, and 2) St. John's has a good reputation within the community. The college's unique strengths include: 1) Academic advisors are concerned with students' success as individuals, 2) Nearly all the faculty are knowledgeable in their fields, and 3) there is a good variety of courses provided on campus.

College of Professional Studies shares some areas of challenge with the University and also has its own areas of challenge. For undergraduates on the Queens campus, the challenges that the college shares with the University include: 1) Tuition paid as a worthwhile investment, 2) Students being able to register for classes with few conflicts, and 3) Students getting the "run-around" when seeking information on campus. The College's unique challenges include the protection of freedom of expression on campus.

For the Staten Island campus, the challenges that the College shares with the University include: 1) Faculty taking into consideration student differences as they teach a course, 2) Variety of courses offered on this campus, and 3) The assessment and course placement procedures being reasonable. The College's unique challenges include the protection of freedom of expression on campus.

For graduate students on both campuses, the challenges that the college shares with the University include: 1) Students getting the "run-around" when seeking information on campus, and 2) Tuition paid as a worthwhile investment. The college's unique challenges include academic support services meeting the needs of students.

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.